



INDIANA UNIVERSITY
SCHOOL OF SOCIAL WORK

2020-2021 | ISSUE NO. 1

COMMITMENT TO

research

FEATURING INDIANA UNIVERSITY RACIAL JUSTICE FUND GRANTS

Assistant Professor of Social Work Eric Kyere

photo by Liz Kaye, Indiana University

**Assistant Professor of Social Work
Tarek Zidan with Social Work Students
at IU South Bend**

photo by Alex Kumar, Indiana University



Greetings!

I am so pleased and excited to share with you our inaugural issue of *Commitment to Research*. With all of the disruptions brought about by the dueling pandemics this past year and a half, I am amazed at the tremendous research and scholarly achievements of our faculty and doctoral students during this time.

Upon an invitation by Indiana University for faculty to engage more deeply in scholarship around racial injustice, several of our faculty chose to advance explorations of racial injustice relevant to their respective research agendas. Our School is well represented among faculty from across Indiana University chosen to receive these research funding awards. Their work will make important contributions to understanding the changing racial landscape of society.

I am also proud that over the past two years our faculty have helped the School to reach its highest levels of external funding in recent history. The undeniable energy and success around research and scholarship is palpable and offers new and enhanced learning opportunities for our students across program levels. Our doctoral students are making all kinds of positive contributions to our research program, bringing unique approaches to their scholarly endeavors.

In this first issue of our research magazine, we also pay tribute to two late faculty, Dr. Bill Barton and Dr. Jim Hall. Their significant contributions helped to build the School's capacities to support faculty and doctoral research. They each left unique legacies in the School and Social Work profession.

I hope you enjoy reading and are moved by the stories and descriptions of the research and scholarly activity underway at the Indiana University School of Social Work. It is one more way our School remains committed to Giving Hope and Changing Lives!

Tamara S. Davis
Dean and Professor



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CREATING A CULTURE OF ACADEMIC AND RESEARCH EXCELLENCE

Interim Associate Dean for Academic Affairs Barb Pierce with Dean Tamara Davis and Associate Dean for Research Joan Carlson

photo by Chaz Mottinger, Indiana University

BY SARAH LOUNSBURY

Joan Carlson, an associate professor at the Indiana University School of Social Work and the Director of the Center for Social Health & Wellbeing, has been named the Associate Dean for Research for the Indiana University School of Social Work.

In August of 2020, Carlson was named the Director of the Center for Social Health & Wellbeing at the IU School of Social Work. Carlson also sits on the Council for Associate Deans for Research appointed by Dean Tamara Davis and Associate Dean Beth Wahler in September 2020. Dean Davis later appointed Carlson as Associate Dean for Research in June 2021.

“I am so pleased to have Dr. Carlson serve as the School’s inaugural Associate Dean for

Research,” said Davis. “Her extensive research and funding experience provide a solid foundation from which to lead the School’s strategic research priorities into the future.”

Carlson’s appointment comes after 20 years of experience as a social worker, in which she spent 17 of those years as a social worker in research and practice with 12 of those as a Research Associate and 5 as Senior Research Associate managing several R01 clinical trials as well as overseeing additional federal research grants.

A nationally recognized researcher, Carlson has published over 30 manuscripts as well as participated in local, national, and international podium presentations during her time at Indiana University Purdue University-Indianapolis.



Currently, Carlson is a Co-Investigator on a research effort between Social Work and Computer and Information Science through the School of Science. Carlson also serves as a consultant on a Substance Abuse and Mental Health Services Administration (SAMHSA) grant about Undergraduate Training in Addictions Intervention in partnership with Prevention Insights at the School of Public Health in Bloomington and also serves as Mentor on an IUPUI EMPOWER 2021-2022 grant.

In addition, Carlson was the Principal Investigator of a SAMSHA grant training medical professionals, Advancing Multidisciplinary Education for Screening, Brief Intervention, and Referral to Treatment (SBIRT), Co-Investigator on the HRSA Transitional Age Youth (TAY) grant, and Co-Principal Investigator for the Breakthrough Series Collaborative (BSC) program partnering with the University of Maryland.

During her time at Indiana University, Carlson has increased the visibility of the Center for Social Health & Wellbeing, shared publications, and celebrated authorship, grant opportunities, resources, and promoted collaborative research efforts.

Carlson possesses great leadership skills as the Associate Dean for Research for the IU School of Social Work through her involvement with the IU School of Social Work as Chair of Faculty Senate, serving on university-wide search committees and IU School of Social Work search committees. Carlson was invited to map SBIRT to Educational Policy Accreditation Standards (EPAS) core competencies for CSWE collaborating in a year-long effort with three nationally renowned social work research experts as well as served as a peer site consultant/reviewer to universities receiving SAMSHA SBIRT grants. Carlson was invited to attend monthly meetings on substance use policy by Bess Evans, the former Senior Associate Director and Senior Policy Advisor, White House Office of Public Engagement for the White House Domestic Policy Council to President Barack Obama.



Associate Dean for Research Joan Carlson

photo by Alex Kumar, Indiana University

As Associate Dean for Research, Carlson looks to emphasize creating a culture of academic and research excellence that supports systematic, transferable knowledge and skills across all IU campuses. Carlson will continue to exemplify her strengths as Associate Dean for Research, which include enhancing performance through leadership building and maintaining strategic relationships with students, colleagues, and partnerships from diverse backgrounds.

“I look forward to working with the excellent talent within the School of Social Work and across Indiana University to advance research generating knowledge that is beneficial for education, training and service to aid vulnerable populations,” said Carlson.

Carlson received her Bachelor of Arts in Psychology from University of North Florida in 1993 before receiving her Master of Social Work degree in 1997 from Florida State University. She completed her Ph.D. in Social Work in 2012 also from Florida State University.



A RECKONING *with* RACIAL INJUSTICE

| BY APRIL TOLER |



Horrific events in the Black community involving police violence against both Black women and men have served as a catalyst for national attention. But as of yet, there is no measurement tool to measure Black males' perception of cultural trauma and racial justice.

A project led by Virgil Gregory Jr., a clinical social worker and associate professor at the IU School of Social Work at IUPUI, will address that issue by developing a reliable and valid scale to measure the idea of cultural trauma in Black men as it relates to racial justice. The project was funded through IU's Racial Justice Research Fund.

"As the nation continues to reckon with racial injustice, there needs to be interventions and policies in place to address the emotional and psychosocial consequences of systemic/structural racism, particularly for Black men," Gregory Jr. said. "Cultural trauma is a consequence of racial injustice. Our work will help decrease error in the measurement of interventions and policies to address cultural trauma, as well as reliably measure traumatic reactions to incidents of racial injustice."



**Associate Professor of Social Work
Virgil Gregory Jr.**

photo courtesy of IU School of Social Work

with Black men to determine their thoughts and beliefs about racial injustice and cultural trauma, as well as their strengths of resilience in response.

Researchers will analyze the content of those focus groups to help develop a Cultural Trauma Scale (CuTS) which will serve as a tool

“

*Cultural trauma is a consequence
of racial injustice.*

VIRGIL GREGORY JR.

”

America has a long history of injustice and inequality. Most recently, the murders of George Floyd and Breonna Taylor have led to national protests and calls for state-level and national policy change to address social injustice in Black communities.

As those various policies and practices are vetted in research, Gregory said the importance of measurement regarding cultural trauma in the scientific process must not be overlooked. Currently, Gregory Jr. and his team are working with the Fathers and Families Center, which provides a range of services to primarily African American, at-risk fathers and their families, to create focus groups and conduct individual interviews

to gather data on the perceptions of the justice system as it pertains to members of the Black community; self-perception based on race and justice related pivotal/traumatic events and future-oriented perceptions of safety concerning Black family members in relation to the justice system.

"For Black men experiencing cultural trauma, this project will aid in effectively measuring the catalysts for and consequences of racial injustice which this population continues to face," Gregory Jr. said. "Future research will examine the extent to which the measurement properties of the scale vary according to other Black and non-Black groups."

COMBATING ANTI-ASIAN RACISM ON COLLEGE CAMPUSES

| BY KELSEY COOK |



While the Asian American community has often faced racial discrimination in the United States, incidents of racism and violence against Asians have only intensified this year as a result of the ongoing COVID-19 pandemic.

With support from IU's Racial Justice Research Fund, IUPUI's Michin Hong is examining the experiences of anti-Asian racism among Asian American college students at IUPUI – information she hopes can be used in expanding understanding about experiences of racial discrimination among Asian American students and developing racial literacy programs and interventions on campus. This study will be the first to assess mental health needs among ethnic/racial minority students related to discriminatory experiences at IU and will explore the role of college communities in protecting students from the harmful effects of racism.

Through the project, Hong and her team will be examining the effects of anti-Asian racism on social anxiety – the fear of being negatively evaluated by other people – and exploring whether college students' peer relations and sense of belonging on campus buffer the effect of anti-Asian racism on social anxiety.

“Contrary to the racial stereotype that Asian Americans are a model minority and problem-free, Asian Americans struggle in many areas just like other racial and ethnic minorities,” Hong said. “In particular, Asian American young adults are considered a high-risk group of mental health, with studies showing that they reported higher levels of prevalence of suicidal ideation, depression, and anxiety than other racial and ethnic counterparts did. They were also the least likely to seek professional mental health care on campus.”

While experiences of racism can be associated with different aspects of mental health, Hong says it can also cause people to develop a fear of social situations and interactions with others. In prior research of Asian Americans, social anxiety has been examined in the cultural context rather than that of racial discrimination, so it has been unclear how anti-Asian racism influences social anxiety.



Associate Professor of Social Work Michin Hong

photo courtesy of IU School of Social Work

Hong's project will help determine whether peer relations and a sense of belonging can protect against negative mental effects of racism for Asian American students – something proving to be even more important since the COVID-19 pandemic began. She says one of the most common verbal racial insults toward Asian Americans is “go back to your country,” so a strong sense of campus belonging may help reduce negative emotions resulting from being treated as a foreigner, while also providing comfort and a feeling of connectedness.

“In fall 2019, 1,696 Asian American students were enrolled at IUPUI, accounting for 27% of all undergraduate students,” Hong says. “Given the increasing number on campus, it is imperative for us to assess experiences of anti-Asian racism among our students, actively examine challenges faced by racial and ethnic minority students and provide support to them.”

She will launch an online survey in the spring collecting data from Asian American undergraduate students at IUPUI, with findings providing timely and necessary evidence to develop campus-wide racial literacy interventions and programs.





RACIAL & ETHNIC DISPARITIES

AND ITS RELATION TO

MENTAL ILLNESS

| BY SARAH LOUNSBURY |

The Covid-19 pandemic has taken a toll on the mental health of many and has created an increased need for mental health services. Currently, there has been little research done on racial and ethnic minorities and the outcomes these groups have experienced with mental health.

A project led by Sahoong Hong, an assistant research professor for the IU School of Social Work at IUPUI, will fill the gap left by the lack of research on this topic by giving an understanding as to what extent risky behaviors, behavioral health needs, and comorbidities are associated with the pandemic and how they affect mental health outcomes, which is critical to inform the development of statewide effort to improve prevention and reduce racial and ethnic disparities among individuals with existing mental illness.

“The main purpose of our study is to examine racial and ethnic disparities and communities during the pandemic,” said Hong. “The reason we are interested in these people is because a lot of families and communities are demoralized because of racial disparities during Covid-19.”



**Assistant Research Professor
Sahoong Hong**

photo courtesy of IU School of Social Work

“Our study really examines the relationship between the pandemic and the mental health outcomes particularly with individuals from a diverse background and racial minorities,” said Hong.

A lot of families and communities are demoralized because of racial disparities during Covid-19

SAAHOON HONG

The study will exclusively focus on the estimating prevalence rates of psychiatric disorder, substance use disorder, or both before and during the Covid-19 pandemic, stratified by race/ethnicity, identify the extent and nature of the mental health service needs and mental health service outcomes stratified by psychiatric, substance use, or both and examine distinct ethnic groups of individuals with comorbidities that demonstrate specific trends/patterns of needs and outcomes.

After completing the study Hong and his constituents hope that research findings from the proposed study will allow the research team to prepare an Exploratory/developmental Research Grant Program (R21), which may be funded by the National Institutes of Health to develop and test models to prevent and reduce the emergence of racial/ethnic disparities and comorbidity that could have a major impact on a field of mental health research.



ENGAGING 2ND-GENERATION IMMIGRANTS

| BY KEVIN FRYLING |

Assistant Professor of Social Work Eric Kyere
photo by Liz Kaye, Indiana University





Social work researchers to investigate the experiences of second-generation African and Asian youth through IU's Racial Justice Research Fund

The complex interplay of race, immigration and adolescent identity is the topic of a new research project at the IU School of Social Work at IUPUI.

Supported by the Indiana University Racial Justice Research Fund, faculty members Eric Kyere and Jessica Euna Lee are working with second-generation immigrants from Africa and southeast Asia to better understand the influence of race upon their experiences growing up in the United States – and how those experiences are distinct from the experiences of African- and Asian-Americans with longer histories in the country.

“We’re focusing on adolescents since they’re at multiple intersections in their lives: cognitively biologically, socially – they’ve got a lot going on,” said Kyere, an assistant professor of social work on the IUPUI campus who is a first-generation immigrant from Ghana. “We want to see how they navigate various markers – racial identity, cultural identity – as well as the influence of those identities on school engagement, teacher expectations, classroom experience, and parental relationships.”





**Assistant Professor of Social Work
Jessica Euna Lee**

photo courtesy of IU School of Social Work

A co-investigator on the grant, Lee is also an assistant professor of social work on the IUPUI campus. Additionally, IUPUI graduate students Gifty Dede Ashirifi, Mercedes Appiah Danquah, Maryanne Kaboi, Minyoung Lim, and Auguste Shikongo, as well as community member Sunday Lanre Omotoso – all of whom are first- or second-generation African or Asian immigrants – will contribute to the research through interviews with volunteers and data analysis.

The researchers aim to interview up to 40 students and 40 parents for the project.

Student and parent volunteers across Indianapolis will be recruited for the study through local cultural organizations, such as churches and youth groups, African and Asian international food markets; and the researchers' own social networks. Although the research will focus on adolescent experiences, Kyere said, parents are a part of the study since their perspective as first-generation immigrants can often play a strong role in their children's struggles with racial and immigrant identity.

"What I've found from my own experience as an immigrant is you don't get a balanced view of the United States," he said. "There's a perception of America as a 'perfect world,' a place of freedom, but we know that's not the full story. For most immigrants, especially from Africa, there isn't a complete awareness of the legacies of racism through slavery and colonialism that intersect with immigration to impact racialized minorities. We don't understand the strange paradox of a country where opportunity and racial discrimination exist side by side."

"The result often complicates immigrant parents' ability to help their children navigate experiences related to racism," Kyere said. Immigrant parents may advise their children to "ignore it" or "work harder" or emphasize the lack of opportunities in their home country rather than acknowledge their children's own struggles in the U.S.

"It's easy to develop a negative dynamic in which kids come home and talk about their concerns but encounter dismissal," he added. "And when you encounter dismissal, it closes down your dialogue and creates new barriers to understanding."

By the time they enter the U.S., Kyere said, most African immigrants have already earned a college degree, and many are likely to enter graduate school, making the majority highly educated. (In 2010, 48.9% of African immigrants were highly educated, compared to 42.5 percent of Asian immigrants, 28.9 percent of European immigrants and 23.1 percent of the general U.S. population.)

Yet without childhood experience of the racial landscape in U.S. K-12 education, he continued, immigrant parents' extensive focus on opportunity exerts unrealistic expectations on their children, who tend to struggle under these expectations.



Conversely, Kyere added, “Educators may put unusually low expectations on students due to racial biases.”

Among the children of Asian immigrants, the dynamics are also complex, partly due to educators’ perception of Asian Americans as highly educated – despite the fact that many immigrants from southeast Asia don’t hold advanced degrees. As a result, educators might also place expectations on these students or their families that are not aligned with their reality.

said, reflecting a tendency to lump together the experiences of both groups rather than understand the ways in which they require different types of support and intervention.

“Most schools need help having a healthy dialogue about race and racism,” he added. “These issues are often taught in a way that can downplay certain values – resilience in the face of struggle, for example – or perpetuate negative cultural narratives based on race. In a more race-conscious society, people are better able to overcome these narratives – as well

There’s a stereotype of Asian Americans as ‘model minorities’...this story does not reflect the heterogeneity of Asians, and it’s limiting... we want to increase critical understanding of Asian immigrants’ experiences.

JESSICA EUNA LEE

“There’s a stereotype of Asian Americans as ‘model minorities,’ such as children of immigrants from China and Korea,” Lee said. “But this story does not reflect the heterogeneity of Asians, and it’s limiting for all racialized minorities. We want to increase critical understanding of Asian immigrants’ experiences in more diversified ways and address the dynamics across first- and second-generation immigrants.”

The researchers’ ultimate aim is to get insights from their work into the hands of educators to ensure their interactions with second-generation immigrants are more productive and culturally sensitive. “Currently, Indiana doesn’t use a separate identifier for African Americans and African immigrants,” Kyere

as possess the skills and emotions to engage in a dialogue around race and racism that doesn’t degenerate into conflict. As a result, they’re able to discuss their backgrounds more comfortably and appreciate the distinctiveness of their experiences, including immigrant experiences.”

Kyere said the study’s participant-recruitment and data-collection phases will continue through February, with data analysis and transcription occurring throughout the spring semester. Sharing of preliminary results, including community-engagement efforts, could start as early as May.





DOCTORAL SCHOLARS SPEAKER SERIES

BY LAUREN HERNANDEZ-DECRANE

In May of 2019, Joe Bartholomew, doctoral student and adjunct professor, approached Joan Carlson, Associate Dean of Research, and Margaret Adamek, Ph.D. Director, with an idea on how to help communicate and promote the vital research social work doctoral students were conducting. He proposed doing a speaker series to provide a space for these students to showcase their work to the IU School of Social Work, IU campuses, and community members throughout Indiana. This proposed Doctoral Scholars Speaker Series (DSSS), led and organized by existing Ph.D. students, would occur monthly. Each month, a different Ph.D. student would present their research or a topic related to their research, followed by a question-and-answer period.

Bartholomew lead the series during the 2019 academic year and doctoral student Keith Miller took over for Bartholomew during the 2020 academic year. The DSSS has successfully run for two years even after transitioning to a virtual platform due to COVID-19. The DSSS has granted Ph.D. students an opportunity to present and gain valuable feedback from community partners and peers. The series has provided networking opportunities within the school and given faculty and students the ability to discover like-minded individuals with similar research goals and help foster collaboration efforts for future projects.

2019-2021 SPEAKERS



Keith Miller

Community Matters: Structural Pathways to Well-Being

AUG 2019



Stephanie Rudd

Homelessness: Trauma Dehumanization, and Gratitude

SEP 2020



Joe Bartholomew

An Interprofessional Collaboration in Addiction Education: Social Work Facilitating Training for Medical Residents

SEP 2019



Danny Carroll

Structural White Supremacy: An Exploration of Social Dominance

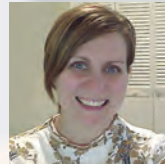
OCT 2020



Ali Tabb

Clinical Conceptualization of Addressing Pornography Use in Treatment with Adolescents: The Value of Qualitative Research

OCT 2019



Jessica Curd

Hospice Social Work Stories: Exploring Lived Experiences of Social Workers Serving the Dying

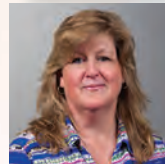
NOV 2020



Marcia French

Liver Transplantation: The Lived Experience Through a Trauma Theory Lens

NOV 2019



Jennifer Hippie

Police and Social Work: Exploring Partnership

DEC 2020



Jade Presnell

Ableism: Are You Engaging in Inclusive Practice

DEC 2019



Keith Miller

Ethics in Policy & Social Work Advocacy

JAN 2021



Mohammad Khan

Sustainable Development Goals and Grand Challenges for Social Work: A Comparative Analysis

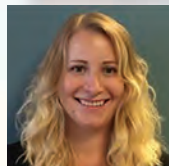
JAN 2020



Auguste Shikongo

Ethical Consideration for Sub Saharan Africa Social Workers an Employ Western Approaches When Responding to Child Abuse and Neglect

FEB 2021



Paige Klemme

Working With the Community: Ethics and Considerations for Community Engagement

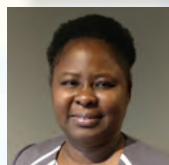
FEB 2020



Amanda McKinley

Combating Loneliness: How Social Workers Can Mitigate the Effects of People Who Feel Alone

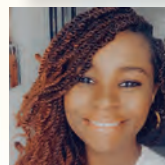
MAR 2021



Dolapo Adeniji

Ethical Considerations for Working with Older Immigrants Experiencing Social Isolations

MAR 2020



Mercedes Appiah Danquah

Implications of Independent International Labor Migration of African Mothers in the Diaspora

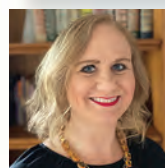
APR 2021



Gifty Dede Ahirifi

Reciprocity and Kinship Family Relationships

APR 2020



Stephanie Lyons

Social Work's Role in Organizational Leadership

MAY 20



Tamra Wright

When Opposites Attract: Engaging Social Work and Criminal Justice Students Through an Innovative and Collaborative Project to Promote Interdisciplinary Education

MAY 2020



A TRIBUTE TO

BILL BARTON

BY GERALD T. POWERS

One of the twenty-six prose poetry fables contained in Kahlil Gibran's elegant treatise *The Prophet* is devoted to a quintessential discussion of education. In it, Gibran notes that: "No man can reveal to you aught but that which already lies half asleep in the dawning of your knowledge. The teacher who walks in the shadow of the temple, among his followers, gives not of his wisdom but rather of his faith and his lovingness. If he is indeed wise, he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind." When I read those words, I can not help but think that they could well have been written as a testament to my good friend and former colleague Bill Barton.

During the formative years of the PhD Program in the School of Social Work I had occasion to sit in on and participate fully in a doctoral course Bill developed and taught for the very first time – The Philosophy of Science and Social Work. I remember that semester-long seminar vividly because, to this day, it represents the single most profound and consequential doctoral level course I have ever experienced. For those of us who had the good fortune to participate in that unique encounter, it provided, not only an opportunity to engage in doctoral education at its highest level, but also to bare witness to a world class teacher who embodied all of the attributes espoused by Gibran in his notion of the inspired teacher.

For over 20 years, Bill had been one of the brightest guiding lights in the School of Social Work, a distinguished tenure during which he left an indelible mark on virtually every aspect of the School's teaching, research and service mission. As many of you know, he took an early retirement in 2014 due to a number of persistent health problems, a condition that ultimately led to his untimely death this past year. Those of us who have had the privilege of working with Bill over the years are greatly saddened by his passing, as are the scores of students (past and present) whose lives he has impacted in so many wonderful and inspiring ways.

As someone who had the privilege of working closely with Bill during his tenure at the school, I could not help but reflect upon some of the many contributions he has made to the development of the school in general and the continued growth of the PhD Program in particular. I thought it would be appropriate to highlight a few of his many achievements, not only as a tribute to him, but as a reminder of the kind of academic career to which all of us should strive as academics and students. He is indeed the poster child for what a true teacher, researcher, mentor, and scholar is and ought to be all about.

Bill graduated from the prestigious Swarthmore College in Pennsylvania in 1970 and again in 1972 with baccalaureate and master's degrees in psychology. He completed

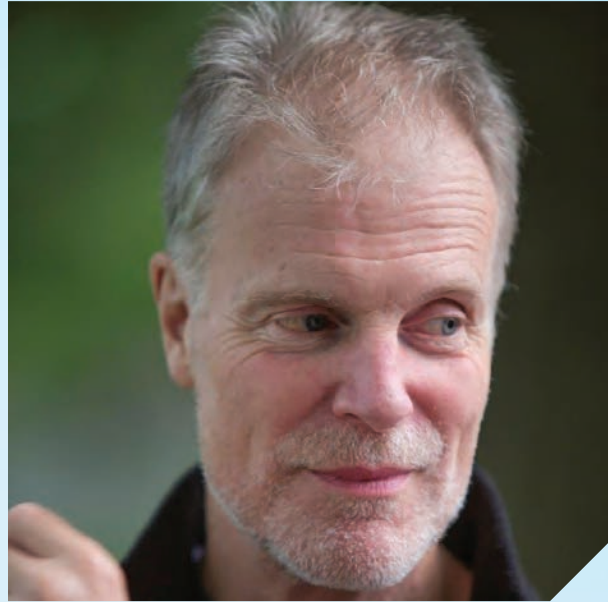


a second master's degree, an MSW degree in group work at the University of Michigan, in 1975 after a decade of increasingly responsible academic and research positions both within and outside the University, went on to earn his PhD at the University of Michigan in 1985.

Over the ensuing seven years he worked at the University of Michigan as a Research Fellow and Senior Research Associate on several national research projects that established his reputation as a nationally recognized authority in the substantive area of juvenile justice.

Bill joined the Indiana University faculty in August of 1993. During his tenure at IU, he held a number of key positions that have greatly facilitated the development and growth of the school's teaching and research agendas, including a five-year stint as Director of the School's Office of Research Services. It was during this period that several significant programmatic developments occurred within the School. The School's research productivity and external funding increased dramatically, as did internal funding for doctoral fellowships and research assistantships. It was also during Bill's tenure in this position that the School created its now nationally recognized scholarly journal, *Advances in Social Work*. All of these remarkable developments were due in large measure to the collegial and supportive atmosphere engendered by his enlightened leadership.

Bill served on virtually every committee of any significance within the School, including as a member of the PhD Program Committee as long as the program existed. He also served in a number of key roles, including Committee Chair and Leader and Coordinator of the program's Self-Study Initiative in which he skillfully shepherded faculty in its fledgling efforts to implement the university's newly mandated program evaluation policy.



Bill developed and taught two key doctoral courses – the aforementioned S720: Philosophy of Science and Social Work seminar (a total of 17 times); and S790: The Capstone Integrative Seminar (7 times). The former seminar was designed to introduce students to what scholarly inquiry is all about and the latter enables them to integrate what they have learned along the way. It is not surprising, therefore, that in 1999 his atypical teaching talents were recognized with the annual Teaching Excellence Recognition Award (TERA). His outstanding teaching, research and mentoring skills were also acknowledged by our own doctoral students with one of their coveted MVP Awards as a Most Valuable Professor.

He has served on or chaired a then record total of nine dissertation committees, including the very first dissertation completed in the PhD Program by Celia Williamson. Since students select the members and chairs of their committees, you know they recognize excellence when they see it!



Bill was the first member of the School of Social Work to be granted full membership on the Indiana University Graduate Faculty and to serve on the Graduate Council Curriculum Committee. He also served a two-year tenure on the all-important University-wide Graduate Affairs Committee, the ultimate policymaking body when it comes to doctoral education throughout the University

In addition to his unparalleled involvement and commitment to the doctoral program, Bill was a founding and continuous member of the editorial board of the School's scholarly journal, *Advances in Social Work*. This highly regarded professional journal has proven to be an invaluable asset and resource for the School, a resource in which numerous faculty and students have published a number of their most significant scholarly contributions. Indeed, Bill served as Editor of the journal for six years, a period of substantial growth and national recognition for both the journal and the School.

In 1993, Vice Chancellor Judy Banta was hired to head up the newly created Office for Program Review and Assessment at IUPUI, and of course, Bill was appointed as one of the founding committee members of that important university-wide program evaluation initiative.

Because of his expertise in research and program evaluation, was much sought after as a consultant to numerous research projects across the country from Michigan to California to Florida to New Hampshire to Arkansas to Mississippi to Indiana. You go there, he's been there! When it comes to issues related to the areas of juvenile justice and youth development services, he is generally recognized as one of the premier authorities in the country. What is most remarkable about his consulting affiliations, at least as far as the doctoral program is concerned, is that many of them have led directly to viable opportunities for our doctoral students to conduct research and complete their dissertations.

His prestige as a researcher has also been further affirmed over the course of his career in a very substantive way. Research proposals on which he served as either Principal Investigator or Co-PI have garnered more than \$4,000,000.00, over three and a half million of that total coming to Indiana University and/or the State of Indiana. Talk about earning your keep!

His contributions to the State of Indiana are especially noteworthy. During his tenure here, he worked on more than 20 research projects, including 14 as director or co-director. One of his many volunteer contributions illustrates the point. For years he served as a consultant to the Marion County Juvenile Court, one of the Annie E. Casey Foundation Juvenile Detention Alternatives Initiatives (JDAI). The judge of the Marion County Juvenile Court lauded his work as a "Champion for Children" and the Casey Foundation recognized his contribution by awarding him the prestigious Natalie S. Bimel Award for Outstanding Contributions to Juvenile Detention Reform by a Community Leader.

His work as a research scholar was certainly not been done in secret. He has more than 50 major publications in scholarly journals and important, widely read textbooks. Complimenting his formidable resume as an accomplished author is an equally impressive record of more than seventy formal presentations at a variety of local, State and national scholarly forums.

His impressive and well-documented and integrated record of teaching, research and service epitomizes the four domains of scholarship captured in Ernest Boyer's classic 1990 Carnegie Foundation treatise on the "Priorities of the Professoriate": discovery, integration, application, and dissemination.

Time has only allowed me to comment on a few of the many contributions Bill has made to the School, the University, and the community over the course of his illustrious career. In doing so, I have focused on those that have contributed most directly to the





Photo by Liz Kaye, Indiana University

teaching and research mission of the School. All of these tangible indicators of scholarship and service, together with many more are amply chronicled in a substantial and well-documented curriculum vita. What may be missed in reviewing the details of his resume, however, are qualities that took form in his character long before he ever thought about pursuing a career in the academy or even before he ever dreamed of becoming a teacher or researcher, qualities richly deserving of our recognition and appreciation.

Overshadowing his impressive record of scholarship and service is an array of human characteristics that set him apart from his peers. He is, in every sense of the Yiddish word, a real “*mensch*”, a genuinely good and kind human being who sincerely cares about those with whom he interacts. It is this constellation of personal attributes that has served as the catalyst, enabling him to effectively put his many talents and vast experience at the service of the University and its many constituencies. At the epicenter of his existence has been his devotion to his lovely and talented wife and lifetime soulmate Chris and his pride and joy, his son Andrew.

On behalf of the doctoral program committee and all of our doctoral students, both present and past, as well as the scores of unnamed students and colleagues whose lives he has touched, it is my honor and privilege to present you with a sincere but totally inadequate token of our collective appreciation. As the great 18th century French philosopher and historian Voltaire reminds us “Appreciation is a wonderful thing: It makes what is excellent in others belong to us as well.”

Having labored in the vineyards of academe for more than 40 years, I have come to the realization that the privilege of working with colleagues of Bill’s caliber represents much of the currency with which we faculty are paid. His legacy at the School will have a lasting impact, one that certainly deserves our deepest appreciation and respect. We have all been enriched by his presence in our lives and by our own good fortune of simply having known him and been able to work with him over the past several decades.



A TRIBUTE FOR JAMES A. HALL

BY MARGARET E. ADAMEK

Dr. Hall received his undergraduate degree in social welfare from the University of Minnesota, MSW from the University of Chicago, and doctorate in social welfare from the University of Wisconsin-Madison. His research has focused on the development and evaluation of interventions for the prevention and treatment of substance misuse and associated problems, which has resulted in over 50 publications. He has directed projects integrating several agencies and organizations that provide services to families across several counties. Dr. Hall has taught students at all levels in university settings including doctoral dissertation research projects. As part of his responsibilities in Adolescent Medicine, Dr. Hall provided counseling services to youth 10-23 years of age and their families. Dr. Hall was awarded over \$15 million in research, evaluation, and training grants ranging from small internal grants to large awards from the federal government.

Dr. Hall joined the faculty at IUSSW in Fall 2011 and became a huge support to the doctoral program. Given the impressive trajectory of his career before coming to IUSSW, Dr. Hall was invited to be keynote speaker at the Annual PhD Spring Research Symposium in April 2012. In his keynote, titled, Building a Research Career in Social Work: Linear or matrix?, Dr. Hall encouraged

his audience of doctoral students to take advantage of seemingly random opportunities that may come their way to get involved in funded research projects. Drawing from his own experiences, Dr. Hall demonstrated how a research career can be built over time by combining personal motivation and situational opportunities.

Dr. Hall served as a member of the PhD Committee throughout his time at IUSSW and provided leadership by chairing the PhD Committee from Fall 2014 until his untimely death in August 2018. He also had a joint appointment with the Department of Adolescent Health in the IU School of Medicine and worked hard to create opportunities for Social Work PhD students to be involved with a range of interdisciplinary projects.

Throughout his career, Dr. Hall delighted in connecting students with resources whether that was funding, research mentors, or research opportunities. In honor of Dr. Hall's many contributions to the PhD Program and his dedication to mentoring students, the Jim Hall Mentoring Award was established in 2019. PhD students determine the recipients of this award. The first recipient was Dr. Vincent Starnino who teaches the qualitative research sequence in the PhD Program.



A few comments from Dr. Hall's mentees and colleagues illustrate the positive impact he had on those he mentored:

Dr. Jeremiah Jaggers:

"Jim was a good friend and colleague. He was instrumental in advancing my skills as a scholar. His knowledge and mentorship were important parts of my own professional development."

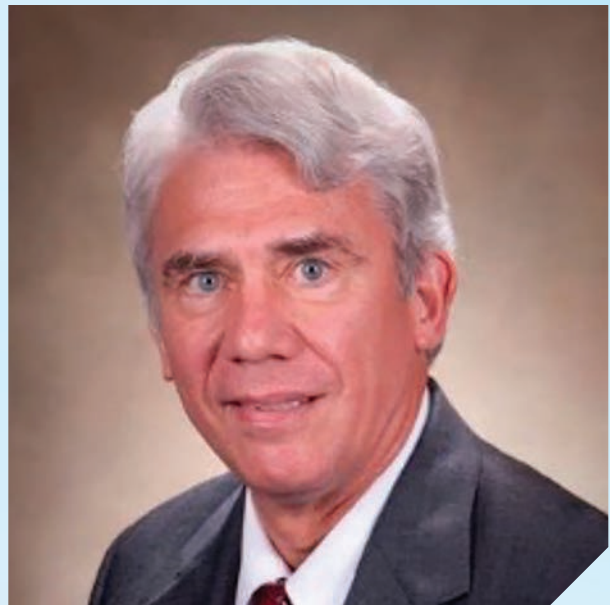
Eprise Richardson Armstrong, PhD Candidate:

"Jim gave me something I didn't know I needed: a space to be myself. I miss him every day. I still remember the day I met him: he walked up and called me by name. I was so confused: like, who was this old white man acting like he knew me?!"

Over the next 3 years, I got to know him so very well. When I had my baby he would step out of his office so I could nurse without feeling overwhelmed or judged. He was one of the most amazing people I have ever met in my life. I loved how proud he was of me, and how much he showed off my daughter (he treated her like she was family).

The day he died, I knew something was wrong because he told me to bring my daughter (I didn't have enough childcare) to his office if I needed to nurse or change her. But he never came. I didn't think much of that (maybe he got busy?), until Margaret sat me down and told me he wasn't coming back. In retrospect, I should've checked on him. Jim never let me down. He was "a lot" to most people. For me? He was family. I regret not checking on him. I regret not knowing he was gone.

On any case, we celebrated his loss at his favorite restaurant: Iozzos. He would have loved to be there."



Aaron Willis, PhD Alumni:

"Jim had the kindest soul and valued all human relationships. He treated this relationship with people, regardless if they were his students, colleagues, or friends, as the most important aspect in his life. Jim taught me how to be a compassionate person and teacher and how this was more important than any job, timeline, or other work related activity. His door was literally always open and he would always stop what he was doing to answer a question, give some advice, or just talk about our pets. We would always say to each other, why do something now when you can just do it tomorrow."

Drew Winters, 2020 PhD Graduate:

"Through his students, Jim's impact on Social Work was beyond metrics such as citations, grants, or publications in top-tier journals. He championed the success of his students and peers that impacted both the lives of those around him and Social Work research. As a witness of the stories shared by colleagues and students both close and far, I believe he influenced the field in a positive way. His passion for mentorship is inspirational and I am grateful to have been one of his students."





Assistant Professor of Social Work **Richard Brandon-Friedman** and
Interim Associate Dean for Academic Affairs **Barb Pierce**

Photo by Chaz Mottinger, Indiana University

Recent Publications

Publications listed under Faculty or Doctoral Student by 1st, 2nd, or 3rd authors engaged with Indiana University.

Sarah Makki Alamdari Ph.D. Alumni

Mohaqeqi Kamal., S. H., Ghaedamini Harouni, G., Basakha, M., & **Makki Alamdari, S.** (in press). Multidimensional child poverty index in Iran: Distribution of deprivations across provinces. *Journal of Poverty*, 23(4), 353-364. <https://doi.org/10.1080/10875549.2019.1596195>

Margaret Adamek, MSW, Ph.D. Director of Ph.D. Program/ Professor

Adamek, M., Kotecho, M., Chane, S., & Gebeyaw, G. (2021). Challenges and assets of older adults in Sub-Saharan Africa: Perspectives of gerontology scholars. *Journal of Aging & Social Policy*. <https://doi.org/10.1080/08959420.2021.1927614>

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Lessy, Z., **Adamek, M.**, & **Khaja, K.** (2020). Philanthropic zakat for the disadvantaged: Recipient perspectives from Indonesia. *Asian Social Work & Policy Review*, 14(3), 138-147. <https://doi.org/10.1111/aswp.12204>

Yi, G., & **Adamek, M.** (2020). Alzheimer's caregivers' experience with and perceptions of the Affordable Care Act: Thematic analysis of online discussion forums. *Journal of Applied Gerontology*. <https://doi.org/10.1177/0733464820964088>



Gifty Dede Ashirifi
Doctoral Student

Ashirifi, G., Karikari, G., & Adamek, M. (2021). Prioritizing the National Aging Policy in Ghana: Critical next steps. *Journal of Aging & Social Policy*. <https://doi.org/10.1080/08959420.2021.1927621>

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Joseph Bartholomew, MSW, LCSW, LCAC
Doctoral Student and Adjunct Professor

Bartholomew, J. B., & Bute, J. J. (2021). Exploring internal medicine interns' educational experiences on opioid addiction: A narrative analysis. *Health Communication*. <https://doi.org/10.1080/10410236.2021.1939232>

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Stephanie Boys, PhD, JD, MSW
Associate Professor

Harris, E.M. & **Boys, S.K.** (2021). Legal education for human rights work: Social work practicum students in forensic placements, *Journal of Human Rights and Social Work*, 6, 41-48.

Richard Brandon-Friedman, MSW, Ph.D., LCSW, LCAC
Assistant Professor

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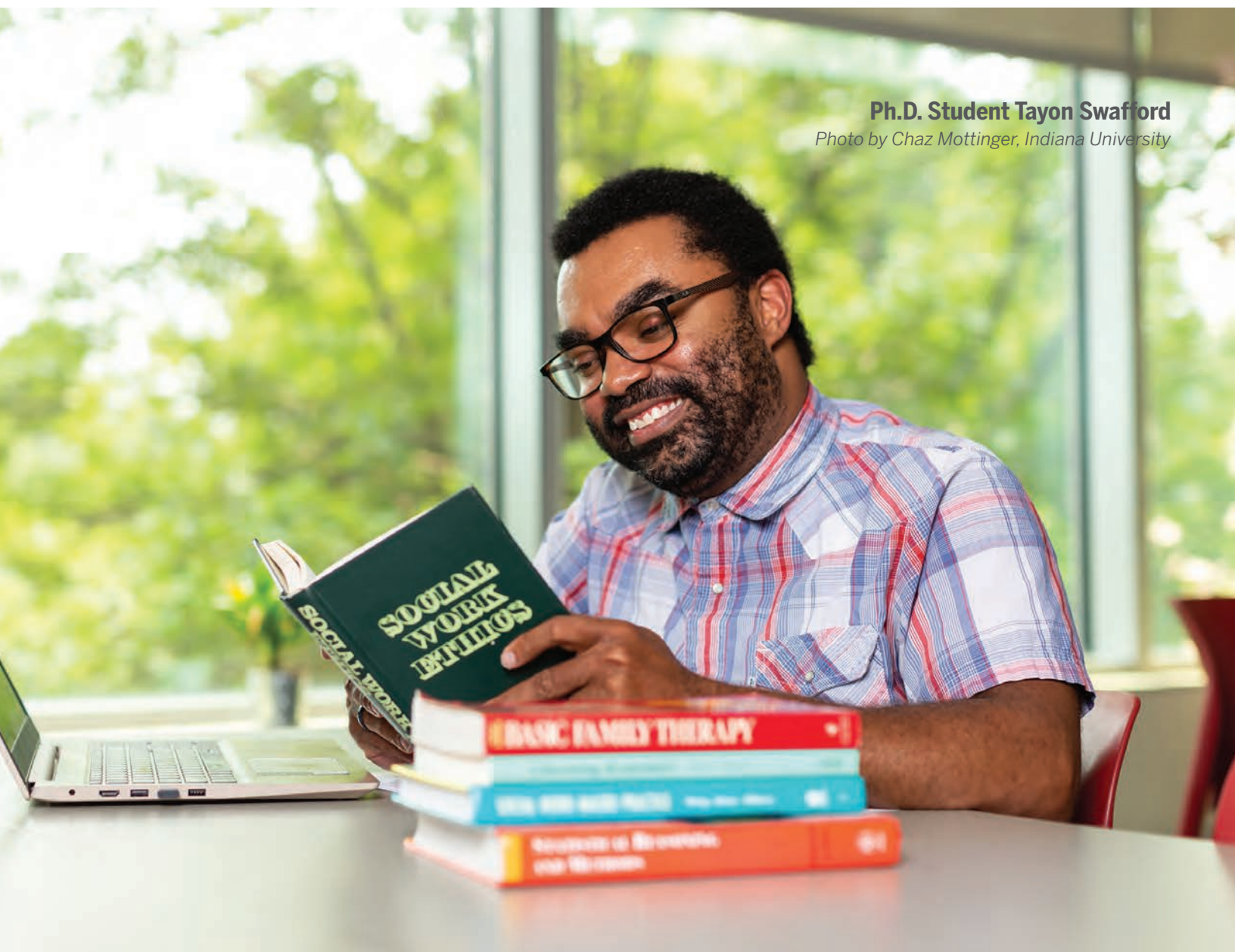
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James Brown, MSW, Ph.D., LCSW
Associate Professor

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Ph.D. Student Tayon Swafford

Photo by Chaz Mottinger, Indiana University

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Lynn Duggan, Ph.D.
Associate Professor

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Lindsay Evans, MSW, LCSW
Assistant Clinical Professor of Field Instruction and Coordination

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Kristin Funk
Doctoral Student

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John Gallagher, MSW, Ph.D., LCSW, LCAC
Associate Professor

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Erika Galyean
Associate Clinical Professor

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Carolyn Gentle-Genitty, MSW, Ph.D.
Associate Professor & Assistant Vice President for University Academic Affairs and Director of the University Transfer Office

Gentle-Genitty, C., Kyere, E., & Hong, S. (2021). Teacher role in absenteeism: Discrimination, identity, and intersectionality-A person-in-environment analysis. In M. G. Landell (Ed.), *Anthology on school attendance problems: A research update and where to go* (pp. 99-106). Jerring Fonden. <https://doi.org/10.7912/ew9x-et58>

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**Associate Dean and MSW Program Director, IU
Bloomington, Pat Sullivan with BSW Program Director,
IU Bloomington, and Interim Senior BSW Program
Director Carol Hostetter**

Photo by Chaz Mottinger, Indiana University



Susan Glassburn, MSW, Ph.D., LCSW
Assistant Professor

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Virgil Gregory Jr., MSW, MSCR, Ph.D., LCSW, LCAC
Associate Professor

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Michin Hong, PhD MSW
Associate Professor

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Saahoon Hong, Ph.D.
Assistant Research Professor

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Carol Hostetter, MSW, Ph.D., LCSW
Interim Senior BSW Director / Bloomington BSW Program Director and Professor, Bloomington

Schultz, K., Farmer, S., Harrell, S., & **Hostetter, C.** (2021). Closing the gap: Increasing community mental health services in rural Indiana. Community Mental Health Journal, 57, 684-700. <https://doi.org/10.1007/s10597-020-00737-x>

John Keesler, MSW, Ph.D.
Assistant Professor

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**BSW Program Coordinator, IU Fort Wayne, Aisha Smiley
with IU Fort Wayne MSW Student Hydeia Ayers**

Photo by Alex Kumar, Indiana University

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Killian Kinney
Doctoral Student

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David Kondrat, MSW, Ph.D.
Associate Professor

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Eric Kyere, MSW, Ph.D.
Assistant Professor

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Jessica Lee, Ph.D., MSS, LSW
Assistant Professor

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Carmen Luca-Sugawara, Ph.D.
Associate Professor

Hermoso, J.C. & **Luca Sugawara, C.** (in press). Civil Society in Macro Social Work. *Encyclopedia of Macro Social Work*. Oxford University Press.

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Stephanie Lyons, MSW
Director of Field Education/Associate Clinical Professor

Lyons, S., Schrader, S., **Galyean, E.**, Romito, L., Everidge, C., Smith, M., & Mandapati, S. R. (2021). A collaborative assessment of barriers to oral health care: Are social workers needed? *Advances in Social Work*, 21(1), 115-134. <https://doi.org/10.18060/23681>

Susana Mariscal, MSW, Ph.D.
Associate Professor

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Parker, A., Johnson-Motoyama, M., **Mariscal, E.S.**, Guilamo-Ramos, V., Fernandez, C., & Reynoso, E. (2020). Novel service delivery approach to address reproductive health disparities within immigrant Latino communities in geographic hot spots: An implementation study. *Health and Social Work*, 45 (3), p. 155–163. <https://doi.org/10.1093/hsw/hlaa014>

Carol Massat, Ph.D., ACSW
Professor

Massat, C. R., Kelly, M. S., & Constable, R. (Eds.). (2021). *School of social work: Practice, policy, and research* (9th ed.). Oxford University Press.

Katherine McCarthy, MSW, Ph.D., LCSW
Interim IUPUI BSW Program Director / Assistant Professor

McCarthy, K. M. (2020). Empowering online undergraduate social work students to address their stress. *Journal of Baccalaureate Social Work*, 25(1), 231-243. <https://doi.org/10.18084/1084-7219.25.1.231>

McCarthy, K. M., **Glassburn, S. L.**, & **Dennis, S. R.** (2021). Transitioning to online teaching: A phenomenological analysis of social work educator perspectives. *Social Work Education*, 00(00), 1-19. <https://doi.org/10.1080/02615479.2020.1869206>

McCarthy, K., **Mariscal, E.S.**, & **Wahler, B.** (in press). MSW student preparation to address substance use disorders. *Journal of Teaching in Social Work*.

McCarthy, K., **Wilkerson, D.**, & **Ashirifi, D. G.** (in press). Student and faculty perceptions on feedback in a social work distance education program. *Journal of Teaching in Social Work*.





William Mello, Ph.D.
Associate Professor

Mello, W. J. (2021). Book preface. In N. M. de Morais Galvão (Author), *Entre Mutualismo e Sindicalismo. A Resistência Solidária dos Trabalhadores Portuários de Fortaleza (1912-1933)* [Between mutual aid and syndicalism. Solidarity and resistance among dockworkers in Fortaleza (1912-1933)]. Editora Autografia.

Mello, W. J. (2020). Book review: Dockworker power: Race and activism in Durban and the San Francisco Bay area by Peter Cole. *Journal of American History*, 106(4), 1132-1133. <https://doi.org/10.1093/jahist/jaz817>

Mello, W. J. (2021, March). Poverty and politics: Bolsonaro, neoliberalism's authoritarian alternative, and the ongoing assault on democracy in Brazil. <https://nonsite.org/poverty-and-politics-bolsonaro-neoliberalisms-authoritarian-alternative-and-the-ongoing-assault-on-democracy-in-brazil/>

Paul Mishler, Ph.D.
Associate Professor

Mishler, P. C. (2021). Respectability and its discontents: Sexuality and marginalisation in the Marxist tradition in the United States. *Twentieth Century Communism*, 20(20), 79-108. <https://doi.org/10.3898/175864321832926328>

Otrude Nontobeko Moyo, MA, MSW, Ph.D.
IU South Bend Program Director / Professor

Moyo, O. N. (2020). Examining oppressions as a way of valuing diversity: Using a critical multicultural lens in educating students for intercultural engagement. In J. Keengwe (Ed.), *Handbook of research on diversity and social justice in higher education* (pp. 55-77). IGI Global. <https://doi.org/10.4018/978-1-7998-5268-1.ch004>

Moyo, O. N. (2021). Africanity and Ubuntu as colonizing discourses. Palgrave Macmillan.

Moyo, O. N., & Nomngcoyiya, T. (2020). Encouraging global justice: Integrating local & global perspectives in social work. *Journal of Progressive Human Services*, 31(2), 75-76. <https://doi.org/10.1080/10428232.2020.1760416>

Elena Mrozinske, MSW, Ph.D., LCSW, LCAC
IU South Bend BSW Program Coordinator /
Assistant Clinical Professor

Mrozinske, E. C. (2021). Group work in schools. In C. R. Massat, M. S. Kelly, & R. Constable (Eds.), *School of social work: Practice, policy, and research* (9th ed.). Oxford University Press.

Barbara Pierce, MSS, Ph.D., LCSW
Interim Associate Dean for Academic Affairs
Associate Professor
Robert Wood Johnson Clinical Scholar

Kim, J., Choi, M. J., Trahan, M. H., Bellamy, J. L., & **Pierce, B.** (2020). Does parent engagement enhance children's emotional well-being in family team conference? Not a panacea for families with intimate partner violence. *Children and Youth Services Review*, 118(September), 105479. <https://doi.org/10.1016/j.childyouth.2020.105479>

Park, T., & Pierce, B. (in press). Impacts of transformational leadership intention of child welfare workers. *Children and Youth Services Review*.

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Park, T. & Pierce, B. (2020). Transformational leadership and turnover intention: A serial mediation model. *Journal of Evidence-Based Social Work*. <https://doi.org/10.1080/26408066.2020.1781729>

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Mary Provence
Doctoral Student

Provence, M. A. (in press). Encouraging the humanization of patrons experiencing homelessness: A case study of the role of the U.S. public library social worker. *Library Quarterly*.

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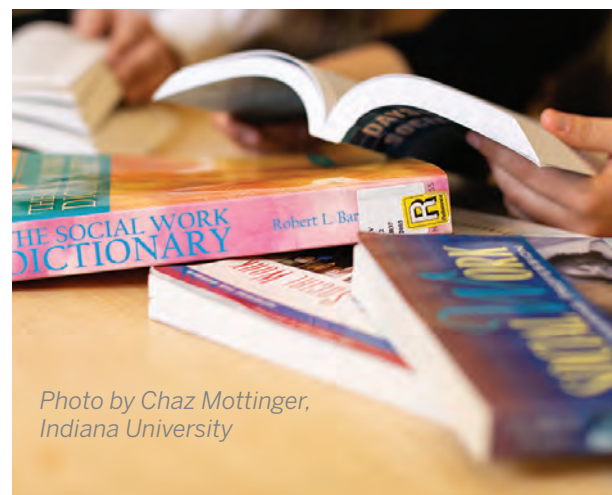


Photo by Chaz Mottinger,
Indiana University



Stephanie Quiring, J.D.
Lecturer & Doctoral Student

Quiring, S. Q., Boys, S., & Harris, E. (in press). The role of self-efficacy in employability: Implications for pedagogical change. *Thurgood Marshall Law Review*.

Eprise Armstrong Richardson, MSW
Doctoral Student

Jagers, J. W., **Armstrong Richardson, E.**, Aalsma, M., & Hall, J. A. (in press). Resources, race, and placement stability: An analysis of child well-being. *Child Welfare*.

Vincent Starnino, MSW, PhD, LCSW
Associate Professor

Starnino, V. & Sullivan, W.P. Like a Blanket over a Fire: Group Work and Spiritual Repair in Military Trauma. (2020) *Families in Society*, 101(1), 95-109.

Patrick Sullivan, MSW, PhD
Associate Dean and MSW Program Director, IUB
Chancellor's Professor

Sullivan, W.P. & Kincaid, Z. (2020) Obesity as a Chronic Health Condition *Social Work in Health Care*, 59(7), 470-484.

Weick, A., Rapp, C., **Sullivan, W. P.**, & Kisthardt, W. (2020). Original 1989 article: A strengths perspective for social work practice. In A. Mendenhall & M. Carney (Eds.), *Rooted in strengths: 30 years of the strengths perspective in social work* (pp. 3-13). University of Kansas Libraries. (Original work published 1989) http://www.smartstrengthsinstitute/wp-content/uploads/2020/07/Rooted-in-Strengths_2020_5.pdf

Andrea Tamburro, Ph.D.
Former IU South Bend BSW Coordinator /
Associate Professor

Tamburro, A. (2021). Working with Indigenous people. In *Encyclopedia of social work*. CSWE.

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Bryan Victor, MSW, Ph.D.
Associate Professor

Krings, A., **Victor, B.**, Mathias, J., & Perron, B. (2020). Environmental social work in the disciplinary literature 1991-2015. *International Social Work*, 63(3), 275-290. <https://doi.org/10.1177/0020872818788397>

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Stephan A. Viehweg, ACSW, LCSW, IMH-E
Assistant Research Professor of Pediatrics &
Associate Director, Riley Child Development
Center - Indiana LENS

Abercrombie, J., Pann, J., Shin, F., Taylor, E., Brisendine, A. E., Swanson-Holm, R., James, C., **Viehweg, S.**, & Chodron, G. (2021). Evaluation of the Feasibility and Perceived Value of Integrating Learn the Signs. *Act Early. Developmental Monitoring Resources in Early Head Start. Early Childhood Educ J.* <https://doi.org/10.1007/s10643-021-01247-5>





IU School of Social Work Students

Photo by Indiana University.

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Ruprecht, K., Tomlin, A., Perkins, K., & **Viehweg, S.** (2020). Understanding secondary trauma and stress in the early childhood workforce. *Zero to Three*, 40(4), 41-50.

Beth Wahler, MSW, Ph.D.

Former Associate Dean for Academic Affairs / Associate Professor

Wahler, E. A., & Cummings, C. (2020). Getting ahead in a just-gettin'-by world: Gender differences in intake characteristics and poorer outcomes observed for men. *Journal of Men's Studies*, 29(1), 86-105. <https://doi.org/10.1177/1060826520923345>

Marquita Walker, Ph.D.

Interim Chair and Associate Professor of Labor Studies

Walker, M. R. (Ed.). (2020). *Female voices from the worksite: The impact of hidden bias against working women across the globe*. Lexington Books.

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David Wilkerson, MSW, Ph.D.
Director of the Office of e-Social Work Education and Practice / Associate Professor

O'Sullivan, L., **Wilkerson, D. A.**, Timmons, F., Deegan, K., & Bateman, D. R. (2020). Balancing dementia family carers' rights to online supports with the rights of people with dementia to absolute privacy. *International Journal of Care and Caring*, 4(3), 435-440. <https://doi.org/10.1332/239788220x15859364956738>

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Drew Winters
Ph.D. Alumni

Winters, D. E., Brandon-Friedman, R. A., Yepes, G., & Hinkley, J. D. (2021). Systematic review and meta-analysis of socio-cognitive and socio-affective functions underlying adolescent substance use. *Drug and Alcohol Dependence*, 219, 1-17. <https://doi.org/10.1016/j.drugalcdep.2020.108479>

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Jennifer Wright-Berryman
Ph.D. Alumni

Wright-Berryman, J. L., & Cremering, A. (in press). Physical health decision-making and decision aid preferences of individuals with severe mental illness. *Social Work in Mental Health*.





IU School of Social Work Students

Photo by Indiana University.

Yunyu Xiao Assistant Professor

Agley, J., & **Xiao, Y.** (2020). Misinformation about COVID-19: Evidence for differential latent profiles and a strong association with trust in science. *Research Square*, November, 1-24. <https://doi.org/10.21203/rs.3.rs-35919/v2>

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Ran, M.-S., **Xiao, Y.**, Fazel, S., Lee, Y., Luo, W., Hu, S.-H., Yang, X., Liu, B., Brink, M., Chan, S. K. W., Chen, E. Y.-H., & Chan, C. L.-W. (2020). Mortality and suicide in schizophrenia: 21-year follow-up in rural China. *BJPsych Open*, 6(6), 1-8. <https://doi.org/10.1192/bjo.2020.106>

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Xiao, Y., & Lindsey, M. A. (2021). Racial/ethnic, sex, sexual orientation, and socioeconomic disparities in suicidal trajectories and mental health treatment among adolescents transitioning to young adulthood in the USA: A population-based cohort study. *Administration and Policy in Mental Health and Mental Health Services Research*. <https://doi.org/10.1007/s10488-021-01122-w>

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Xiao, Y., Agley, J., & **Carlson, J.** (2021). Associating substance use and trends in suicidal profiles in a nationally representative sample of US adolescents, 1991-2019 [Abstract]. *Annals of Behavioral Medicine*, 55, S58.

Xiao, Y., Hinrichs, R., **Johnson, N.**, **McKinley, A.**, **Carlson, J.**, Agley, J., & Yip, P. S. F. (2021). Suicide prevention among college students before and during the COVID-19 Pandemic: Protocol for a

systematic review and meta-analysis. *JMIR Research Protocols*, 10(5), 1-12. <https://doi.org/10.2196/26948>

Xiao, Y., Romanelli, M., Vélez-Grau, C., & Lindsey, M. A. (2020). Unpacking racial/ethnic differences in the associations between neighborhood disadvantage and academic achievement: Mediation of future orientation and moderation of parental support. *Journal of Youth and Adolescence*, 50, 103-125. <https://doi.org/10.1007/s10964-020-01319-6>

Yip, P. S. F., **Xiao, Y.**, Wong, C. L. H., & Au, T. K. F. (2020). Is there gender bias in research grant success in social sciences?: Hong Kong as a case study. *Humanities and Social Sciences Communications*, 7(1), 1-10. <https://doi.org/10.1057/s41599-020-00656-y>

Agley, J., **Xiao, Y.**, Thompson, E., Chen, X., & Golzarri-Arroyo, L. (2021). Intervening on trust in science to reduce belief in COVID-19 misinformation and increase COVID-19 preventive behavioral intentions: randomized control trial. *Journal of Medical Internet Research*. <https://doi.org/10.2196/32425>

Abraham Zelalem
Doctoral Student

Zelalem, A., Kotecho, M., & **Adamek, M.** (2021). “The ugly face of old age:” Elders’ unmet expectations for care and support in rural Ethiopia. *International Journal of Aging & Human Development*, 92(2), 215-239. <https://doi.org/10.1177/0091415020911900>

Tarek Zidan, MSW, Ph.D.
Assistant Professor

Chan, K. T., Algood, C., Prifti, A., & **Zidan, T.** (2021). Cross-cultural measurement invariance of a measure of disability for White, Black, Hispanic and Asian older adults. *International Journal of Environmental Research and Public Health*, 18(4), 1401. <https://doi.org/10.3390/ijerph18041401>



Contracts and Grant Manager Andrew Kahulik with
Ph.D. Director Margaret Adamek

Photo by Chaz Mottinger, Indiana University

FUNDED RESEARCH ACTIVITY

Our faculty are increasingly engaging in funded research activities. This first issue of *Commitment to Research* spotlights a number of the research grants funded by Indiana University, specifically focused on efforts to address racial injustice. Previous School publications spotlighted some of the faculty community-engaged research efforts. Our faculty's success in obtaining external funds to support their work continues to grow, with faculty securing over \$15 million dollars in externally funded research, evaluation and training in fiscal years 2020 and 2021. Each of these projects (listed by principal investigator) is making substantive contributions to advancing social work practice, services, education, and policy.

We are proud to report 26 Indiana University internally funded grants were received by Social Work and Labor Studies totaling, \$161,358.00.



Sheila Dennis

Indiana Department of Education

Project AWARE Student Wellness Survey Project \$17,000/\$15,203 (FY20)



Sadaaki Fukui

NIH National Institute of Mental Health

Developing a Data-Driven Management System Using Machine Learning and Mixed-Methods Research to Predict Job Turnover Among Mental Health Professionals \$207,566/\$23,064 (FY21), \$244,635 (FY20)



Kristin Hamre, MSW, PhD, MPH

Hamre, K. PI. Indiana National Core Indicators Family and Child Surveys.

Funded by Bureau of Quality and Improvement Services, Family Social Services Administration. Subcontract from Indiana Institute on Disability and Community. \$20,000 07/2020-06/2022

Hamre, K. & Nord, D. Co-PIs. Health Resources and Services Administration. The Intersection of Public Health Insurance and Community Connectedness for Kids with ASD/IDD and their Family Caregivers: A Nationally Representative Study. Health Resources and Services Admin. \$99,658 09/2020-08/2021



Pat Howes

Indiana Family & Social Services Administration, Department of Child Services
Child Welfare Training \$5.26M/\$301,597 (FY21/FY20)

Indiana Family & Social Services Administration, Department of Child Services
BSW/MSW Child Welfare Education \$4.64M (FY21)



John Keesler

Klingberg Family Centers
Pilot Trauma-Informed Care Learning Collaborative for Intellectual and Developmental Disability (IDD) Organizations \$14,118 (FY21)

North Lawrence Schools, North Lawrence Community Schools Trauma-informed Care Training and Evaluation \$10,496 (FY20)



Jessica Lee

Lilly Endowment Inc., Indiana Campus Compact
Indiana Campus Compact Faculty Fellows Program: Responsive Service Learning with Refugee Community Partners \$3,800 (FY21)

Health Resources & Services Administration
Online Paraprofessional Training: Focusing on Children, Youth & Transitional-Aged Youth with Behavioral Health Needs in Indiana (OPT-IN), \$1,509,334 (FY21)*

Lee, J. AAUW American Publication Grant. Refugee Healthcare Utilization and Trends in Refugee Resettlement Agencies in the United States \$6,000 (FY20)



Susy Mariscal

USDHHS, Administration for Children and Families
Strengthening Indiana Families \$549,999 (FY 20)/\$549,995 (FY21)

Mariscal, S. SAMHSA, Marion County Indiana Superior Court Marion County Family Recovery Court Evaluation \$166,780 (FY21-FY23)

Mariscal, S. USDOJ, Office for Victims of Crime, Indiana State Department of Health, Reducing Child Fatalities and Recurring Child Injuries Caused by Crime Victimization \$212,306 (FY20-FY22)





Barbara Pierce

Indiana University Health, Richard M. Fairbanks Foundation
Marion County Virtual Evaluation of Peer Recovery Coaching Services Pilot
\$344,670 (FY20)

Indiana Family & Social Services Administration, Department of Child Services
The Indiana Title IV-E Waiver Demonstration Project Evaluation: 2012-2020
\$115,911 (FY20)

Thruston, W. & **Pierce, B.** (2021). Gents for Success. Robert Wood Johnson Foundation \$10,000



Betty Walton

Indiana Division of Mental Health and Addiction, Centers for Medicare and Medicaid Services
Transformational Collaborative Outcome Management (TCOM) Training, Technical Assistance, & Research \$853,672 (FY21)



Samantha Wolfe-Taylor, MSW, PhD Candidate, LCSW, CTH Fellowship**Wolfe-Taylor, S., 2020-2021**

Samantha Wolfe-Taylor received a Portland State University and Robert Wood Johnson Foundation- Social Work Health Futures Fellowship. Wolfe-Taylor was selected along with 25 other individuals for the 18-month fellowship, made possible by a partnership between Portland State University and the Social Work Health Futures Lab in Oregon. Fellows collaborate on projects aimed at advancing social work practice through future thinking and technology



Bryan Victor

University of Michigan
Domestic Violence in the Child Welfare System \$13,743/\$13,607 (FY20)



Yunyu Xiao

Robin Hood Foundation, New York University
Safe Mothers, Safe Children Program (SMSC) \$10,433 (FY21)

We would like to acknowledge a number of grants include a team of researchers that work closely alongside the PI



Recent PhD Awards

Dr. Margaret Adamek

Jim Hall Mentoring Award, May 2021
IU School of Social Work

Dolapo Adeniji

Diversity Dissertation Fellowship, 2020-2021
IUPUI Graduate Office

Joe Bartholomew

Certificate of Appreciation for Chairing the
Doctoral Scholar Speaker Series &
The Social Policy & Research Communication
Program, 2021
IU School of Social Work

Danny Carroll

Certificate of Appreciation for Chairing the
Doctoral Scholar Speaker Series &
The Social Policy & Research Communication
Program, 2021
IU School of Social Work

Danny Carroll

Jerry Powers Esprit Award, 2021
IU School of Social Work

Jessica Curd

Elite 50, 2021
IUPUI Graduate Office

Saadet Durmaz

University Fellowship 2021-2022
IUPUI Graduate Office

Kristin Funk

University Fellowship
2021-2022
IUPUI Graduate Office

Keith Miller

Certificate of Appreciation for
Chairing the Doctoral
Scholar Speaker Series &
The Social Policy & Research
Communication Program, 2021
IU School of Social Work

Dr. Vincent Starnino

MVP Award, May 2021
IU School of Social Work

Dr. Celia Williamson

Distinguished Alumni
Award, 2021
IU School of Social Work

Jade Presnell

ARDRAW Grant Award,
June 2020
Analyzing Relationships
between Disability,
Rehabilitation and Work



INDIANA UNIVERSITY
SCHOOL OF SOCIAL WORK

902 W. New York St.
Indianapolis, IN 46202

socialwork.iu.edu