

THE SOCIAL DEVELOPER

THE SCHOOL OF SOCIAL DEVELOPMENT, UNIVERSITY OF MINNESOTA, DULUTH

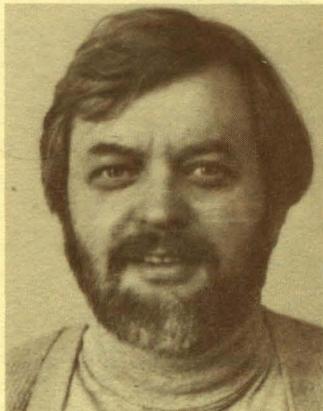
Spring, 1981

Measures and indicators:
farms, families, services

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Message from the Dean



*Irl Carter was appointed Dean at SSD in July, 1979. He received his Ph.D. from the University of Iowa, 1975, where he served as Associate Director of the School of Social Work from 1976-1978. His publications include **Human Behavior in the Social Environment: A Social Systems Approach**, co-authored with Ralph E. Anderson.*

It is the winter of our discontent . . . (W. Shakespeare)

A great deal of change goes on around us in these beginning months of 1981. A new federal administration, with plans to cut federal expenditures including higher education and social services, begins. Unemployment creeps upward. The faculty at UMD have voted in favor of collective bargaining and we are in the early stages of "meet and confer" and "meet and negotiate." We are revising our planning documents which project the next six years. We are constructing the new curriculum for the next three years, incorporating the changes voted in earlier this year for the graduate and undergraduate programs. The undergraduate degree is undergoing change to a new title, "Bachelor of Social Work," to reflect the change in the program two years ago. We are hiring two new faculty members, to replace Dave Hollister and Gary Askerooth, who left March 1.

The best is yet to be . . . (R. Browning)

We seem to have stabilized and assured the continuance of the School, with the dedication and participation of faculty, staff, and students. Enrollment of new graduate students in Fall '80 was the highest ever, and the undergraduate program holds steady. We have been successful in grant-getting, and have solidified the American Indian Projects with stipends for 12 graduate and undergraduate students. We have funded a faculty position to develop Child Welfare curriculum. Continuing education and summer workshops have been moderately successful, with new workshops planned for Spring and Summer. We continue to work on less obvious parts of the program, such as filling out our library holdings, preparing for accreditation; reviewing courses and curriculum design; developing data bases for regional research and rural community development; introducing a new course on "global" human survival to fill a gap in UMD curriculum.

There you go again . . . (R. Reagan)

But every time we meet one challenge, another confronts us. The old Chinese curse, "May you live in interesting times!," seems to fit. Now that survival is assured, what are our program thrusts; who are we; what are our goals; where are we going? If the School, in its ninth year, is no longer an infant or a child are we now an adolescent in search of our identity, or a young adult consolidating our identity and making commitments? We are within a few months or a year of building the solid base of resources, faculty, grants, students (This year's group is an excellent start.), and the academic and research activity which will

Graduate program requirements revised

The graduate faculty of the School of Social Development has recently completed a revision of the graduate curriculum. The new curriculum permits greater flexibility to enable students to develop graduate programs to prepare them for a broader range of professional roles.

Courses are grouped into three areas—a core curriculum of 24 credits is required of all two year students. Students will also be required to take four methods courses of their choice from a group of eleven courses and to take at least one applications course from a group of nine courses. Additional electives will be taken to complete the 90 credit program.

Students in the advanced standing (60 credit) program will also have greater flexibility through a reduction in the total number of credits required in core courses, and a reduced number of requirements in the methods area.

The revised curriculum retains the social development focus of the school but provides for a broader range of opportunities for application of social development concepts including work with families, individuals, and small groups. The curriculum should lead to better linkage between social development and individual development while retaining a social development perspective within social work.

For a more detailed description of the new curriculum contact:

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allow us to carry out the original mission of the School.

The original conception seemed to be that SSD would be unique in serving as a catalyst to social change in this region, and by doing this, would serve as a model for social development elsewhere. We have fulfilled this conception in some important ways, and not in others. For now, there seem to be two ways in which we must fulfill our original mission. First, we must build the research capability which will allow us to engage in social planning in the Lake Superior region; and to experiment with using this research to create *interactive, participative social planning*. Second, we must demonstrate in our planning and our curriculum how social development alters and improves upon service delivery and direct services. What does social development say to the service provider and the client? What new modes of service to children, families, American Indians, the aged, and the rural poor will develop from the application of a new perspective on service delivery? Our Indian Mental Health Grant is an exciting experiment in meeting that challenge.

Those of us who have maintained that social development and social work have much to contribute to each other, and that social development and direct services are not in opposition, must now prove it. That is exciting and at the same time, intimidating. But this is the battle we chose; it is the challenge laid down at the beginning of this School. Even in a period of austerity or recession the challenge remains. We are getting on with it.

Social Development Values

by Dennis Falk

When I arrived at the School of Social Development in the Fall of 1977, I became aware that the value orientation of the School was central to its mission. In the past three years, I have spent considerable time and energy trying to clarify the values which serve as a basis for social development and more specifically to clarify my own values. In this article I'd like to describe some of my efforts in this area and to discuss the implications of what I have discovered for social development.

In the Fall of 1977 the faculty of the School of Social Development was involved in a series of discussions aimed at exploring values such as equality, justice, freedom from oppression and collectivity as they related to social development. These discussions were very stimulating but when they ended there remained a certain fuzziness regarding these values. The discussions concluded with a concern that additional work be undertaken to further clarify the values which served as a basis for social development.

As an eager and naive new faculty member I attempted to conceptualize social development values and to further determine how to identify and clarify these values. Fortunately, Jeff Tellett-Royce, an MSW student, worked with me throughout much of this endeavor. One helpful bit of information which we incorporated was a definition of values used by Milton Rokeach in his book *The Nature of Human Values*. Rokeach defines a value as "an enduring belief that a specific mode of conduct or end state of existence is personally or socially preferable to an opposite or converse mode of conduct or end state of existence." An important aspect of this definition is that values can be split into two categories. Instrumental values are defined as desirable modes of conduct (process), and terminal values are defined as desirable end states of existence (goals). In creating an analytical framework for our study, we used Rokeach's two categories because we recognized that Social Development is both process and goal oriented. Any definition of the core values of this field will therefore have to address both the values associated with the goals for society and the values associated with the various processes for

obtaining those goals.

The purpose of the study to be described below was, therefore, to identify and clarify the important values of Social Development using the concepts forwarded by Rokeach.

PROCEDURE

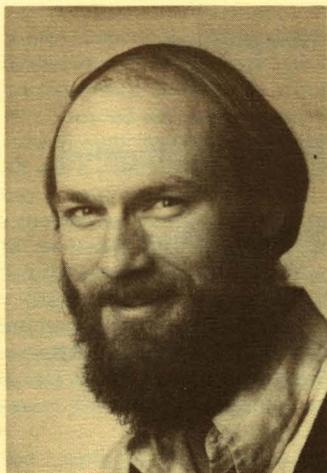
The Delphi Survey method was chosen because it is a method which allows persons with divergent perspectives to give their responses and to comment on the responses of the other participants in an anonymous questionnaire format. A Delphi Study is a series of sequential questionnaires and summarized feedback of opinions that obtains pooled judgments on a particular question or issue. The initial questionnaire requests participants to respond to a broad question. The responses on each round clarify, develop, and rank order the input from each preceding round. Each subsequent questionnaire is developed from the responses from the previous questionnaires. The process stops when consensus has been reached among the participants or when sufficient information has been obtained. Most Delphi studies are three to five rounds in length.

The participants in this Delphi study on values were obtained by asking members of the School of Social Development Senate to nominate those persons who were most knowledgeable concerning Social Development values. Forty-four individuals associated with the School of Social Development were identified as having a particular knowledge of social development values. Included in this list were 12 faculty members and 32 current or past students.

In this study, Questionnaire #1 asked participants to respond to two broad questions: "What values should serve as guidelines for the process (mode of conduct) of social development?" and "What values should serve as goals (end state of existence) of social development?" Respondents were asked to list up to four values for each question and to define and/or provide an example for each value listed.

Question #2 was developed based on the responses to the first questionnaire. Each respondent was asked to rank order the seven most important "process" values, and to comment on any of the eighteen values in this list, and to add any values they believed were omitted on the first round. They were asked to do the same for the "end-state" values.

The preliminary vote results and a listing of comments were included in Questionnaire #3. Respondents were again asked to rank the seven most important process and end-state values and to list reactions and implications to the values and/or preliminary vote.



Dennis Falk (Ph.D., University of Minnesota) was Assistant Professor and also Coordinator of the Morris Drug Education Program, UM-Morris, before coming to SSD. Dennis teaches, among other courses, "Dynamics of Discrimination," "Alternative Futures," "Theory and Philosophy of Social Development."

RESULTS

While 44 persons agreed to participate in the study, six persons did not return any of the three questionnaires. At least 31 of the remaining 38 participants

Table 1

Final Ranking and Vote Totals
For Process Values

Final RANKINGS (N=31) "Process" Values	Final Vote TOTALS (N=31)
1. Participation	156
2. Rspct-Human Dignity	130
3. Global Awareness	89
4. Nondiscrimination	69
5. Humanism	64
6. Collectivity	56
7. Self-Determination	53
8. Redistribution	47
9. Cooperation	37
10. Honesty	24
11. Tolerance	20
12. Being Committed	19
13. Self-Examination	17
14. Nonviolence	16
14. Open Access to Info.	16
16. Empathizing	14
17. Chging Pers Attitudes	12
18. Eval'tg Institutions	10
19. Conflict	10
VOTE TOTALS	859

Table 2

Final Rankings and Vote Totals
For End-State Values

Final RANKINGS (N=31) "End-State" Values	Final Vote TOTALS (N=31)
1. Fulfilmt of B.H.Nds.	164
2. Human Dignity	119
3. Equality of Means	100
4. Partic. Democracy	59
4. Peace	59
4. Soc Resp Humane Inst.	59
7. Hlthy Human Ecology	52
8. Personal Freedom	51
9. Cooperation	39
10. Individual Respblty	33
11. Collectivism	24
12. Distrib Based/Need	23
13. Pluralism	22
14. Freedom from Oppres'n	21
15. Equality/Conditions	17
16. Brotherhd/All People	13
17. Equality/Outcomes	6
17. Deinstitutnlzed Comm.	6
17. Respsve Services	6
20. Distrib. Based/Merit	0
VOTE TOTALS	873

returned each of the three questionnaires, providing a response rate of well over 80% for this group.

The results of this study are reported in two tables. Table 1 represents the final ranking of process values related to Social Development; table 2 represents the final ranking of end-state values. In both Table 1 and Table 2, a lower ranking and higher vote total indicate that respondents found a particular value to be more important to Social Development.

DISCUSSION

The procedure and the results of the study have been very useful in addressing a variety of different kinds of value issues within the School of Social Development. The Delphi questionnaires themselves have been used in both the undergraduate and graduate program to ask students to attempt to clarify the values that they hold with respect to social development. The results obtained from four classes since the original study in 1978 have indicated that the values held by the students in these classes are very similar to those indicated in the original study.

The results of the original study, and the similar results obtained when the Delphi questionnaires have been completed by students in SSD classes, suggest that several core social development values exist. In reviewing the results reported in Table 1, participation and respect for human dignity received strong support as process values and may be viewed as generally agreed upon values within the area of Social Development. In addition, global awareness, nondiscrimination, and humanism were often ranked as important process values.

The results reported in Table 2 suggest that one end-state value, fulfillment of basic human needs, has very strong support as a value which can serve as a goal

DEFINITIONS A - Process Values

VALUE	DEFINITION
Global Awareness	Recognizing that the consequences of change can go far beyond the persons and situations most directly affected (i.e., secondary and tertiary consequences).
Humanism	Focusing on the needs of individual human beings as opposed to the needs of institutions.
Nondiscrimination	Treating others equally, regardless of sex, race or other ascribed characteristics.
Participation	People possessing equally the opportunity to participate in the decisions that affect their lives.
Respect for Human Dignity	Recognizing and accepting as valid the basic worth of each human being.

DEFINITIONS B End-State Values

VALUE	DEFINITION
Equality of Means	Each person has equal (freedom from oppression) access to social, political and economic opportunities.
Fulfillment of Basic Human Needs	An end-state where each person has adequate housing, food, health care, shelter and safety.
Human Dignity	Inherent value in each individual is recognized and respected.

for Social Development. Human dignity and equality of means are other values which received strong support. All of these values might be considered as potential core values within Social Development. (The definitions for these values appear below.) It should be noted, however, that, several other process and end-state values received a substantial number of votes, indicating that there is no consensus on the most important values in Social Development.

The results of this study have been useful in attempting to clarify a continuing concern in the School of Social Development—that is the relationship between social work and social development. In looking over the list of values one might conclude that the list obtained in the original study is very similar to one that one may suspect if the Delphi questionnaires were given to a group of social workers. This would lead one to conclude that social work and social development are very similar. There are, however, some differences between the results obtained in SSD and what might be expected from more traditional social workers. Perhaps one difference is the difference in connotation between the more traditional social work value of self-determination and the social development process value of participation. Another key difference might be the emphasis on global awareness in the social development orientation, an emphasis that might be relatively lacking in the social work model.

By more specifically defining the values which are at the core of Social Development, the results of this study may also provide insights into value conflicts that will develop in practicing Social Development. Primarily, we may experience conflict between our personal values and actions and Social Development values. In developing a personal lifestyle, the choices we make may run counter to values such as global awareness, collectivity, and redistribution. We must each confront these potential conflicts and resolve them for ourselves.

Secondly, we may experience conflicts between those values that operate in most work places and the identified Social Development values. Most working environments in the U.S. are hierarchically structured, competitive, and geared toward production. The values underlying this orientation are vastly different than what would be expected to develop from values such as participation, respect for human dignity, and nondiscrimination.

Finally there are value conflicts between overall

CONFERENCE ON FOOD AND JUSTICE

An international conference on food and justice was sponsored by the School of Social Development with the support from the University of Minnesota Office of International Program. It was held on September 21-23, 1980 at the UMD Campus. The focus was on the articulation of social development strategies for food production and distribution in Belize and the Caribbean islands. The Conference stressed the strategic role of women and rural/urban poor and discussed alternative institutions and appropriate technologies for their participation in development. It also examined the crucial role of the United States Government and multinational corporations in the economic and social development of the region.

The Conference was attended by about 125 participants representing local, regional, national and international organizations. Honorable Ms. Dessima Williams, Ambassador of Grenada to the Organization of American States was the keynote speaker at the opening session. Other key speakers included Gloria Scott from the World Bank, Arvonne Fraser and James D. Singletory from the USAID, Mike McCoy from the United Nations. About a dozen experts and resource persons spoke on different topics and participated in panel discussion. The conference provided an interchange of ideas, experiences and know-how that could be applied to the economic and social development of Belize and the Caribbean islands.

The School has a growing interest in the social development of these countries. It has already launched a Belize Project and the Conference was a step in that direction. It was helpful in generating new ideas, resources, support, and contacts for the SSD international program. Any suggestions and feedbacks are welcome.

—Rama Pandey

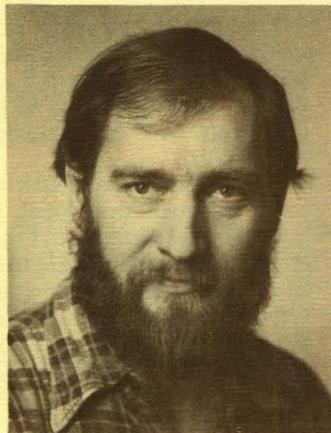
societal values and the values identified in this study. Values which permeate the infrastructure of any society will be challenged by the implementation of Social Development values. Changing the social and/or economic structure to encourage these values, or changing the societal values themselves will result in resistance from individuals, institutions and systems that currently benefit from the system "as is." When dealing with Social Development issues, we, as professionals, must be aware of these conflicts and we must understand and work toward methods of successfully resolving these conflicts.

In conclusion, the School of Social Development has chosen to emphasize values as an organizing principle for the practice of social development. The study which is reported in this article has served to help identify potential core values in social development, has perhaps further clarified social development's relationship to social work, and has isolated some value conflicts that persons associated with social development would possibly have to address. It is hoped that this study will stimulate further efforts to understand the value orientation which seems to be an important foundation for social development.

Farms, Families, Work & Social Services:

indicators and implications for planning in Minnesota counties

Ralph Woehle received his M.S. in Sociology from the University of North Dakota. He has served as project director for an HEW study evaluating old age institutions and his publications include *Better Homes for the Old*, with Manard, Heilman, Heath, 1977. He teaches, among other courses, "Living and Working in Rural America," "Rural Development," "Human Service Program Evaluation." He is Assistant Professor at SSD.



With the recent passage of the Community Social Services Act, (CSSA), public social services in Minnesota moved to a new funding base. Generally, this act will have the effect of moving greater amounts of state social service funds to rural areas, at the expense of the large cities. This change was accomplished because the funding formula is weighted to provide more funds in counties where large numbers of the aged and recipients of financial or medical assistance reside. Like any formula, this formula will be less than a perfect predictor of need, however. Furthermore, the new act requires that counties take greater responsibility for their own social service planning.

In this article, I will describe research conducted at the School of Social Development and Lake Superior Basic Studies Center at UMD.* This research, which describes county characteristics related to social service utilization, may provide useful planning information for social service planners. This research is in its beginning stages, but has accomplished two basic tasks which will be described here. First, we believe we have developed a mechanism for dealing with the unreliability of social service data. Secondly, we have developed some generalizations about the kinds of counties that have high social service utilization rates. These developments will be described here, and I will also describe possible uses of this data by social service planners at the county level.

Though county social services report cases to DPW on a regular basis, the reliability of those reports is widely questioned. Because these are the only reports available, we decided to look for some check of any generalization based on these data. Our logic went like this: If some

counties are more reliable reporters than others, generalizations about utilization in those counties should appear even more true than in less reliable counties.

Generally, we found more densely populated areas to be more reliable reporters. This seems to be true because they are likely to have standardized reporting procedures. They are also more likely to offer a standard range of services. In brief, densely populated areas have a more precise answer to the question, "When is a case a case?"

With the assurance that at least some utilization data is reliable, we can proceed to discuss utilization. Utilization is defined as the number of primary recipients of social services, per capita, in a county.

One additional qualification about our generalizations is required. I will be talking about relationships at the county level, not the individual level. Thus, when I say that counties with a greater percent of nonwhites have a higher rate of utilization, it is not necessarily true that nonwhites are the actual users of social services. In brief, our generalizations do not necessarily apply at the individual level.

These qualifications should be kept in mind as the following generalizations are considered.

Our first generalization is this: Counties with relatively small proportions of their land in farms have high rates of social service utilization (see table). This is true in both urban areas and non-farm rural areas. This fact is constant throughout our analysis, and appears true beyond any doubt. The general reasons for this relationship appear to be the sound family and economic structures of farm counties, compared to non-farm counties. (These reasons will be discussed in detail below.) However, it does not indicate that all farms represent financially successful, stable family situations, but where agriculture is intense, it tends to be financially successful and family based. These conditions have been enhanced, no doubt, by the out migration of less successful farmers and farm service providers to urban or less agriculturally intensive rural areas.

Our second major generalization is that counties with large numbers of incomplete nuclear families have high rates of utilization. Several statistics indicate the validity of this generalization. Out-of-wedlock births are high where utilization is high, and so is the proportion of female headed families. The ratio of divorces to families is similarly related to utilization. There is a tendency for American Indian populations to be relatively large in high utilization counties as well. The large Indian populations do not suggest that Indians are largely responsible for the family problems, but probably represent the common location of whites with family problems in non-agricultural areas where most Indians live.

Finally, utilization is high in economically disadvantaged counties. By economic disadvantage, I mean lack of job opportunities, not poverty. While the lack of job

*This research is supported by grants from Koochiching, Carlton, Lake and Aitkin Counties, and the Center for Urban and Regional Affairs.

opportunities automatically lowers per capita income, it is only weakly correlated with poverty. Somewhat surprisingly, poverty does indeed exist in the midst of plenty. If the jobless escape poverty, they do apparently need social services.

The three generalizations presented here will probably be familiar to social service directors and planners. Many practitioners will have noted such trends in their practice and in communications with colleagues in other counties. The familiarity of the information does not degrade its usefulness however.

Generalizations of the type presented will be useful because of, and in spite of the new Community Social Service Act. The 'because' is generated by CSSA in its requirement for planning. The 'spite' is generated because the CSSA may not always allocate money where it is most needed.

As indicated above, any formula would not allocate money precisely as needed, but the CSSA formula may be compounding the problem. If, for example, utilization is assumed to represent need, the formula's emphasis on assistance data, and numbers of elderly residents, may have ignored other categories of need. Clearly, out-of-wedlock births do not occur among the elderly! Given any misallocations, counties will be faced with one of two problems:

- (1) Increased funding will require the development or expansion of programs;
- (2) Decreased funding will require that alternative sources be tapped or budget cuts be justified.

When confronted with either problem, decision makers will need information to guide and justify their decisions. I will present two hypothetical examples.

County A borders on a rich agricultural area, and a resort area. In the resort area, population has grown as retired people migrate 'up north.' The resort area contains many economically deprived and incomplete families in its backwoods areas. In both agricultural and non-farm areas however, the elderly residents have few needs for social services.

County A has received large increases in funding under CSSA primarily because it has a large elderly population. Furthermore, the elderly are very vocal in support of their own needs. As a result, the planning process favors services for the elderly at the expense of the more needy backwoods families. Armed with docu-

mented generalizations like those presented here, the needy families and their advocates are able to secure additional study of their needs, and eventually, a more balanced share of social services.

County B contains an urban area of about 10,000 people, including many migrants from surrounding rural areas. An Indian Reservation is located in County B, and there are few job opportunities. Female-headed families are numerous. Because young migrants have not left County B, and because most people maintain incomes just above the poverty level, CSSA allocates relatively little funding to County B. Again, documented generalizations are used by female-headed families and their advocates to promote further study of their needs. The resulting documentation is used to argue for increased local funding of social services, and to document needs in grant applications. These efforts eventually lead to increased funding for social services.

In our hypothetical examples, generalizations derived from our research become useful tools in planning social services. They do not provide all information needed, nor do they insure an accurate picture of a particular county. They can, however, draw attention to areas of need that might not be otherwise emphasized.

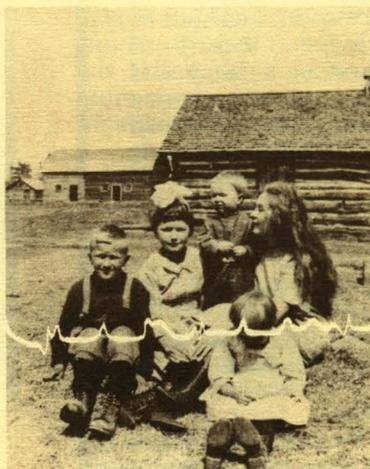
To summarize, we have developed a mechanism to deal with the unreliability of social service reporting data, and this allows us to make generalizations about utilization of services in counties with various characteristics. Farming counties have low utilization, whereas counties with incomplete nuclear families and few economic opportunities have high utilization. Social service planners may find these, and other results of our research, useful.

TABLE

Average number of primary recipients of social services in farm and non-farm counties in Minnesota.

Land in Farms	Cases Per 1,000 Population
73% or more	11
Less than 73%	18

FRONT COVER: Mother and children from a rural Minnesota family circa 1910. Photo courtesy of Northeastern Minnesota Historical Center. Electrocardiogram "indicator" superimposed.



Mental health services for Indian reservations



NIMH PROJECT: (left to right) Temperance Flyckt, Connie Sarristo, Nancy Pigman, Sonny Smart, Mindy Johnson, Mary Louise Villard, Kathy Heltzer.

The American Indian Projects, School of Social Development, University of Minnesota, Duluth, is working with the Minnesota Chippewa Tribe to develop an innovative, community-directed approach for promoting mental health on participating Indian reservations. Rather than applying a medical treatment model to mental health issues, mental health is conceptualized in this project as *spiritual well-being*—the sense of competence and self-esteem which are fostered by control over one's own destiny. This approach is translated into a program in which community strengths rather than weaknesses are focused upon as being the key in developing mental health services. The project is designed to reduce rather than increase dependence upon non-Indian agencies and personnel by helping to provide Indian organizations with the resources needed to plan and develop programs which meet their members' mental health needs. By augmenting local control, the program is expected to strengthen rather than substitute or replace the Indian community's traditional commitment to the common welfare of all its members.

These objectives are being pursued by utilizing outside resources—specifically a National Institute of Mental Health grant (entitled "Mental Health Services to Rural American Indians" 1T03-MH-16390-01).

The project is a five-year program that is primarily funded through NIMH funds (about \$125,000 for this academic year). Principal participants in the program are the twelve student trainees (most of whom are Indian and who will be taking their field practicum in block placements on the reservations), their community counterparts (lay members of the reservations who are employed half-time by the project as community program

assistants), their immediate supervisors on the reservations (usually health planners), the American Indian Projects staff (including the School of Social Development Dean, Projects Director, the Projects Coordinator, a rural development specialist, and a secretary), plus an Advisory Board composed of one principal and one alternate member from each reservation.

Ongoing procedural evaluation of the program is considered an essential ingredient of its success, and evaluation is built into monthly workshops which enable all the principal participants to get together and exchange information in problem solving endeavors. Topics at these workshops will include ways of assessing and prioritizing mental health needs through community outreach, program planning for meeting the needs identified, discussion of problems encountered in the implementation of the programs, ideas for appropriately revising the program plans, and the sharing of information regarding any additional resources which might be mobilized in the promotion of community based mental health services.

Much of the organizational work needed to set up the project has already begun. The first workshop took place on November 14, was attended by over 50 participants, and included a keynote address by Professor John Red Horse, "Social Development Approaches to Mental Health."

Inquiries regarding the project should be directed to Joyce Kramer, Project Director; or Avis Hedin, Secretary, American Indian Projects, School of Social Development, 295 M.W. Alworth Hall, University of Minnesota, Duluth (Telephone: (218) 726-7245).

PROFILE: FOREIGN STUDENTS AT SSD

By Young Ju Kim

The School of Social Development has grown in its international attraction. There are now 6 foreign students in its graduate program, the largest international enrollment in the School's history. The students are from Hong Kong, Korea, Japan and Kuwait.

Dauda Balarabe, a second-year graduate finishing his final quarter in spring of 1981, came from Nigeria, and plans to return to his country to work for the Ministry of Health and Social Welfare. He received his B.A. in Sociology from St. Scholastica, Duluth, and entered the 90 credit program in the winter of 1978.

Po Kui Yeung, the only married man among the four first graduate students, is from Hong Kong. He finished Hong Kong Baptist College with a B.A. in Social Work, and served for CARITAS for two years as a caseworker in the family service department. He is now on study leave from the Hong Kong Council of Social Service where he has worked since 1974.

Kimiko Shiomura comes from Japan where she received her B.A. in Japanese Literature from the Tokyo Women's Christian University. Young Ju Kim, another of the students, comes from South Korea where she received her B.A. in English Literature from the Sacred Heart Women's College. Young Ju was enrolled in the Graduate School of Social Welfare of Seoul National University before coming to SSD.

Another Japanese student, Toshio Takimori, was forced to take a leave of absence from the program, due to financial difficulties. We hope that he will be able to return. His interest is international social work.

Hadi Ridha, a first year student from Kuwait, is being supported by a full scholarship from his government, and will work for the Department of Social Work Education in Kuwait University, after he finishes his Ph.D. in the United States. He completed Kuwait University with a B.A. in Social Work and work experience with the elderly in Kuwait.



left to right: Young Ju Kim, Po Kui Yeung, Kimiko Shiomura, Hadi Ridha, Dauda Balarabe.

SUMMER WORKSHOPS 1981

The School of Social Development is again planning to offer a series of one or two-day workshops during this coming summer to help meet the professional development needs of social workers, psychologists, counselors, program managers, and other persons providing services within the helping professions. Topics which have been thus far identified are aging, children, criminal justice, American Indian family systems, women and depression, family, planning and data, social action, rural development, unemployment.

A specific timetable has not yet been determined for the sessions. However, 3 workshops have been tentatively scheduled: The Helping Relationship (May 11), Psychological Aspects of Aging (June 1), Physical Aspects of Aging (June 15). Other workshops will probably run throughout the summer.

SSD is committed to meet its responsibilities to community service providers in an array of areas. Your feedback is vital to the attainment of this goal. For further information concerning the workshops or to share your ideas for courses to be held thru Continuing Education or workshops, write:

**Dan R. Meador
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Duluth, Minnesota 55812**

NEWS BRIEFS

Five new faculty members joined SSD this year: Bill Hardesty, Joyce Kramer, Toni Smith, Dave Danz, Eva Olson. Bill Hardesty (Assistant Professor) received his MSW from the University of Minnesota. His 22 years in social work have included family and public welfare, settlement house and residential treatment programs. Previous to his SSD appointment, he was director of 2001, a residential treatment center for adolescents. Bill is currently working on the development of child welfare curriculum. . . . Joyce Kramer (Assistant Professor) received her Ph.D. in Sociology at the University of North Carolina, Chapel Hill. Her specializations include the sociology of health and medicine, demography, social change. Joyce is serving as acting director of American Indian Projects, and she also administers the NIMH funded GISH-KI-A-WIZI program which provides student training and mental health services to rural Indians. . . . Toni Smith (Instructor) received her MSW at the University of Minnesota in 1976. She has worked in the area of school social work and recently worked on a UM School of Social Work grant to integrate minority content into the curriculum. She has also been involved in presenting human relations and sensitivity training workshops. Toni is currently teaching undergraduate field and a methods course. . . . Dave Danz was appointed to the SSD faculty this fall. Previous to coming to SSD he had worked for the Fond du Lac Reservation as a planner. Dave has taught the American Indian Social Policy course at SSD and has recently accepted a position at Fond du Lac as Planning Director. . . . Eva Olson (Instructor) has recently joined the school to fill Dave Danz's position. Eva received her M.A. in Curriculum and Instruction from the University of Wisconsin-Milwaukee. Before coming to SSD, she worked for the Great Lakes Tribal Council in the area of planning and evaluation in health and social services. Eva will be working with Joyce Kramer on the NIMH project.

Several projects have recently been initiated at the School. Ralph Woehle is working on a planning study for social services in Koochiching, Carlton, Lake and Aitkin counties. Goals of the study include obtaining information to help develop better caseload reporting. . . . Dennis Falk is engaged in an evaluation of the Rural Hospice Program in Itasca County. . . . Rama Pandey has received a grant from CURA to help develop indicators for measuring social development in the Arrowhead Region. Indicators will be drawn from sectors such as income, occupation, mental health, public safety, public welfare, etc. . . . Will Dodge has received a summer research grant to help continue his study of welfare and social services boards.

Therese Caouette, BSD'er, has been working with the Diocesan Office of Social Concerns on refugee settlement and services, including lobbying down in St. Paul. . . . Rich Lundberg, BSD'er, looking trim and healthy after his 10-day fast to raise consciousness over the problem of infant formula and international corporations, is beginning a push to re-establish the Center for Global Awareness in Duluth. . . . Carol Plock, Paul Horn, Jennie Musech, Theresa Keaveny, (MSW's) are working on a project to survey the needs of area organizations for board training. . . . Mary Lee Stone has received a Carol E. McPherson Scholarship to the BSD program. She's using her considerable background of social work exper-

Undergraduate accreditation recommended

An ad hoc committee of the SSD Senate has recommended that the undergraduate program seek CSWE accreditation. The committee, made up of Mindy Johnson, Debbie O'Donnell, Lee Ann Theil (BSD Senators), and Jim Reinardy, Director of Undergraduate Studies, based their recommendation primarily on a student survey taken in November. Ninety-six percent of the students responding to the survey were in favor of accreditation. In support of their opinions, students mentioned advantages in the areas of the job market, acceptance into graduate programs, and the value of the accreditation process in clarifying program goals and integrating course content. Students opposed to accreditation expressed concern over "too much emphasis being placed upon direct service" or the costs in flexibility to the program.

In view of seeking accreditation, the instructors of the "methods" courses have been meeting to share ideas on course sequencing and the integration of content between the courses. Since CSWE "Standards" call for a "generalist" program at the undergrad level, the modifications made in the program two years ago provide a good foundation for seeking accreditation.

The committee has also recommended that the School change the name of the undergraduate degree to "Bachelor of Social Work." This recommendation was also based on the student survey. Two-thirds of the student respondents (mainly representing the junior and senior classes) were in favor of the change. The change would put the name of the undergraduate degree in parallel with the graduate degree, which is the "Masters of Social Work." Also, since the word, social work, has traditionally been used to refer to practice at both "micro" and "macro" levels, the name change would emphasize the generalist nature of the program. A request for the name change has been forwarded to central administration.

SSD AT MSSA

The School of Social Development will be sponsoring a Hospitality Room at the Minnesota Social Service Association Conference, March 29-April 1, Leamington Hotel. We invite you and all our friends to stop by. Time and place will be posted.

ience in areas such as Minnesota Sheriff's Ranch and chemical dependency to assist J. Dwyer in the "Dynamics of Change" courses. . . . Jan Chapados and Debbie O'Donnell (BSD'ers) are participating in a pilot project for the Domestic Abuse Intervention Project. They will be serving as female advocates, going to homes after abuse has been reported and offering the abused women support and information on alternatives.



Gary Askerooth

¡ Que le vaya rien!

Gary Askerooth, who has taught at SSD since December, 1977, has resigned his faculty position (effective March, 1981) to become Executive Director of West Side Neighborhood Housing Services in St. Paul. Gary has taught courses in organizational change, community development, and, since his arrival at SSD, has been a strong proponent of the School's social development focus and of community change. In addition to teaching at SSD, Gary has worked extensively with the American Indian Project, especially in community development efforts on Fond du Lac Reservation.

In directing West Side Neighborhood Housing Services, Gary will be working with a voluntary neighborhood-controlled organization which works for improved housing, and increased home-ownership; and which provides financial counseling and low-interest loans to many who don't qualify for bank services. West Side is one of five Neighborhood Housing Services organizations in the Twin Cities area.

◆Notes from the Real World◆

We'd appreciate any news about SSD alumni and friends. Please notify Will Dodge.

Peter Simbi (MSW) is teaching in an undergraduate social work program at Grambling State University, Grambling, Louisiana.

Mary Ann Reitmeir (MSW 1977) is teaching in the Social Work Department, St. Cloud State. New mother of Aaron.

Howard Karger (MSW 1977) is teaching in the Social Work Department at St. Theresa's College, St. Cloud. Doctoral student, University of Alabama. New father of Aaron.

Jerry Challman (MSW) is Lead Social Worker, Duluth Public Schools. Just returned from a summer of white water rafting in the West.

Gayle Boyle (MSW) began work as the Community Planner on the Long Term Care Systems Development Grant at the Minnesota Department of Health.

Mary Jo Ohl (MSW) returned to Duluth-Superior at the end of November, after six months work with the Belize Christian Council in Belize, Central America.

Bart Wanyama (MSW 1979) is teaching Social Policy, Research and Administration in the Department of Social Development at the Kenya Institute of Administration.

Ed McDonald (BSD 1980) has been appointed a counselor for Marquette's Educational Opportunity Program. Ed is responsible for counseling students enrolled in the Upward Bound program.

Marty Schroeder (BSD 1980) has taken a Social Worker I position in Wadena County.

Molly (Hughes) O'Rourke (BSD 1979) has up until recently been working for CAP in the Twin Cities on the state-wide energy advocacy program.

Dennis O'Rourke (MSW 1979) is a social worker at Anoka State Hospital.

Karen McGreevey (BSD 1980) is doing volunteer work at the Women's Coalition, Duluth.

CHILD WELFARE PROJECT INITIATED

One of the new faces at the School of Social Development this fall is Bill Hardesty's. Bill has been added to the faculty to implement a Child Welfare Teaching Grant which was awarded SSD by the Department of Health and Human Service. The project has been funded for a one year period, ending September, 1981. Bill's social work experience with children and families extends over twenty years. He came to SSD from St. Louis County social Service Department where he was Director of the "2001" Young Peoples Residential Center. Kris Washam, MSW graduate student, has been hired one quarter time, to assist Bill in curriculum development.

The teaching project is intended to expand the social development curriculum to include a greater emphasis upon individuals and families. The first child welfare course will be offered in Spring Quarter on Thursday evenings, 6-8:50 p.m. The course, entitled, "Issues in Child Welfare Practice," will focus on the effects of child abuse, neglect and separation on the normal development process of children. Various intervention strategies will be discussed, with the emphasis on keeping children in their own homes.

A family policy course has been approved by the Curriculum Committee and two additional child welfare courses are currently on the drawing boards. These four child welfare courses and a child welfare field placement will provide MSW-SSD students the opportunity to develop a foundation for practice in a child or family oriented setting. The courses will all give some attention to minority issues and child welfare practice in a rural setting. One unique aspect of this child welfare curriculum will be the opportunity for students to learn principles and processes of child welfare practice within the context of a program which teaches "planned institutional change to bring about a better fit between human needs and social policies and programs."

Several child-related workshops are being planned for spring and summer of 1981. Each workshop will be taught in several locations in northeastern Minnesota and northwestern Wisconsin. Bill Hardesty is soliciting ideas for workshops and possible field placement sites. He can be reached at 295 MWAH, UMD, 726-8864 or 726-7245.

Both **Judy McCarthy** and **Cassie Olsen** (BSD 1980) are working at nursing homes in the Duluth area.

Peggy Sebastian (SSD faculty, 1973-76) has recently completed certification and training to be an IDS investment counselor. Her special area of interest is financial planning for women.

Nancy Hooyman (SSD faculty, 1972-78) has completed the promotion and tenure process at the University of Washington School of Social Work and has received an almost unheard of unanimous approval from the faculty.

Gene Hooyman (SSD faculty, 1974-78) has taken a health education evaluation position for the outreach program of the Hutchinson Cancer Research Institute, Seattle, Washington.

Dick Broeker (SSD faculty, 1972-74) continues his exciting position as St. Paul Mayor George Lattimer's chief aid.

Fran Skinner (SSD faculty, 1972-79), following retirement from UMD, is pursuing the equivalent of 2 full-time jobs in her volunteer activities.

Shirley Reed (SSD faculty, 1974-76) is working at the Salt Lake Indian Health Center and would like to hear from people. Her address is 508 East So. Temple, Suite 219, Salt Lake City, Utah 84102.

The Jones' continue to enjoy their stay at the Chinese University of Hong Kong, but rumor has it that Jack may be looking for a new and exciting position elsewhere.

WE'D LIKE TO KNOW MORE ABOUT YOU

By filling out and sending in this form, you'll help us to know more about and better serve our readers. Return to: School of Social Development, 295 MWAH University of Minnesota, Duluth 55812.

Name _____
Preferred mailing address

SSD Alum? Yes _____ No _____

Job Position _____

Comments (If you've any suggestions for the Newsletter or for the BSD/MSW programs, or if you want to know more about the School, etc.), let us know.

FIELD PLACEMENTS NEEDED

Field activities have always been an important part of a student's education at SSD. This experience has been beneficial to both the students and the agencies/organizations which have utilized their skills. Since Summer 1979 we have placed approximately 125 undergraduate and graduate students in projects which have enhanced their education. Given increasing enrollment at SSD, especially in the undergraduate program, we are in need of more field placement positions. Many of you are in positions in which you may be aware of potential projects which are in need of future social developers. If you know of any placements or contacts which would help students utilize their skills and knowledge please contact Judy Dwyer, coordinator of undergraduate field placements, or Judith Kaplan, coordinator of graduate field placements.

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