Dr. Karen Gray helps debunk the myths about locally grown produce costs.

OU gets ready for reaccreditation.

View the faculty research directory.

INTERACTION
Work in Zarrow Hall Begins
The School of Social Work has changed significantly since the first course in social work was offered at the University of Oklahoma in 1917. The School of Social Service remained a division of the Department of Sociology until 1935, when it was renamed the School of Social Work and became an individual instructional unit within the College of Arts and Sciences. In the spring of 2009, The University of Oklahoma Regents renamed the School as the Anne and Henry Zarrow School of Social Work, in gratitude for a generous donation from the Anne and Henry Zarrow Family Foundation. As a result, the school became the second named unit within the College of Arts and Sciences. In addition to a new name, a new building was constructed on the Norman campus and in July 2011, Anne and Henry Zarrow Hall became the new home of the Anne and Henry Zarrow School of Social Work. Several unique features of the building serve the mission of the school and the university. Zarrow Hall provides more than 30,000 square feet of instructional and administrative space for state-of-the-art social work education and research.

A Tour of Zarrow Hall
The first floor contains general instructional space, two large classrooms and a third classroom with a flexible divider - allowing either two smaller classrooms or a larger classroom. The J.J. Rhine Community Room is also on this level. Named after a major social work educational leader and the founder of the School, the Community Room serves as the focus of continuing professional education and community outreach efforts. With advanced information and distance education technology, the Community Room can accommodate large groups for formal events.

On the second floor, Zarrow Hall provides a variety of instructional and professional work spaces for students and faculty. Two clinical suites provide visual access to an observation room and a classroom that enhance skill-based instruction central to social work professional education. Each suite is equipped with video and instructional technology that allow for connectivity with our partner program in Tulsa and other programs and agencies throughout the state, reinforcing the school’s role as a leader in continuing education.

Small seminar rooms complement the clinical suites, allowing for student breakouts and collaborative learning opportunities. A computer lab, a College of Arts and Sciences sponsored space, is also structured to facilitate collaborative learning within the context of the latest in instructional technology and furnishings. The computer laboratory also benefits from the high density wireless coverage offered throughout the building.

Three project suites that house the School’s Child Welfare Professional Enhancement Program (CWPEP), a collaborative effort with the Oklahoma Department of Human Services,
and the Knee Center for Strong Families - a center established by the School in honor of Ruth I. Knee, an Oklahoma social work pioneer and national leader in social policy and social work practice - are also located on this floor.

The faculty and administrative offices for the School are located on the third floor of Zarrow Hall. Faculty are housed on the south end of this floor, and offices housing the School’s undergraduate, graduate and field practicum coordinators, program staff, and the school’s director are on the north end. This floor also provides fully equipped video conferencing capabilities and workrooms that meet the needs of faculty and administration.

Design Features of Zarrow Hall
Zarrow Hall integrates the U.S. Green Building Council’s Leadership in Energy and Environmental Design (LEED) standards throughout. Besides the reduced environmental impact associated with LEED buildings, this process brings light throughout the building, giving the interior a large, open feeling. Coupled with the selections of furniture, art and other decorating touches, the building brings forth an ‘arts and crafts’ design that will inspire future generations of students, faculty and professional social workers.

Another feature of the building is the integration of high art and historic photos to enhance both the aesthetics of the new building and to reinforce its relationship to the core values of the social work profession. To this end, the Community Room has been provided with an intriguing oil-on-linen diptych titled ‘While the Cat’s Away the Mice Will Play,’ by Santa Fe artist Susan Contreras. In the public area of the first floor is an oil-on-canvas work titled ‘New Freedom’ by the Cherokee/Creek artist Virginia Stroud. And last, but certainly not the least, is a portrait of Anne and Henry Zarrow by Oklahoma artist Michael Wimmer.

On the second floor of the building, the floor devoted to social work instruction, are a number of historic photos that portray the themes of diversity and social change, core values of the profession. Photos of historic African American leaders for civil rights, Lois Ada Sepuel Fisher, Thurgood Marshall, and Clare Luper adorn the halls. Other photos of the depression and civil rights eras are also included. There are plans to incorporate imagery of other populations who are served by the social work profession.

We welcome and encourage visitors to our new academic home. The Director is happy to provide individual or group tours. Please contact Laurie Bradford, 405-325-9063 or lbradford@ou.edu, if you are interested in arranging a tour.
Everyone is talking about The University of Oklahoma Anne and Henry Zarrow School of Social Work. Have you heard?

“I feel like my classes really prepared me to do the work I have always wanted to do. I have the job I always wanted.”
-Brian Timms
2011 graduate

“The MSW program gave me the skills that I need to help our state. Now I can give a voice to children and make their lives better.”
-Gloria Miller
2011 graduate

“I know I have people I can call - including my former professors - when I need professional advice.”
-Rebeka Radcliff
2008 graduate

“The MSW/MPA dual degree program has afforded me the opportunity to be flexible with my educational pursuits.”
-Scott Tohlen
current student
School of Social Work Fast Facts

Providing an MSW
The Anne and Henry Zarrow School of Social Work is the only Master of Social Work program in the state.

Online Admissions
The social work admission process goes paperless this year. Applicants will now be able to complete their application and waiver, upload their essay and resume, and submit their references all online. We hope it will streamline the process for all.

Quality Education
The School has surpassed 90 years of providing quality social work education, with over 5,000 alumni nationwide.

Technology Matters
Social Work courses are offered at both campuses using advanced classroom technology, including observation suites for clinical, community, or administrative practice.

Quality Jobs
Many graduates are leaders in the highest levels of state government and are faculty and administrators in prestigious social work programs.

Dual Degree
Certificate programs and dual degrees are offered, including a Master of Public Health and a Master of Public Administration.
Bridging University and Community: The Power of PhotoVoice

Though located on separate campus sites, two social work faculty have found PhotoVoice research in common. Julie Miller-Cribbs, Associate Professor and Assistant Director on the OU-Tulsa Campus and Christina Miller, Assistant Professor on the Norman Campus, have both been involved in Tulsa PhotoVoice and GirlPower projects designed to give voice to individuals who do not have frequent opportunities for expression.

Both projects cross disciplinary lines. Miller's project involves a partnership with faculty from Human Relations, the Knee Center for Strong Families, and the Norman Center for Children and Families, Inc. Miller-Cribbs's project included faculty from Architecture, Community Medicine, and Library Sciences as well as the School of Community Medicine and the Tulsa Area Community Schools Initiative. PhotoVoice differs from traditional studies by investigating an issue from the perspective of people who have experience with the issue, capturing their local knowledge. As opposed to only gathering and analyzing data, PhotoVoice makes explicit the facilitators' and participants' focus on improving the lives and health of the communities in which they live. It joins participants and researchers as equal partners. Participants become colleagues of the researchers, offering their expertise and knowledge about how best to intervene.

The GirlPower PhotoVoice project provided thirteen middle school girls with cameras in an effort to document the realities of their lives. The girls walked through their lives, homes and streets behind the lens of a camera, and each week they came together, viewed their photographs and voiced what their photographs exposed about their health and their community. These activities provided opportunities for the girls to practice life skills such as photography, writing, and activism. It gave these young people, whose voices are often ignored, a hands-on experience with making a difference in their community. The GirlPower PhotoVoice Project held a community wide exhibit “Visions of Health” in August 2011 in the new Anne and Henry Zarrow Hall's Rhyne Community Room. Over seventy people from across the OU campus and Norman community came to view the photos and interact with the girls. A short program included presentations by Dr. Christina Miller, Ms. Katie Fitzgerald of CCFI, four GirlPower PhotoVoice participants, and Norman Mayor Cindy Rosenthal. A second community exhibit was held on Friday, September 9, at Studio 360 as part of the 2nd Friday Circuit of Art in Norman.

A complicated and intensive endeavor, the Tulsa PhotoVoice project involved 53 participant photographers, 16 school coordinators, 15 research team members, and 100 faculty and student Summer Institute participants. Participants in Tulsa PhotoVoice were asked to document where they eat dinner most
often, where they socialize, where the unhealthiest location in their neighborhood is located, where they go when they are sick, where they shop for food, where they work if they are employed, where they live, and a self-portrait. At the end of the summer, the final nine photos were selected by the participants, mounted, and each photographer was interviewed by a team of faculty and students about their photos. The photographs served as catalysts to conversation, allowed the participants to share aspects of their lives, and helped to bridge the all too common gap that exists between the research/provider and recipient of services.

For more information about these projects please visit:

- http://www.tulsaphotovoice.org/about
- http://www.youtube.com/watch?v=sMyTCvZBi2g
- http://www.youtube.com/watch?v=wipg8CpP5V8

Tulsa PhotoVoice By the Numbers

- 477 photographs
- 100 faculty and student participants
- 80 hours of audio
- 53 participant photographers
- 53 transcripts
- 16 school coordinators
- 15 research team members

Example of participant photos

QUESTIONS?
contact
Dr. Christina Miller
cmiller@ou.edu
Dr. Julie Miller-Cribbs
jmcribbs@ou.edu
Local Food for Recipients of Food Stamps: A ‘Win-Win’ for All

Many communities in Oklahoma face significant barriers in accessing food, particularly fresh produce. In order to address these barriers, Karen Gray, Assistant Professor, has partnered with the Cherry Street Farmers’ Market (CSFM) in a project to increase the number of Supplemental Nutrition Assistance Program (SNAP, i.e. food stamps) customers and dollars at CSFM. SNAP customers who shop at CSFM get fresh, locally grown produce, much of which is less expensive than local supermarket chains, and local farmers get a boost in business. It’s a ‘win-win’ for Tulsa and the surrounding area. In 2009, the first year CSFM accepted SNAP, sales were merely $444, or 0.01% of the market income. By 2010, sales increased to $2839. By comparison, a Tulsa World article reported that the Wal-Mart on south Memorial in Tulsa took in more than $15 million in the same two-year period.

Working with graduate students the past two summers, this team of community-based research partners conducted two studies, funded by a SEED grant from Oklahoma IDeA Network of Biomedical Research Excellence (INBRE), School of Community Medicine, OU-Tulsa. The first was to try to understand why more SNAP customers do not shop at CSFM. The second study, based on results of the first study, implemented a ‘double your bucks’ voucher program for 300 SNAP recipients. Results from the study could point to improved outreach and interventions designed to increase access to farmers’ markets.

BUY LOCAL

SNAP customers who shop at CSFM get fresh, locally grown produce, much of which is less expensive than local supermarket chains, and local farmers get a boost in business.

QUESTIONS?
contact
Dr. Karen Gray
karen.gray@ou.edu
Preventing and Reducing Teen Latina Pregnancy Rates in Oklahoma

Current statistics in Oklahoma point to the need to provide sustainable, culturally competent services to reduce reproductive health disparities in the state of Oklahoma. Recent research conducted by faculty members Mónica M. Alzate and Susy Villegas examined the cultural-contextual life-course factors associated with Latina teen experiences with pregnancy and birth in a project funded by a SEED grant from Oklahoma IDeA Network of Biomedical Research Excellence (INBRE), OU School of Community Medicine. Utilizing a Community-Based Participatory Research (CBPR) approach, and in collaboration with the Latino Community Development Agency (LCDA) of Oklahoma City, the researchers explored how cultural-contextual aspects influence teen pregnancy, a connection that has not been studied despite the abundant literature on adolescent pregnancy. Focus groups and interviews examined different topics related to sexuality, adolescent sexual knowledge and behavior, families’ experiences with adolescent sexual and reproductive behavior and pregnancy, and adolescents’ lives and roles within the family. Results will provide implications for services designed to reduce teen pregnancy prevention programs aimed at Latina teens. Findings from this study will be presented in Tulsa, OK, on December 6th to members of the Tulsa Hispanic Resource Association (CEUs available) and all interested in this important topic are encouraged to attend.

Staggering Stats

Estimates reveal the teen Latina/Hispanic birth rate in Oklahoma is:

- **2.5** times higher than the national average
- **1.7** times higher than the state average

QUESTIONS?
contact:
Dr. Monica Alzate
mmalzate@ou.edu
or
Dr. Susy Villegas
susy.villegas@ou.edu
Norman Faculty

Mónica M. Alzate, Associate Professor, 2002*
sexual and reproductive health and rights, social policy that affects women and children

Donald Baker, Director and Associate Professor, 1988
mental health, substance abuse prevention and treatment, community organization

Jeanette Davidson, Associate Professor, 1997
black-white inter-racial marriage, racial identity attitudes, cross-cultural clinical practice, social work education

Christina R. Miller, Assistant Professor, 2009
improving adult outcomes for youth with disabilities, service-learning,

Herman Curiel, Professor, 1981
cultural considerations in delivery of social services, ethnicity with emphasis on Hispanic populations in the context of social service issues

David Moxley, Endowed Professor, 2006
social services for people with disabilities, homelessness; community support of people coping with serious mental illness

Anthony Natale, Associate Professor and Graduate Coordinator, 2006
HIV/AIDS, prevention with communities of color, gay and lesbian communities, public health, social policy

Susy Villegas, Assistant Professor, 2004
child-welfare services, gender, race and ethnicity and intervention outcomes, cultural adaptation processes impacting Hispanic families

Dwain Pellebon, Associate Professor, 1995
cultural diversity, spirituality, client perceptions of social workers

James A Rosenthal, Professor, 1985
child-welfare issues, program evaluation, research methodology

Roosevelt Wright Jr., Professor, 2001
social gerontology, specifically the utilization of health care and social services, substance use and abuse by and among people of color

Steven Wells, Clinical Assistant Professor, 1988
child-welfare training, foster parents and the education of foster children, families and disabilities

*Faculty member name, current position, start date at OU
Tulsa Faculty

Barbara Bramble, Practicum Coordinator and Clinical Assistant Professor, 2006
- Marriage and family, field education

Lisa Byers, Assistant Professor, 2005
- American Indian mental health with an emphasis on depression, discrimination

Tonia Caselman, Associate Professor, 2001
- Cross-cultural/international, mental health and child development, school social work, impulse control programs

Andrew Cherry, Endowed Professor, 2003
- Mental health issues that impact people who have a dual diagnosis, incarcerated women and their children

Karen Gray, Assistant Professor, 2008
- Poverty, single-mother families in and out of poverty, interventions, grassroots community organizing, community land trusts

Lori Franklin, Clinical Assistant

Professor, 2007
- Mental health, adult survivors of trauma, LGBT issues, ethics, clinical supervision, decision cases

Kirsten Havig, Assistant Professor, 2011
- Social justice, human trafficking, field education

Gena Massey, Clinical Assistant Professor, 2008
- Medical social work, field education, community health

Ric Munoz, Clinical Assistant Professor, 2009
- Social work and the law, community health and medical social work, social justice

Julie Miller-Cribbs, Assistant Director and Associate Professor, 2006
- Poverty, health care disparities, social and human capital, community based participatory research

Showa Oma-begho, Assistant Professor, 2009
- Administration in social work, advocacy, program development
A Course in Anatomy of the Community: Summer Institute 2011

During the first week of August 2011, 150 OU-Tulsa faculty, staff and students gathered for the fourth annual OU School of Community Medicine Summer Institute. They represented the fields of medicine, nursing, physician assistant, social work, pharmacy, human relations, allied health, business, urban design, library and information studies, fine arts, and public health. The assignment for all was a close examination of health care delivery in Tulsa, learning the anatomy of the community before the anatomy of the human body. They visited patients in their homes, toured their neighborhoods, and shadowed them during medical visits, experiencing the challenges the disadvantaged face in accessing health care. They developed answers to the problems they saw, and at week’s end, presented ideas for improving the health of entire communities. Faculty members Julie Miller-Cribbs, Karen Gray and Ric Munoz, along with social work students, all joined the team. Congratulations to all for exhibiting the best in Sooner service!

Can you spot the social work students?

Hint: we’re wearing a color we don’t like much. See page 14 to find out if you were right.
As the Hispanic population in Oklahoma rises rapidly, social workers are certainly aware of a need for competent practitioners who can provide their services in Spanish. Although many social workers utilize translators, it is ideal for clients who prefer their services in Spanish to work with a social worker with a high level of Spanish fluency. However, even students who are fluent speakers of Spanish acquire a great deal of knowledge and skill in the MSW program in English, so graduates have to make an often difficult transition into utilizing their MSW skills in Spanish.

The school has implemented some new ways to support Spanish speaking students and help them gain confidence in their abilities to practice as bilingual social workers. In the Spring of 2011, a student on the Tulsa campus, Deborah Hrubik, completed a practicum focused on meeting the needs of the Hispanic community of Tulsa. Deborah worked with bilingual children in an after school program at Kendall-Whittier, Inc, and also worked with parents who were often Spanish speaking only. She received all of her practicum instruction and supervision in Spanish with alumni Rebeka Radcliff, LCSW, who is a bilingual therapist with Community Health Connection. Deborah also received funding to attend the Latino Social Workers’ Conference in Chicago. She had a great experience, and we hope that future students will also be interested in this opportunity.

Additionally, the Tulsa campus has started an informal discussion group, where Spanish speaking students and alumni are invited to come discuss the issues related to practice in Spanish, role play skills, and offer support to each other. It is designed for students and alumni who are already fluent, but need extra support to provide master’s level services. This will hopefully evolve into a campus student organization, so that students can continue to provide this type of experience far into the future.

Finally, the Tulsa campus has created a recruiting flyer in Spanish. We hope it catches the eye of more bilingual applicants and encourages them to pursue an MSW. But we also hope that it is seen by the community and helps Spanish speakers understand not only what a social worker does, but also our commitment to enhancing the services for Spanish speakers in our community. If you would like a copy of our flyer, please call or email us at (918)660-3350 or lfranklin@ou.edu.

QUESTIONS?
contact
Lori Franklin
lfranklin@ou.edu
Reaffirmation of the School of Social Work

The Anne and Henry Zarrow School of Social Work has grown considerably since the first social work course was offered on the Norman campus in 1917. The school now includes both the BSW and the MSW degree program located at two campuses, Norman and Tulsa, and now boasts more than 5,000 alumni of the school. The graduate program has maintained continuous accreditation by the Council on Social Work Education (CSWE) since 1957. The undergraduate program gained approval in 1970 and has been continuously accredited since the inception of undergraduate accreditation in 1974. Programs must reaffirm their accreditation every eight years.

Both programs are to be reaffirmed in 2013 and the school has begun to prepare for the undergraduate and graduate program reaffirmation process. The self-study required by CSWE is extensive and will take considerable planning and organization. A time line of the reaffirmation process is below. There are four main components of the self-study document required by CSWE. These include sections relevant to the program’s mission and goals, the explicit curriculum (or formal educational design), the implicit curriculum (the program’s commitment to diversity, admissions policies, administration policies, etc), and assessment.

A summary of our Preparations for Reaffirmation

The faculty and staff have been hard at work preparing for our next reaffirmation. During the 2010-2011 academic year, the curriculum committee revised every course in the BSW and MSW program, with a focus on integrating the new competency based model as required by the new 2008 Educational Policy and Accreditation Standards (EPAS) from the CSWE Commission on Accreditation. The EPAS requirements bring a focus to student outcomes and measurement of student acquisition of specific competencies and calls for an assessment design that focuses on a continuous cycle of feedback and improvement. The school developed a developmental model that describes the progression of students’ acquisition of competencies through the curriculum. Substantial revisions of the practicum program have been completed, including new learning contracts, policies, and roles for instructors and faculty liaisons. The school has also been developing new and updating old academic policies and procedures in an attempt to improve our efficiency and to provide transparency to all of our constituencies.

The school launched the first phase of data collection, which included all newly admitted students who began the MSW or BSW in 2011. This year we will be writing the major components of the self-study, collecting data, communicating with our constituencies, and working toward our goal of a completed document by December 2012.
The school will continue to communicate with alumni and friends of the school as the reaffirmation process unfolds. This is an important endeavor that we hope you will participate in with us.

**Developmental Trajectory of Acquisition of Competencies Through Curriculum**

Core Competencies

1. Identify with the profession
2. Apply ethical principles in practice
3. Apply critical thinking in practice
4. Incorporate diversity in practice
5. Advocate for human rights and social and economic justice
6. Engage in informed research
7. Apply knowledge of human behavior in the social environment
8. Engage in policy practice to advance social and economic well being
9. Respond to contexts that shape practice
10. Engage, assess, intervene, evaluate practice with individuals, families, groups, organizations, and communities

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Did you find the social workers in orange? There were 16 participants; 2 faculty members and 14 students.
Trying to find **OU ANNE and HENRY ZARROW SCHOOL of SOCIAL WORK** friends on Facebook or Twitter? Let **US** help **YOU**!

![Facebook Icon](image1.png)

"OU School of Social Work"

![Twitter Icon](image2.png)

@ouswk

It’s an exciting time at OU, please keep up with us!

![YouTube Icon](image3.png)

OU Social Work

www.ou.edu/socialwork

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