

Editorial

Barry R. Cournoyer

The Spring 2002 (Volume 3, Number 1) issue of *Advances in Social Work* marks the beginning of its third year of existence. The Editorial Board and I are extremely pleased with and proud of the journal's growth and development. We feel privileged to be associated with Indiana University School of Social Work and the prestigious cadre of consulting editors that provide such sage advice and consultation.

I personally wish to thank all members of the AISW team who have enabled me to serve as editor during these past two years. I could not possibly have produced these four issues without their hard work and scholarly input. This is my last issue as editor. I have truly enjoyed and valued this experience. I have been energized by my involvement with the many authors who have contributed their written work and have been inspired by the wonderful reviewers who have helped to improve the quality of both accepted manuscripts and those that were returned. I will miss this role but, at this time, I must turn my attention to other projects. However, we have the good fortune to have a new editor who will guide the journal's development toward an even more prominent future.

Dr. James G. Daley is Associate Professor, Indiana University School of Social Work. He is a prolific author, exceptional researcher, and a truly great social worker. Dr. Daley brings a multitude of strengths to the editor position. He has 24 years of clinical experience. He has served as the director of an inpatient alcoholism treatment program, the chief of a mental health clinic, and a policy analyst on mental health and family violence issues. He regularly conducts workshops nationally and internationally. He has published extensively and has served as a reviewer for several prominent journals. His areas of interest include families in crisis, international military social work, and family measurement issues. He is extraordinarily well-suited to shepherd AISW for the foreseeable future.

I feel special delight in introducing the contents of this issue. During the 2001-2002 year, we have celebrated the 90th anniversary of social work education at Indiana University. Formed in 1911 as a small department, the School of Social Work has grown into one of the nation's largest and most prestigious institutions. On April 12, 2002, the School sponsored a day-long symposium as part of the anniversary celebration. Several hundred participants joined as social work doctoral students presented research posters, experts led workshops and seminars, and all enjoyed various celebratory activities. The symposium's keynote address was delivered by Mr. Andrew Cuomo, former U.S. Secretary of Housing and Urban Development and current candidate for Governor, New York State. We are especially pleased to introduce this issue with a transcript of his remarks. His speech is funny, poignant, philosophical, spiritual, and, of course, political. He addresses issues dear to the hearts of social workers as he discusses housing and homelessness, social and political philosophy, and the potential impact of the tragic events of September 11, 2001.

Dr. Lisa S. Patchner's article "In the Belly of the Beast: A Case Study of Social Work in a Managed Care Organization" addresses the contemporary employment of social workers within managed care organizations. In particular, Dr. Patchner explores the nature and quality of social workers' service as case managers within a Medicaid

Health Maintenance Organization (HMO). Based upon semi-structured interviews, focus groups, and participant observations, she concludes that case management services were successful in helping HMO Medicaid clients address various bio-psychosocial needs. She also outlines the specialized knowledge and expertise required by social workers who practice within managed care organizations.

In "Evaluating Kinship Care Alternatives: A Comparison of a Private Initiative to Traditional State Services," Rodney Ellis, Gary Ellis, and Rochelle Galey explore the "new-old" practice of kinship care as an alternative to traditional foster care programs and approaches. Most social workers are painfully aware of the challenging state of the child welfare system and the increasing demands for placements for at-risk children. Kinship placements offer numerous advantages over non-familial foster care. This paper represents one of the first attempts to evaluate the effectiveness of kinship care by comparing the stability of placement outcomes obtained by two programs: an innovative, multi-service program operated by a private, not-for-profit organization and a more traditional program sponsored by a public state child welfare agency.

In their article "African Americans and Clinical Trials Research: Recommendations for Client Engagement," Sharon Moore and Wanda Lott Collins discuss the understandable suspicions that many African-Americans hold when invited to contribute as participants in research studies, particularly those involving clinical trials. Drs. Moore and Collins review some of the historical events and associated theories that lead to apprehension, fear, and sometimes rage among African-Americans whose brothers and sisters have been violated in various medical experiments. They identify significant health problems common among African-Americans, outline how and for whom participation in clinical trials might be safe and helpful, and suggest means and processes that researchers might adopt to recruit African-Americans as informed consenting participants in research studies.

Nancy P. Kropf and Mininder Tracey address the subject of service learning, an increasingly popular topic throughout university and professional settings. In "Service Learning as a Transition into Foundation Field," they distinguish the functions of service learning activities from those of professional internships and explore their use as a bridge to traditional field practicum experiences.

In "Student-Identified Strengths and Challenges of Using Blackboard™ for Group Projects in a Social Work Course," Melissa B. Littlefield discusses her study of students' experience in the use of a popular web-based educational tool that facilitates online communication and learning. Blackboard™ enables students and instructors to engage in real-time or asynchronous online discussion, transmit and receive e-mail messages, exchange computer files, and link to Internet resources. Most students reported that Blackboard™ was user-friendly and contributed to the success of their group project. The results suggest that online technology may contribute to group learning activities, increase efficiency, and enhance personal accountability among social work students.

The Editorial Board and I are pleased to present this issue of *Advances in Social Work* to the social work community. In this, my last editorial, I wish to express my gratitude to all members of the AISW team, the Indiana University School of Social Work community, the many authors and reviewers, and especially the social workers who conscientiously continue to read and think and learn from professional journals in order to provide the highest quality of social service to the people we call clients. Thank you for your service to the most vulnerable among us.