Alumni Fellow Paul Silovsky: Passionate About PT

Paul Silovsky, who graduated from the Physical Therapist Assistant program in 1985, has been selected as a Washburn University School of Applied Studies Alumni Fellows.

The Alumni Fellows program recognizes alumni who have distinguished themselves in their careers, and they are invited to return to campus to interact with students and faculty in the classroom and other settings.

“My Washburn experience prepared me to go on to become a physical therapist,” Paul said. “The school has really high standards in the health sciences. I’ve talked to a lot of folks going into medical fields—medical school, dental school, pharmacy—and they’re all impressed how prepared they were to further their education after graduating from Washburn.”

Paul entered Washburn’s PTA program with the goal of continuing his education to become a physical therapist. He was interested in the degree for a variety of reasons. One major factor was that he blew out his knee playing football at Washburn and was fascinated and greatly helped by the physical therapy he received.

“I have always been movement, exercise and athletically oriented,” Paul said. “I considered athletic training, but decided on PT because the patient base would be more diverse. I am able to treat people across their life span, from pediatrics to geriatrics and everything in between.”

Paul graduated from the University of Kansas Medical Center with his physical therapy degree. He worked for years in both hospital and private care environments. In 1994, he and his wife, Roxanne, who graduated from Washburn University with a degree in early childhood education, decided to start their own business, Rebound Physical Therapy.

“We were definitely a mom and pop shop in the beginning,” he recalled. “We worked away at it, and now we have 40-plus staff and two clinics here in Topeka.”

Running his own business has been challenging, but has just served to increase his respect for the field of physical therapy.

“You’re definitely an educator as well a motivator as a PT,” he said. “You have to connect the dots between their life at home or at work and their bodies, and lead them down a path to returning to normal function. We’re not trained in psychology, but we definitely deal with the spiritual drive within each individual, who they are and motivating them to reach their goals. To me, that’s the fun part of it—the people.”

Through his business and his personal life, Paul maintains strong Washburn University connections. Each of his three daughters has attended Washburn. Rebound Physical Therapy actively hires and utilizes the talented PTA students and other graduates from the school.

“We direct a lot of people toward Washburn for their education,” Paul said. “For quite a while there, Washburn was a hidden jewel in the community, and the school has finally been getting the acknowledgement and credit it deserves. I’m very proud to be a Washburn University alumnus.”
New Lab Educates Through Realistic Simulations

**Washburn University** students visiting the new respiratory therapy lab may believe they’ve wandered into a real hospital room. The simulation room is accurate down to a telephone that can ring during trainings.

“This lab provides a space where we can practice clinical skills and practice them safely until they are mastered,” said Rusty Taylor, Director of Clinical Education for the Respiratory Therapy Program. “The simulation room allows me to place the students in an authentic patient care scenario. It enhances the student’s assessment and critical thinking skills.”

According to Rusty, the lab, which was completed in time to use during the fall semester last year, is a top-notch training tool for all health curricula, not just respiratory therapy. The simulations are, in fact, so realistic that they can stun students, Rusty said.

“It simulates real-life medical events, and it’s very powerful in allowing the students to apply the knowledge that they have learned in the classroom to a real experience,” he said.

One of the most realistic aspects of the room is the use of a simulation mannequin, purchased in 2006 with a Perkins Grant, Rusty indicated.

“One of the things I’ve done with the mannequin in my disease class is to program it to have the right blood pressure, respiratory rate, heart rate and rhythm for things like pneumonia or congestive heart failure,” he explained. “You can put a chest X-ray into the system, so the student can touch the monitor and pull up X-ray and lab results.”

The lab also contains three cameras mounted in different locations, which helps during scenarios when there are multiple students in the room. From the control room, faculty can switch between cameras and get different angles on what is happening. In addition, video equipment allows them to stream what is happening in the room in real time.

“There’s an url I can provide and anybody in the world could actually access it and view what’s going on in the simulation room,” Rusty said. “That’s handy for faculty who may not be able to participate in the classroom or the simulation room.”

New PTA program director enjoys challenge of teaching

**New Physical Therapist Assistant** program director Zach Frank brings practical experience and a passion for helping people to his new position at Washburn University.

“You’re part coach, part motivational speaker and physical trainer,” Zach said. “But the rewarding thing is when patients say thank you or at the end of their treatment, when someone who came in scared to put weight on their foot is able to walk out the door. It certainly makes you feel good about what you’ve done.”

The profession is never monotonous, he added.

“You’re using all sorts of different skills,” he said. “You have to both mentally and physically help that person achieve something they want to achieve.”

Zach’s favorite part of teaching is breaking down complicated subjects into small pieces so students can assimilate the information.

“It’s nice to see how they can take that information and then apply it,” he said.

Zach received his bachelor’s degree in biology from Pittsburg State University, his master’s degree in physical therapy at the University of St. Augustine for Health Sciences in Florida, a master’s in healthcare administration from Marshall University and he just completed his doctorate of physical therapy also from St. Augustine. He has worked in the physical therapy field in several places, including five years at St. Francis Health Center.
Anthony Palbicke is a fifth-generation police officer dedicated to the values passed through those family members that make helping others a priority. That history of commitment to the criminal justice system and 22 years as a police officer and detective make Anthony an excellent addition to the Criminal Justice Department.

“I really like the idea that after my career as a law enforcement officer and detective, that I’m now involved in preparing a new generation of police officers to hit the streets,” Anthony said. “The pride of wearing the uniform and having the badge and being the person that people look to and then translating that into giving the next generation the kind of pride they can have from doing this, I think that’s a challenge.”

He channels his enthusiasm and extensive work history in criminal justice into experiential-based teaching.

“I like to bring a sense of realism to the classroom,” Anthony said. “I taught a corrections class at the University of Wisconsin. We took a trip to tour a medium security prison. I can tell students what it’s like to be in a prison and here’s the theory and how we’ve evolved historically, but until they actually see what happens in a prison and interact with corrections officers, it has little meaning.”

Anthony has a BS in criminal justice, a master’s in law enforcement administration and is currently working on his dissertation for a doctorate of education.

Anthony plans on being active in his secondary passion when he moves to Topeka. A former rugby player for the Chicago Lions for 10 years, he continues to play and also referee games at the college level. He also coaches two teams in Illinois, one of which is headed for the playoffs if things go well.
This year, Washburn University’s Criminal Justice & Legal Studies Department will celebrate 40 years of commitment to innovation and creating a challenging and progressive environment for students in the criminal justice field.

Even before criminal justice training was recognized as essential, Washburn University offered courses in the 1920s by Dr. Karl Menninger on the subjects of penology and criminology. The official department was founded in 1971 after President Lyndon Johnson declared crime a national problem in the mid-1960s and called for improving the criminal justice system through federally funded training.

Washburn University received a federal grant to create a corrections degree program, adding other programs over the years as needed to meet community and regional demands for high-quality criminal justice education. From the first associate’s degree in corrections, the school expanded to a corrections bachelor’s degree, and then added programs in law enforcement, security and finally a master’s degree program.

Since those first graduates received degrees in 1973, the Criminal Justice Department has awarded 1,725 degrees. Today, about 85 percent of the undergraduate degrees in Criminal Justice are at the baccalaureate level, while the remainder are at the associate level. Over the years, nearly two-thirds of the graduates have chosen the law enforcement major over the corrections or security options. Almost 200 master’s degrees have been awarded since the first graduates were hooded in 1998.

The Criminal Justice & Legal Studies Department will honor its history of providing criminal justice education from October 26 through October 28, 2011. Events include Criminal Justice alumni visiting classes to make presentations, a 40th Anniversary Luncheon in the Memorial Student Union on October 27, and a tailgating event prior to the football game on October 29 planned by the Criminal Justice Student Association. More details on these events will be available as fall nears.

Highlights from the Criminal Justice Department History:

- Department founded in 1971 as part of the Sociology Department; offered a corrections degree. Pictured: Professor Ted Heim, Dr. Karl Menninger and foundation officer Martin Ahrens.
- In the late 1970s, a law enforcement major was added.
- In the early years, the department contracted with the Kansas State Department of Corrections to offer training seminars for their officers and for jail personnel.
- In 1977, Washburn University went through a complicated application process to be selected as one of five national criminal justice training centers for the U.S. Department of Justice.
- When designated as a training center, Washburn undertook a complete remodeling of what was then the first floor of Benton, a dormitory. Offices for both the department faculty and the Training Center staff were provided on this level and, what would become the Dr. Karl A. Menninger Criminal Justice Reading Room in 1982, was established as a resource center.
- A Master of Criminal Justice degree was introduced in 1996 and faculty began teaching online.
- In the mid-2000s, the department became the first criminal justice graduate program in the country to be certified under the new Academy of Criminal Justice Sciences National Certification Standards.
- In June 2006, the Criminal Justice Department established a study abroad and exchange program with The University of the West of Scotland in Hamilton, Scotland. Since then three student groups (2006, 2008 & 2011) have traveled to Scotland to study comparative justice issues for two weeks and visit many historical sites in Glasgow, Edinburgh, and other cities in Scotland. In addition to this international opportunity, the department began developing other educational prospects for students in Belize (Central America) and Ghana (Africa).
- In 2009, Sam Houston State University conducted a study to assess the leading criminal justice book authors and ranked their institutional affiliation. The number one ranking was awarded to Washburn University Criminal Justice Professor Cliff Roberson in four of five measures (e.g. number of publications and prestige ranking with the numbered edition of the publication). When measures of average per capita, weighted contribution, prestige and edition were taken on book publication productivity by an institution, Washburn ranked sixth in the nation.
FROM THE DEAN

Dr. William S. Dunlap

A warm summer greeting to all of our students, parents, alumni and friends. This past year has been somewhat more challenging than previous years due to budget cuts at the university. In spite of that issue I can report the School of Applied Studies (SAS) averaged a nine percent enrollment growth across our four departments last fall and this spring over the 2009-2010 academic year.

We are beginning to gear up for the university’s sesquicentennial celebration in just a couple of years, and as we approach that date, SAS will be celebrating some milestones as well. This year marks the 40th anniversary of our Criminal Justice & Legal Studies Department, which has a number of activities planned throughout the year. The university’s Learning in the Community (LinC) service program is celebrating its 15th year, a program which was started in our Human Services Department. This year’s SAS Alumni Fellow, Paul Silovsky, is a member of our first class of Physical Therapist Assistant graduates from 1985.

Other stories in the newsletter include our new Respiratory Therapy laboratory that opened last fall, highlights of a regional human services conference in Topeka that was hosted by that department’s faculty, and information on all of our new faculty members throughout the school.

I want to express a special thank you to the Sunflower Foundation, St. Francis Health Center, Stormont-Vail HealthCare and the Kansas Rehabilitation Hospital for their generous support in funding our two faculty positions for the past year and a half in our Occupational Therapy Assistant (OTA) program. Without that support we would not have been able to bring this program to fruition. The OTA students are very excited about moving into their new laboratory in the Petro Allied Health Building this August.

Finally, we want to recognize the friends, alumni and faculty who have generously supported us this past year with additional scholarship funds. It is through their private support that we will be able to provide a margin of excellence for our students in the future.

ALLIED HEALTH

Bangladesh Experience Challenges Students, Enhances Learning

Six students in the Allied Health Physical Therapy Assistant program broadened their educational experience and their understanding of another culture by working in Bangladesh, India, at a renowned health facility.

“Four students spent two weeks over the Christmas holiday and two spent six weeks during the spring semester at the Center for Rehabilitation of the Paralyzed (CRP),” said Jean Sanchez, academic coordinator of clinical education.

“One of the main values of this kind of program is the understanding students gain of how very spoiled we are in our society,” Jean said. They learn compassion, empathy, and to work in a completely different culture doing tasks that take them outside their comfort zone.”

Carolyn Steinlage, a PTA spring 2011 graduate and junior majoring in kinesiology, spent six weeks at CRP.

“I just felt so different coming back here,” she said. “We have it so good, ridiculously good, here. We are very blessed.”

Carolyn said the experience helped her grow professionally as she learned to adapt to different situations. The language barrier was challenging for the American students, particularly in communicating with patients, most of whom spoke little English. CRP also uses different techniques, tools and assessment skills, and learning to be flexible increased her sense of independence.

Jean indicated that this was the first time the department has offered the opportunity to study in Bangladesh. Students paid their own way, although there was some scholarship money available from the International Department. The India Association of Topeka donated appropriate clothing for the students to wear so they were respectful of Indian customs.
Donor Honor Roll

The School of Applied Studies extends thanks to the donors whose generous gifts were received between July 1, 2009 and June 30, 2010. The new donor list will be available after July 2011. These gifts designated to the school are used to address the greatest needs within all four departments. The generosity of SAS alumni, faculty and friends helps to maintain the excellence in education for which Washburn has become known.

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Lori Schutter ’01
Vicki ’05 & Calvin Johnson
Doug Jones & Barb Quaney
Lori Khan

*Deceased
Social Work Program Passes Demanding Accreditation Process

A complex and thorough review of the Social Work Department’s program resulted in its reaccreditation by the Council on Social Work Education.

Dr. Jay Memmott spearheaded the intensive process of putting together volumes of information and preparing for almost two years for the required site visit, said Steve Spyres, MSSW, LSCSW, and acting department chair.

“While this was a reaffirmation process, or reaccreditation, the Council has changed the standards and we were required to meet new guidelines,” Steve explained. “The old standards were more about the structure and content of the program. Did you teach about policy? Did you teach about diversity? Those kinds of things. The council revised those standards to include a focus on student outcomes and student competencies. We want—they want—to graduate students who are competent to practice.”

“Judging student competency to practice social work involves examining reports generated during the practicum, which is when a student works with a local business or program to do an internship,” Steve said.

“For instance, a student may be assigned to work with a licensed social worker at Valeo and is given work assignments and interacts directly with clients. The field instructor does an evaluation and the form itself is the competency,” he said.

“Our students take a concurrent seminar while they’re in the field. In the seminar they meet with a small group of students and one of our faculty members and talk about their various experiences,” Steve said. “They have the chance to be with a group of people that are at the same stage, all trying to figure out how to do these things together. Not all educational programs offer such an option.”

Such a strong focus on making sure social work students are able and confident to practice their chosen field was helpful in achieving the school’s reaccreditation. Maintaining the stamp of approval from the Council is important to students who attend Washburn University’s program.

It’s particularly significant for students who want to continue and get a master’s in social work, which is a path a high percentage of graduates choose. When students apply for a master’s program, according to Steve, and he or she received a bachelor’s degree from an accredited social work school, then it’s not necessary to look at the curriculum because it’s going to be very similar. Instead, universities can look at the student’s grades, assured that the fundamentals necessary in a bachelor’s program have been covered.

“The process for reaccreditation is extensive, and Dr. Memmott played a central role in doing the required self-study,” Steve said. “In essence, you’re required to evaluate yourself and then the council reviews the submitted material and asks questions based on the information. After that, the site visit occurs. It’s important to note that the Social Work program actually received two accreditations because the bachelor’s and master’s social work programs were accredited individually.”

“We’re proud that our program met all the requirements of the Council on Social Work Education,” Steve said. “I think it’s important that students who have the opportunity to graduate from Washburn University’s Social Work Department know they can go work in any part of the country and have the same kind of training that graduates of all accredited schools have. We’re held accountable by a national accrediting body that sets standards that are up to date in terms of what’s the latest and best practices in our field.”
WU Programs Encourage Creative, Scholarly Education

Two social work students this year took advantage of Washburn University programs designed to encourage students to expand and explore their education by going beyond the everyday classroom experience.

Miranda Adkins and Staci Pershall participated in an honors project through the Social Work Department. They presented at the university’s Apeiron and completed the Washburn Transformational Experience (WTE). All three experiences, honors, Apeiron and WTE helped them delve more deeply into their academic areas of study.

Apeiron is a university-sponsored program that encourages students to explore research, scholarship and creativity. Toward the end of the school year, students present their projects in the form of poster, written or oral presentations.

The WTE is another way to expand horizons through participating in one of four WTE programs: community service, international education, leadership and scholarly or creative activities. Apeiron and WTE can work together because students are able to use their research for both programs.

“The great thing for me as a faculty member is being able to work more closely with the students, one on one, and help them not only pursue scholarly studies but to be able to integrate that with their field practicum that makes it even richer all the way around,” said Dr. Nan Palmer, who mentored Miranda and Staci in their work. Staci agreed that participating in the two programs, along with the school’s honor project, was a valuable experience for her education and future career, “You integrate your classroom knowledge with independent research and practical applications, and then you have the opportunity to present in front of a group,” Staci said.

Dr. Bassima Schbley, assistant professor in Social Work, also advises students enrolled in these programs. “They learn how an idea is developed from a small idea to a major research project,” Bassima stated. “They learn how to use inductive reasoning. They start with maybe a hypothesis or small idea, and they’re able to develop it. It’s also really good for their resume and future job search.”

Sherrill Robinson: Effecting Change

Sherrill has a BA in psychology from Hendrix College, an MSW from KU, and is working on her doctorate from K-State in family studies and human services, where she taught for five years.

Sherrill brings real-world experience to the classroom through years working in the prison system with sexual offenders and juvenile delinquents. That work emphasized one of the most important traits for a social worker: flexibility.
A long-time goal of organizing and holding a Human Services conference in Topeka came to fruition in April with an event that drew 130 people from eight states.

The conference, “The Ahhs of Human Services—Heart, Knowledge, Courage and Inner Wisdom,” has generated terrific feedback and requests for more information about the topics, reported Dr. Diane McMillen, associate professor in the Human Services Department and the conference’s primary organizer. She was helped by professor Melinda Kline, the department secretary Judy McCourt and a number of volunteer students.

Many of the conference topics were drawn from two themes that Dr. McMillen has explored in her own career—prevention and the focus on keeping human services workers healthy as they tackle this demanding field.

Workshops at the conference were broken into the main categories of heart, knowledge, courage and inner wisdom, which explored a myriad of topics that helped attendees return to their jobs inspired by new ideas. In addition, some workshops focused on skills designed to help human services professionals stay balanced and better able to deal with the stresses of their lives.

Dr. McMillen indicated that the conference emphasized the overall theme that everyone has inside of themselves what they need to heal themselves. It is a concept, she indicated, that has come to the forefront as she explored prevention and helped human service workers tackle their challenging careers.

“Our goal was to bring professionals together with students and create this culture and climate about hope and well-being at a time when finances are horrible, budgets are being cut and human services are under attack,” Diane said.

“In a world where there’s this heated frenzy about everything that’s gone wrong, we spent two and a half days believing that power was available to all of us. Change happens all the time.”

Conference attendees are requesting bibliographies and wanting more information about many of the topics covered, but particularly about the concept that we have inside us what we need to heal, she noted.

“It really offers hope to people,” Diane said. “People do get better; when you equip people with a foundation where they can see their own possibility, really see it, people naturally gravitate toward health.”

The conference was supported by Monaco Associates, The Center for Credentialing & Education and Optimist International.
Fifteen years ago, Human Services Department faculty launched Learning in the Community (LinC), a program encouraging students to help their community by becoming involved in volunteer work.

“Today, this program is responsible for hundreds of hours of committed community work from students in every discipline at Washburn University,” said Rick Ellis, director of the Center of Learning in the Community.

During LinC’s first years, Rick attended conferences and met with individuals from the Bonner Foundation, an organization supporting the fight against poverty in the area of hunger and education. After several years of waiting on funding, he received a grant to set up a Bonner-approved program at Washburn University.

In 2001, the WU Bonner Leader program was born using funds from an AmeriCorps grant the Bonner Foundation received. In 2006, this program would merge under the LinC banner with Rick leaving the Human Services department to take the director position.

The small initiative run part time in the Human Services Department by Rick and students is now a separate entity, LinC, in the Center for Community Service and Civic Engagement.

The Bonner Leader program, which is recognized as an honor on transcripts and is read on the commencement stage, recognizes intensive service in the community. “Students apply and only 20 are selected each year for the two-year special program,” Rick said.

According to Rick there are 40 Bonner leaders at one time, because 20 are in their second year and 20 start each year. The students do 900 hours of service over two years, in exchange for a $2,675 award at the end of their commitment. The program currently is moving to a four-year format, where 10 students will be accepted each year.

Bonner students focus on leadership opportunities in the community service arena.

“The focus of the program is on their service, but also on the development of leadership,” Rick said.

“They must do service with an organization that has a leadership opportunity within it.”

Over the years, the students have done amazing things as Bonner Leaders and through LinC. Kansas Association for the Medically Underserved (KAMU) has allowed Bonner Leaders to be in charge of the program that assists low income, uninsured people to receive free or reduced prescription meds through special programs, Rick said. A fundraiser for the Battered Women Task Force, Concealed Reveal, was launched by a Bonner leader and has become one of the organization’s main fundraisers.

“The Kansas Youth Empowerment Academy, now in its 10th year, was designed by a Bonner leader to encourage leadership, self esteem and mentoring of high school students with disabilities,” Rick pointed out. “The list of opportunities created by students working to make changes they are passionate about is long.”

The program continues to expand and adapt, and Rick spends much of his time writing grants to make sure LinC has the resources to meet the needs of the community and Washburn University’s students.

In addition to the 40 Bonner Leaders, LinC also has a grant for 40 students to work in the community as Literacy Tutors, in a one-year, 300-hour commitment. They receive $1,132 for that service.

Rick indicated that all of these programs help students understand the impact they can have on their communities, as well as to encourage their leadership abilities.

“Part of what this whole leadership piece of the Bonner program is about is giving the student a sense of empowerment,” he said. “If you can do these things, you can do anything when you leave college.”

More information on LinC and its various programs can be found at www.washburn.edu/linc.
Our Mission
Provide quality professional programs in areas that respond to the needs of the community and region.

DEPARTMENTS

Allied Health Department
Clinical Laboratory Science (BHS)
Computed Tomography (C)
Diagnostic Medical Sonography (C)
Health Information Technology (AS, C)
Health Services Administration (BHS)
Magnetic Resonance (C)
Medical Imaging (BHS)
Occupational Therapy Assistance (AS)
Physical Therapist Assistant (AS)
Radiologic Technology (AS)
Radiation Therapy (C)
Respiratory Therapy (AS)
Technology Administration (BAS)

Criminal Justice & Legal Studies Department
Corrections (BSCJ)
Criminal Justice (AA, BSCJ, MCJ)
Law Enforcement (BSCJ)
Legal Studies (C, AA, BLS)
Military & Strategic Studies
Security Administration (BSCJ)

Human Services Department
Addiction Counseling (C)
Human Services (AAS, BAS)
Morita Therapy (C)
Non-Profit Management (C)
Victim/Survivor Services (C)

Social Work Department
Social Work (BSW, MSW)
Social Work with School of Law (MSW-JD)

SPECIAL PROGRAMS

Banking (AAS)

Associate Programs with Washburn Institute of Technology
Design Technology (AAS)
Early Childhood Education (AA)
Culinary Arts (AA)
Industrial Technology (AAS)
Legal Studies (AA)
Office Administration (AA)
Surgical Technology (AS)

AA—Associate of Arts
AAS—Associate of Applied Science
AS—Associate of Science
BAS—Bachelor of Applied Science
BHS—Bachelor of Health Science
BLS—Bachelor of Legal Studies
BSCJ—Bachelor of Science in Criminal Justice
BSW—Bachelor of Social Work
MCJ—Master of Criminal Justice
MSW—Master of Social Work
MSW-JD Master of Social Work Juris Doctor
C—Certificate

SCHOOL OF APPLIED STUDIES

Dates To Remember

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<td>Saturday, August 20</td>
<td>Fall 2011 classes begin</td>
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<tr>
<td>October 28–29</td>
<td>Homecoming Weekend</td>
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<tr>
<td>October 28</td>
<td>Alumni Fellows Luncheon</td>
</tr>
<tr>
<td>October 29</td>
<td>Homecoming Game</td>
</tr>
<tr>
<td>December 16</td>
<td>Fall 2011 Commencement</td>
</tr>
</tbody>
</table>

www.washburn.edu/sas
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Benton Hall