

# viaticum

ASBURY UNIVERSITY JOURNAL  
OF RESEARCH & SCHOLARSHIP

VOL.  
FIVE  
FEB.  
2014

## The World, Our Classroom

Asbury's faculty look beyond desks and chairs  
to facilitate a transforming, global education

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### ▸ Once Upon a Time...

A storyteller experiences  
conflict and grace

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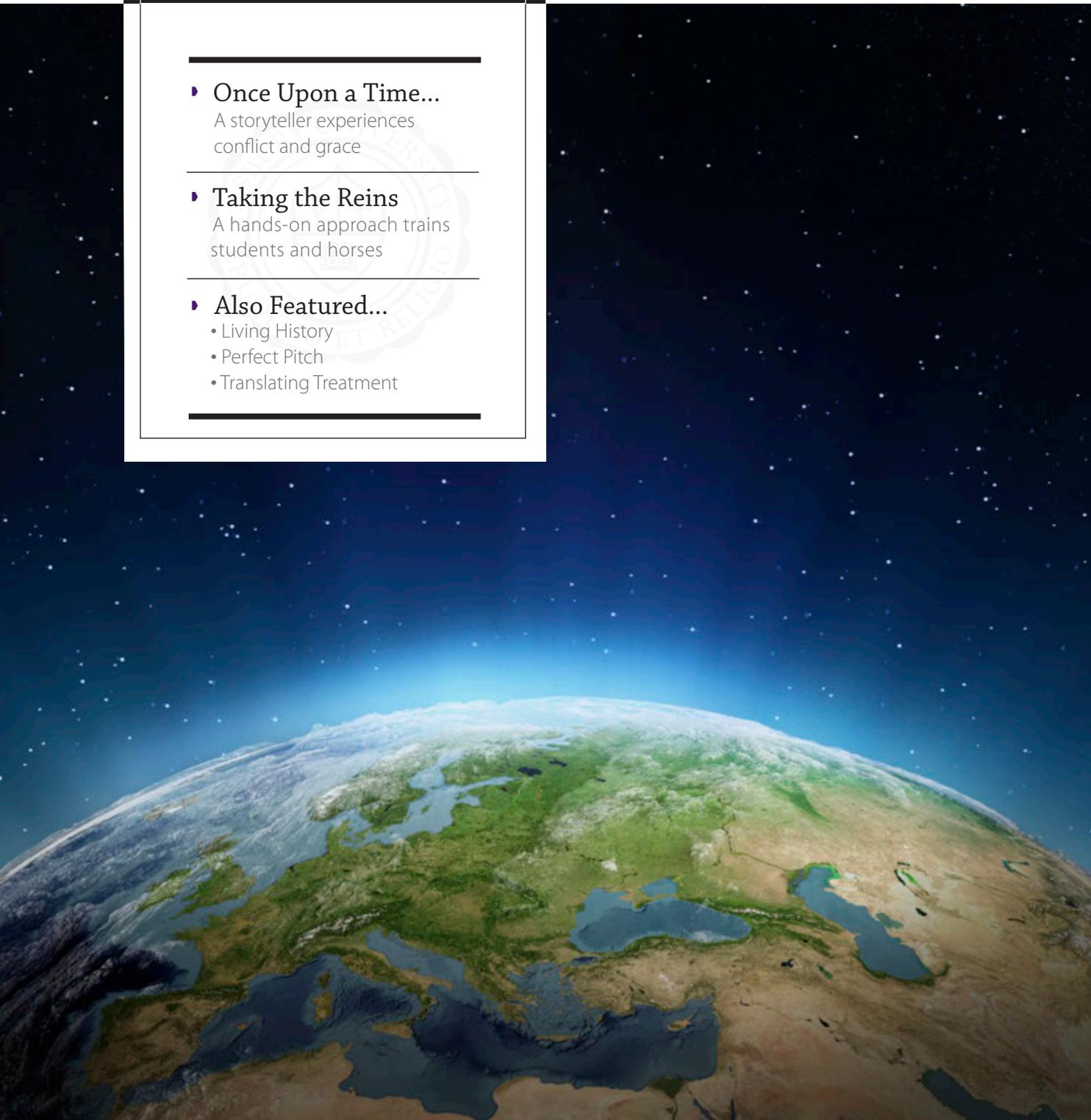
### ▸ Taking the Reins

A hands-on approach trains  
students and horses

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- Living History
  - Perfect Pitch
  - Translating Treatment
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## MISSION STATEMENT

The mission of Asbury University, as a Christian Liberal Arts University in the Wesleyan-Holiness tradition, is to equip men and women, through a commitment to academic excellence and spiritual vitality, for a lifetime of learning, leadership and service to the professions, society, the family and the Church, thereby preparing them to engage their cultures and advance the cause of Christ around the world. ▀

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If you're interested in learning more about Asbury University or would like more information about any of the features or research in this issue of *Viaticum*, please write to: Office of Public Relations, Asbury University, One Macklem Drive, Wilmore, KY 40390-1198. Or, please also feel free to e-mail us at [bjohnson@asbury.edu](mailto:bjohnson@asbury.edu). For general information about Asbury University, please visit our Web site at [asbury.edu](http://asbury.edu).

**vī-'a-ti-kəm** I. n., 1. travelling money, provisions for a journey (in the form of food, money, etc.). 2. (transf.) intellectual or similar resources for the journey of life.

## Going Places

American writer and poet Theodor Geisel worked as an advertising illustrator for Standard Oil, a political cartoonist and won an Academy Award for his documentary "Design for Death" — a production of the United States Army. However, he is more widely known for his best-selling children's books about imaginary people, places and odd creatures and cuisine. He wrote about elephants that hatched eggs and heard strange voices, grumpy creatures stealing Christmas, green eggs and a smart aleck pranking cat.

In his last book, Geisel wrote about travel. His work, "Oh the Places You'll Go" could have been written, with a few grammatical improvements, as an advertisement for Asbury University. His encouraging words, "*You're off to Great Places! Today is your day! Your mountain is waiting/So ... get on your way!*" not only describes the experience of Asbury students, but also many of the faculty.

In this issue of the *Viaticum*, we feature some of the "wide open air" spaces that research, scholarship and teaching are taking our faculty. Some involve international travel; others involve interesting instructional venues "where the streets are not marked" — because there aren't any streets or seats, but rather saddles. Geisel, better known to us as Dr. Seuss, imagined a world of possibility, where there was "fun to be done and games to be won." A world that Asbury University faculty and students step into every semester — one that promises to open doors, change lives, make connections and transform the way we view the world (98 and 3/4 percent, guaranteed)! ▀



A stylized, handwritten signature in black ink that reads "Jon S. Kulaga".

**Jon S. Kulaga, Ph.D.**

Provost  
Asbury University

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# The World, Our Classroom

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John Wesley, founder of Methodism, famously declared: "I look on all the world as my parish." A similar sense of responsibility — and delight — fuels Asbury University's perspective on education. Here are just a few examples of Asbury educators' recent international academic involvement.



**Sandra C. Gray, Ph.D.**  
President of Asbury University  
Location: South Korea (1)

**Jon Kulaga, Ph.D.**  
Provost of Asbury University  
Location: China (2)

**Christine Ammerman, M.A.**  
Asst. Professor of Media Communication  
Location: Sochi, Russia (3)

**Keith Barker, M.F.A.**  
Professor, Chair of Art  
Location: South Africa (4)

**Vicki Bell, Ph.D.**  
Professor of Music Theory  
Location: Italy (5)

**Krissie Butler, Ph.D.**  
Asst. Professor of Spanish  
Location: Cuba (6)

**David Cecil, Ph.D.**  
Assoc. Professor, Chair of Behavioral Sciences  
Location: Russia (7)

**Michael Kane, Ph.D.**  
Dean of the School of Business  
Location: Djibouti, Kenya and Tanzania (8,9,10)

**Sarah Leckie, M.F.A.**  
Asst. Professor of Media Communication  
Location: Colombia (11)

**Paul Nesselroade, Ph.D.**  
Professor of Psychology  
Location: Poland, Germany and Austria (12,13,14)

**Jim Owens, Ph.D.**  
Dean of the School of Communication Arts  
Location: Sochi, Russia (3)

**Helen Rader, M.Ed.**  
Asst. Professor of Education  
Location: Afghanistan and Costa Rica (15,16)

**J.P. Rader, M.A.Ed.**  
Asst. Professor of Education  
Location: Afghanistan (15)

**Burnam Reynolds, Ph.D.**  
Professor, Chair of History  
Location: Spain (17)

**Randy Richardson, M.A.**  
Asst. Professor of Ancient & Modern Languages  
Location: Italy (5)

**David Riel, M.Ed.**  
Asst. Professor of Education  
Location: Costa Rica (16)

**David Rightmire, Ph.D.**  
Professor of New Testament  
Location: Canada (18)

**Linda Stratford, Ph.D.**  
Professor of Art  
Location: France (19)

**David Swartz, Ph.D.**  
Asst. Professor of History  
Location: Wales (20)

**Shelby Thacker, Ph.D.**  
Professor, Chair of Ancient & Modern Languages  
Location: Italy (5)

# Once Upon a Time ...

... in a land far away, a storyteller experiences conflict and grace

**W**hen Assistant Professor Sarah Leckie graduated from Asbury University in 2003, she took a job as a missionary storyteller, traveling the world to find and report on God's movement in the hearts of His people. In one sense, her education was complete: she had a degree in her pocket and hands-on experience from Asbury's highly regarded Media Communication classes. However, when she returned this fall as a member of the faculty, it was with an awareness that the education she received in the field was every bit as formative as the classes she'd taken — and with a desire to introduce Asbury's undergraduate students to a man named Carlos.

## **The Story**

Carlos grew up in an isolated mountain village in Colombia, a tiny place he consented to revisit at Leckie's request mostly because he'd learned to trust her through years of investment in their relationship. It wasn't an easy trip for him.

"When you go to these mountain villages, you see just how the cartels could happen there," Leckie said. "For one thing, you can't even find these places unless you know where they are. The kids have nothing. And if you come in and bring cars and guns like they see in the movies — all these things they've never had — and offer to give it to them if they just make this stuff for you, there's no way a kid will turn that down. It was the only way out of what seemed like a very boring life."

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"The cost is justified by how people's lives are touched when they see his story."

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Assistant Professor Sarah Leckie '03 took a team of Asbury students to Colombia to assist in the making of a documentary about Carlos Velasquez, a drug dealer-turned-missionary to his former companions in prison.

"It" was cocaine. Carlos worked his way up through the cartel system that took him in as a child, fed him, clothed him, gave him a place to belong and purpose. Eventually, it also gave him jail time in Bellavista, one of Medellin's most notorious prisons. Ironically, it was while Carlos was incarcerated that he encountered the freedom of Christ and became a believer, a transformation of heart that led to radical forgiveness and reconciliation with his family. Today, Carlos returns to Bellavista nearly every day to share the hope of the Gospel with those who remain inside.

Leckie knew Carlos' story of redemption would make a compelling documentary. She also knew it was not a story that could be reported through b-roll and second-hand memories told over the phone. Finally, she knew she needed help.

### **The Challenges**

The documentary on Carlos became a thesis project for Leckie's Master of Fine Arts degree, and she traveled

to Colombia in the summer of 2013 with a team of Asbury students to gather the interviews and footage she needed. One of the biggest factors on her side was the strong friendship she had already established over seven years of talking with Carlos and his family through the missionary agency she had worked with previously. As it turned out, she would need all the help she could get.

"It took a lot of coordination, planning and money. I was the only one who spoke Spanish on the team, so I was constantly translating, directing, counseling, trouble-shooting, ordering dinner — whatever needed to be done.

"I had tested the camera gear beforehand but ended up shipping one piece back because it just didn't work. And when I got back, none of my footage worked. I could see it and edit it, but I couldn't export it, and what good is a movie no one can see? I spent a full month talking with a guy in tech support in India — we're



Julia Stark '14 (left), Morgan Irish '14 (top) and Eli Heriges '15 were among the students who traveled to Colombia with Leckie. "The chance to shoot in the field gave me more experience than any classroom course could offer," said Irish.

Facebook friends now — and had to rename about 2,000 files to solve the problem."

In the end, Leckie ended up with about 25 hours of interviews and other footage to edit into a 30-minute documentary. And because the course for which she created the film requires her to submit it to film festivals, she won't even be able to show her work publicly for most of the next year.

"The cost is justified, though, by how people's lives are touched when they see his story," Leckie said. "Carlos has lived a life worthy of being told, and if you've lived a life worthy to be told, then it's worth the cost."

### The Change

Taking the Asbury students to Colombia was a multi-faceted opportunity for Leckie: she taught filmmaking in a lab environment with the chance to immediately apply different techniques, and she modeled for the students an approach to education in which the world is the classroom, and everyone — teacher and student alike — has something to contribute and something to learn. The professional work of filmmaking turned out to have profoundly spiritual implications.

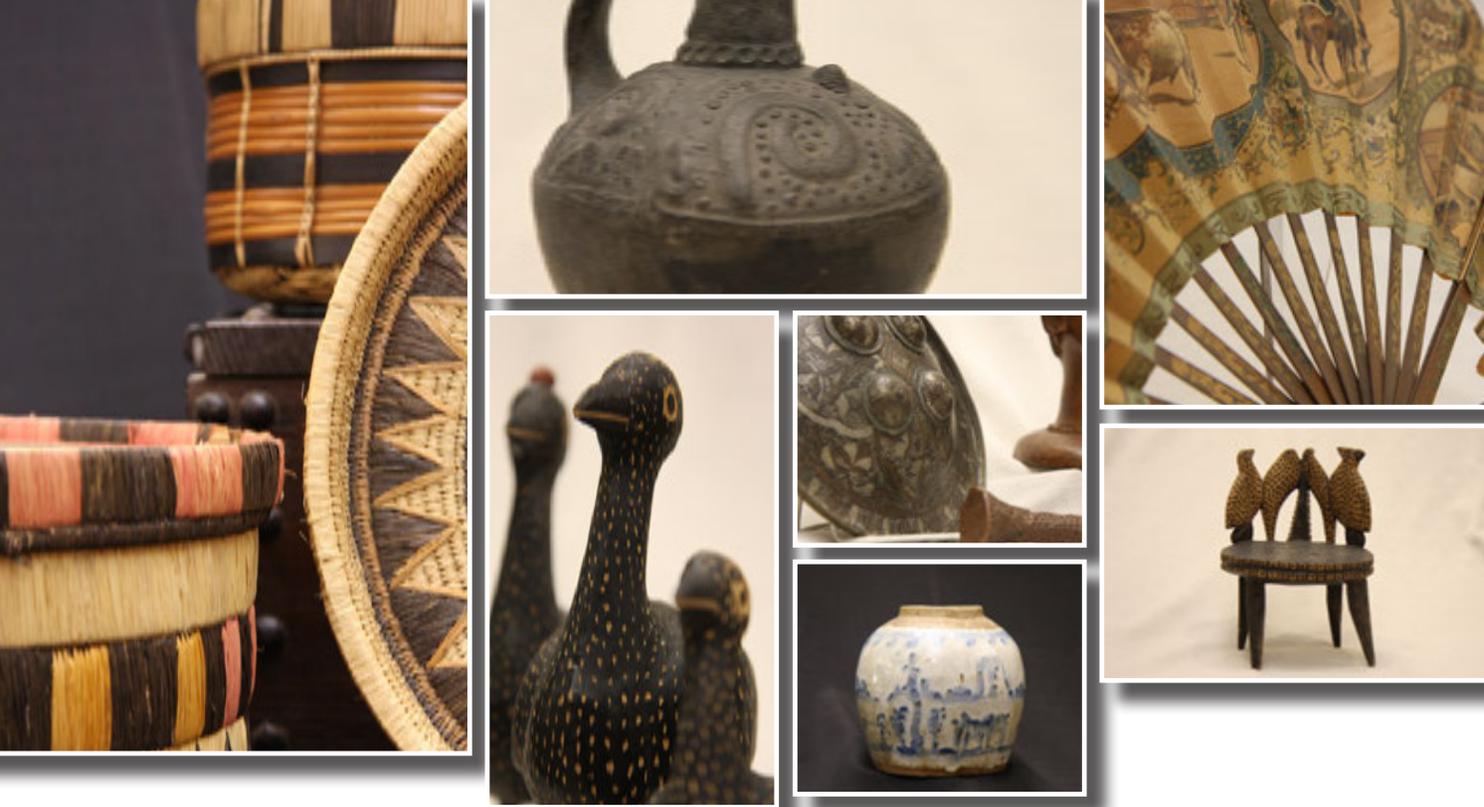
"Telling this story challenges me to look at my life to see if it is a story worth telling. I didn't understand what grace was until I met men who had done horrid things — and Carlos was one of them — and yet Jesus still loves them and

forgives them and turns their lives around. These are men whose goal is to transform more lives than they've taken.

"We reject change and conflict in life, and we reject obstacles coming our way, and yet those are the very things that make good stories and good lives," she continued. "God is the master storyteller, yet as Christians we wonder why we have conflict in our lives. In storytelling, that's how character is revealed." ▶



**Sarah Leckie '03** is an Assistant Professor of Media Communication. She has her M.F.A. in Digital Cinema and earned her Bachelor's at Asbury University in Media Communications. After graduating college, she traveled the world with One Mission Society, shooting numerous documentaries. Leckie has produced more than 30 films for One Mission Society and is excited about sharing her passion with others.



# Beyond Traditional

## The Asbury University Archives and Special Collections

Usually, when people think of university archives, they picture shelves of old books and stacks of black-and-white faded photographs. To some extent, they would be right. While the Archives at Asbury University do have their fair share of antiquarian books and historical photographs, there is much more.

One specialized project emerged in the University Archives during the 2013 fall semester. Asbury owns a collection of letters, essays, speeches and memorabilia from the Sleeper Family Papers which detail family relationships and business from the 1850s to the early 1900s. A senior history major, Ruth Slagle, helped organize and process these papers by transcribing original handwritten letters or manuscripts and researching the historical backdrop of the years connected to the Civil War items in particular. Discovering that some of the correspondence was connected to relatives of the John Wilkes Booth family was an added perk. The experience was particularly important for Slagle because she is interested in a career in the field of museum and historical exhibits, and this opportunity allowed her to work directly with Suzanne Gehring, the Head of Archives & Special Collections, to learn appropriate archival procedures while earning independent study credit.

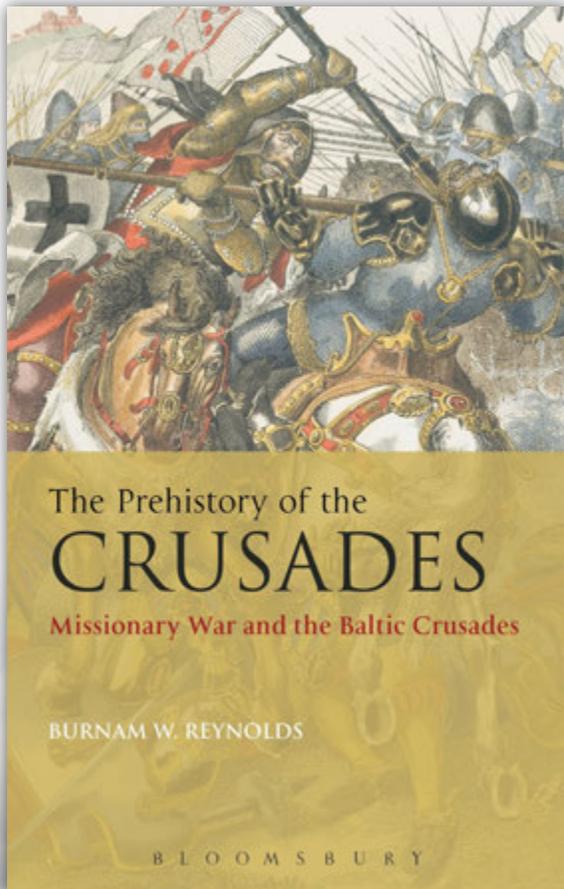
In addition, some of the most interesting resources in the Archives Collections are three-dimensional, tactile and represent the heritage of other cultures. These items contribute to the development of visual literacy and hold significant meaning and interest for research. Woven baskets with intricate patterns may tell a story or identify an artist's signature design. Art professor Elissa Morley has often used items in the Archives, such as bowls created for common household or other relics of a specific geographic region, to create hands-on assignments in which students sketch objects and research their backgrounds. Popular items include spears, masks, carvings in ebony and wood, and primitive landscape paintings by native artists that depict not only views of obscure locales but also the creative talents of individuals.

More often than not, there is a story behind these objects — a mystery of sorts to be uncovered with careful observation and investigation. Hundreds of items in Asbury's Special Collections provide teachable moments for students who are innovative, creative and willing to apply critical thinking skills to challenging projects. ▶

# LIVING HISTORY

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A history professor takes an extraordinary look at the Crusades



It's the stuff movies are made of: dramatic themes of myth and money, power and privilege, all set against sweeping landscapes sacred to multiple religions. The Crusades profoundly shaped the economic, religious and governmental environment of the time — and their echoes continue to impact the modern world.

Thus it was surprising to Dr. Burnam Reynolds '70, Asbury University professor and scholar of medieval history, to find so little contemporary analysis of the events leading to the Crusades. After all, as he tells his students, "History doesn't just fall out of the sky."

The challenge with investigating root causes of historical events is knowing just how far back to go. Reynolds found a useful historical reference point in Constantine's conversion in the 4th century — an event before which there was little concern about Christian involvement in military matters, and after which it became increasingly relevant. As his research progressed, he published an article in an online historical journal and presented a paper at the International Symposium of Crusade Studies in St. Louis.

But in addition to the original source material he employed in his research — chronicles of ancient historians, accounts of saints' lives, church council minutes — he had another source of information for perspective and context: the churches, ruins and monuments scattered across the modern country of Spain. And his companions on these pilgrimages of historical discovery? Asbury students.

For 10 years, Reynolds and Spanish professor Dr. Shelby Thacker have been leading student excursions to Spain





Dr. Burnam Reynolds (far right) and Dr. Shelby Thacker (far left) have been leading Asbury University student groups to Spain since 2004. “Visiting the places we had heard so much about helped to bring the places to life,” said senior Natalie Hamilton.

for interdisciplinary, hands-on education in language and history. As the group strolls Las Ramblas in Barcelona south to a monument of Christopher Columbus and the Mediterranean Sea, history becomes a sensory experience of the scent of tapas, the song of caged

birds for sale and whisper of ocean breezes. In Segovia, another frequent tour stop, Roman aqueducts share a landscape with a small church whose unusual design piqued Reynolds’ interest several years ago: instead of the traditional cruciform shape, the church was round. Some investigation revealed that the church had been built in 1208 by the Knights Templar — a group that began in the Crusades and has since captured the imagination of filmmakers and novelists alike — and modeled after the Church of the Holy Sepulcher in Jerusalem.

“Seamless learning is more than just a phrase,” Reynolds said. “All of this is woven into one piece of cloth. We can pull out the threads and look at them, but it’s all one cloth. By being there, you see angles you hadn’t noticed from just reading about it. It makes history come alive. It makes things make sense. You can see light bulbs coming on.”

The paper Reynolds presented at the International Symposium of Crusade Studies has grown into a book project, currently being edited, on the prehistory of the Baltic Crusades. While less famous than the Crusades in the Holy Land, the Baltic Crusades are also more manageable in scope, and the research has been valuable in helping Reynolds developing a taxonomy for this relatively unexplored topic.

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“By being there, you see angles you hadn’t noticed from just reading about it. It makes history come alive.”

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“I’ve had students ask me why the Crusades just suddenly happened, and I never had a good answer for them,” he said. “There had to be a backstory — penance, feudal obligations and warfare, papal power. In a way, students planted the seed for this. It is often argued that a good researcher is probably

not a good teacher. But I think if you’re researching, you can share what you learn with your students, and that will make you a good teacher.”



**Dr. Burnam Reynolds ’70** has taught history at Asbury University for 40 years. He has published scholarly articles in Britain, the Netherlands and the United States on medieval Church history and its intersection with war. He is the author of a biography of the early medieval monastic reformer and missionary Columbanus and is completing a book on the prehistory of the Crusades for Bloomsbury Press. He is unique as a scholar pursuing research in the prehistory of the Crusades, a topic that can do much to place this still-controversial event in its proper context.

# Taking the Reins

Asbury's hands-on approach trains students and horses



"What is learned in class becomes tangible when you can watch a vet at work, or personally train a horse and see progress," said senior Libby Vandervennet. "Someone can tell you how to do something, but you don't become confident in it until you have tried it yourself."

**F**or Harold Rainwater '69, directing a program that was catapulted to international visibility just a few years ago, "experiential education" is not just a pedagogical buzzword. It means family, and horses, and early memories of a farm near Somerset, Ky.

"We went to my grandmother's at least every other Sunday, and I couldn't wait to get out there and ride the ponies," Rainwater said. "We played cowboys and Indians — and with a last name like 'Rainwater,' it was mostly Indians. There were burial grounds behind my uncle's farm, so we played like we were on the frontier and used horses to do that. ... I bought a little piece of land in my mid-20s and got my first horse when I was 26. I thought I had arrived."

In the late 1970s, Rainwater, then a full-time teacher in Asbury's Health, Physical Education and Recreation Department, took about 20 students on an overnight

trail ride. He watched as the horses became a vital component of a life-changing experience of community and fellowship. Inspired, he started teaching a class in horsemanship, using his own horses in his backyard.

Since then, the program has grown to more than 100 students in the Equine Studies major and minor, as well as barns, pastures, tack sheds and two on-site classrooms.

## **Why it works**

The non-traditional, experiential approach to education is particularly effective for Equine Studies, Rainwater says, because it gives students immediate opportunities to put into practice the academic information they've learned.

"I can give you a book on how to train a horse, and you can understand every word, but there's nothing like going into a pen with a horse and seeing how it responds to your



cues,” Rainwater said. “You can read all the books on foaling a baby horse, but until you are in the stall with the placenta in your hands, you won’t understand it. You can talk about trail rides all day long, but when you get on the horse and feel the sensation and movement, you understand it in a new way.”

However, technical skills are only part of the equation. When a student is dealing with a large animal with thoughts, feelings and desires of its own, “soft” skills and character matter as much as expertise in the field.

“Trust is foundational,” Rainwater said. “You can lie to a person and say you won’t do it again, and they may believe you. But if you hurt or scare a horse, it takes a long time to overcome that. It’s also important to be persistent in work. The trainers that excel are the ones that do it when no one’s watching — when it’s raining, when it’s cold, those who stay a little later. When you’re training the right way, hard work will overcome talent many times.”

### Signs of success

In 2010, the Kentucky Horse Park just outside of Lexington, Ky., was chosen to host the first World

Equestrian Games to be held in the United States. Asbury was the only university invited to demonstrate at the Games, and over the course of several days, hundreds of thousands of equestrian visitors were introduced to the Christian university with the only student-led police mount training program in the nation.

“We had about 40 students at the time in some aspect of the program, and almost all were working at the Games,” Rainwater said. “That was a mountaintop experience for us and gave us validity as a program.”

Now there are more than 100 students in the Equine program, and while the police-mount training continues, there are even more opportunities for students to live out their individual callings through equine activities. For example, when a student came to Asbury and discovered there was no existing program for vaulting

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“I can give you a book on how to train a horse, and you can understand every word, but there’s nothing like going into a pen with a horse and seeing how it responds to your cues.”

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(a sport consisting of gymnastic exercises done on horseback), she started one. Now there are two vaulting programs in Kentucky in addition to Asbury’s, all run by Asbury alumni. Students can double-major in Psychology and Equine Studies to work in equine-facilitated wellness. One group of students is being trained to work as large-animal first responders in emergencies, and another group serves as a grief response team for people who have had to euthanize their horses.

“We hope to make a difference in the lives of students,” said Rainwater. “We hope to glorify God at the end of every day. We hope students are better trained to do what they’re going to do in life. And we hope the horse is better because we’re in his life. It’s God and people and horses in one place, and that place is a non-traditional classroom out here in the barn.”



**Harold Rainwater ’69** is the founding director of the Asbury University Equine Program. He also developed the Recreation Major at Asbury in 1981. Rainwater began his career at Asbury in 1970 as Intramural Director in Health, Physical Education and Recreation Department, and men’s coach of track and field until 1978. He has taught full time since 1974. Rainwater has been a church and community leader and has served as the mayor of Wilmore, Ky., for 37 years.



# Perfect Pitch

## The value of a musical mystery

At first, it sounded like a mistake — a rare, subtle mistake.

Dr. Vicki Bell, professor of music theory at Asbury University, was listening to the Tallis Scholars sing the “Pope Marcellus Mass”, a work of sacred music composed by Giovanni Pierluigi da Palestrina in the 16th century. Just before the end of the piece, she heard a pattern of notes that didn’t seem to fit.

Had the singers hit the wrong notes? That seemed unlikely, given the Tallis Scholars’ usual perfection in Renaissance choral music. Were the notes in the score, then? It turned out they were — at least, they were in the modern scores available to Bell and colleagues she consulted about the piece. Did Palestrina intend these unusual notes to be a part of one of his most celebrated pieces, one so highly regarded it was traditionally sung at papal coronation masses? If so, why?

To find answers to the questions, Bell began to research the piece back through time, tracking down increasingly older versions of the score to see if the “mistake” was an error in transcription. She discovered there were ancient copies of several parts, transcribed not long after Palestrina wrote the piece, still in existence — and even better, they were available for viewing. The only challenge? They were located in one of the world’s most secure locations for art—the Vatican Library.

“The suspension actually makes the music better — when you know it’s there, and you’re looking forward to it, it makes the piece glorious.”

“First you have to write a letter of application, which I did in 2005, to express my proposal for study,” Bell said. “Once it’s accepted, you schedule the date, then go through an intense security screening with paperwork, and then if you pass the screening, you walk into the library entrance area.

“There’s another screening, then you store your belongings in a locker. You can take a pencil or computer, but no cameras or phones. You’re told where to sit, and then you have to ask for the things you want to look at in Italian.”



Dr. Vicki Bell and the Asbury University Chorale traveled to Italy in 2007 and 2012. While there, they were able to sing 16th-century sacred music in its original setting — a church worship service — at the Church of Saint Ignatius of Loyola in Rome (left) and at St. Peter's Basilica in Vatican City (right).

If the items a person wishes to view are available — and sometimes, if they are being rebound or otherwise cared for, they are not — they are brought to the table. Gloves are provided, as are long sticks to turn pages without touching them. The process requires commitment, but the opportunity to physically interact with research materials can shed light on hard-to-answer questions.

Except when it doesn't. In Bell's case, the "mistake" she initially heard was, in fact, written in the tenor's copy of the music. And without a surviving original score penned by Palestrina, her suspicions that a scribe accidentally wrote the wrong notes will go unproven for now.

However, the research has born fruit educationally for the Asbury Chorale in ways that exemplify music's power as a dynamic art form, as well as subject of academic study. Bell's research trip to the Vatican Library became a springboard for the Chorale's 2007 and 2012 Italy tours. They have been able to perform Palestrina's work — strange notes and all — in his own hometown to popular acclaim, as well as singing for church services in St. Peter's Basilica and St. Mary Major in Rome.

"There's a tremendous educational value in our tours of Italy and study of this work," Bell said. "The singers have to understand the music and understand why this suspension is odd, and be able to sing the dissonance

and resolve it. The whole performance is geared toward that one moment seven measures from the end of the piece. The suspension actually makes the music better — when you know it's there, and you're looking forward to it, it makes the piece glorious." ▸



**Dr. Vicki Bell**, Professor of Music Theory, joined the faculty of the Music Department at Asbury University in the fall of 1993. Bell serves as coordinator of music theory, and teaches freshman and sophomore music theory classes, sight singing / aural training. In addition to her theory responsibilities, Bell directs the Asbury University Chorale, which is the primary SATB choral ensemble at the University, open to all students through audition. Bell has led Asbury international performance tours to Rome, Florence and various locations in England.

# TRANSLATING TREATMENT

## ПЕРЕВОД ЛЕЦЕНИЕ

### A desire to heal the culture transcends national boundaries

**W**hen it comes to substance abuse in Russia and the former Soviet countries, it seems the stereotypes are based on a grain of truth. According to the World Health Organization, per capita consumption of vodka in Russia is 7.7 liters per year, and Russia's consumption rate for pure ethyl alcohol — already higher than Europe's, which leads the world — is exceeded only by rates in Moldova, the Czech Republic and Hungary.

The implications of alcohol abuse are manifold: lost productivity in the workplace, domestic violence, vehicular accidents, suicide and outright death, to name a few. Despite the high stakes, however, the problem has proven difficult to address in a systematic way. Alcohol consumption is deeply ingrained in the culture, and government efforts to limit consumption or restrict access have been unpopular.

So when Dr. Ken Stoltzfus, a professor at Malone University who had collected data about church-based treatment programs, mentioned his research to Dr. David Cecil, associate professor of social work at Asbury, Cecil's ears perked.

"With the substance abuse problems in Moscow, it's all hands on deck," Cecil said. "Ken was interested in these programs, and he wanted to use a methodology I had used a number of times before but he wasn't familiar with. He went to three different church-based treatment facilities in three geographical areas of Russia. He asked them all the same questions: How does this work? What does a normal day look like for you? What's been most effective? Biggest challenges?"

"We identified some themes — all were pushing for elements that in America we've written into treatment models, blending 12-step programs with a medical approach. I drew from those results and wrote in the article that they're discovering what we already know about treatment: it takes a relationship with God, structure in your day, rigorous honesty, meaningful work and community support. We published in the 'Journal of Substance Use and Misuse.' That generated some attention."

One of the people who noticed the article was Dr. Lanny Endicott, who works as director of the social work program at Oral Roberts University and has contacts



**Dr. David Cecil, associate professor of social work at Asbury, had opportunities both to teach and to present at an international conference at Russian Orthodox University.**



While Cecil was in Moscow, he was able to take a few spare moments to visit Red Square. While there, a group of touring Russian school children couldn't resist the opportunity to practice their English with him.

in the world of Russian Christian social work and psychology. Within months, Endicott and Cecil were making plans to travel to Moscow to teach college students about substance abuse treatment and present at a conference at Russian Orthodox University. What they found when they arrived was both encouraging and surprising.

"I know substance abuse and treatment, and I know social work education and curriculum," Cecil said. "It was clear we were going to be teaching students counseling and treatment of substance dependence on the ground, in conversation with colleagues and practitioners, and presenting at a conference. What we didn't know is that we'd be called into high-profile meetings with church leaders, provosts and high-ranking priests in the Orthodox Church."

The meetings were called to address topics that would be, to many ears, the most dry and unappealing aspects of social work education: making curricula consistent in different locations, evaluating students' skills and setting up a system for accreditation. Cecil's presentation on how to manage data in a spreadsheet when one is measuring competency-based assessment was a hit.

"Everything there, educationally, is just 23 years old," Cecil said. "But it isn't a lack of awareness on their part. They know what they need, and they have the data. They're just in the slow process of changing large systems. They received some good practical user-friendly tools from us that will helpfully speed up their implementation."

The research trip yielded opportunities to conduct lay training sessions with Word of Life Church in Moscow, which runs a rehab center, as well as a Memorandum of Understanding with Russian Orthodox University, which opens the door to further collaboration and online

conversations with classrooms in Moscow. The experience also benefits Asbury students, who see first-hand the type of collaboration that helps the field grow.

"When you see first-hand how people are doing things similarly or very different — you learn from both those things, and bringing a current relevant message about international social work into the classroom is excellent. When I teach about substance abuse in Russia, those are faces for me now." ♦



**Dr. David Cecil** teaches in the Asbury University Master of Social Work Program and chairs the Behavioral Sciences Department. He has written and presented on topics of cognitive-behavioral modalities, motivational interviewing, program and practice evaluation, teaching practice models, and technology use. He recently contributed a chapter to the "Essential Clinical Social Work Series" (Tosone & Rosenberger, 2012) and published on Russian substance abuse treatment in "Substance Use and Misuse" (Stoltzfus & Cecil, 2013). He served as Board President for the North American Association of Christians in Social Work (2009-11) and currently serves as president-elect on the Kentucky Society for Clinical Social Work Board of Directors. He also has a small private counseling practice.



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- Feb. 24, 2014 — Applications Due
- March 12, 2014 — Notification of Acceptance
- March 24, 2014 — Housing Deposit Due

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## GOING GLOBAL

*Here are just a few places around the world  
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- China
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- Germany
- Hong Kong
- Ireland
- Kenya
- Malawi
- Mongolia
- Nepal
- Papua New Guinea
- Uganda
- Zambia

