

**Episode 163 - Ken Herrmann and Susan Herrmann: Social Work Education in Another Land: The Brockport Vietnam Project**

[00:00:08] Welcome to in social work the podcast series of the University of Buffalo School of Social Work at W.W. W. dot. In social work. Dot org. We're glad you could join us today. The purpose of social work is to engage practitioners and researchers and lifelong learning and to promote research to practice and practice research. We educate we connect. We care. We're in social work. Hello I'm Charles Syms and welcome to social work. In 1967 a young caseworker from Buffalo New York was drafted into the United States Army and subsequently sent to Vietnam while serving there. He was assigned to a civil affairs unit and was tasked with resettling refugees and assisting individuals injured by the chemical defoliant Agent Orange. Upon returning to civilian life Ken Herrmann went back to his social work career in 1998 by then a member of the social work faculty at the State University of New York College at Brockport. Now Professor Herrmann was asked by the college president to develop a community service program in Vietnam. This podcast explores that effort. The late Ken Herrmann received his masters of social work degree from the University of Buffalo. In addition to his casework and academic careers Professor Herrmann taught seventh grade at an inner city school provided social work services in Bogota Colombia and was an administrator for both public and private child welfare agencies. He also served as the president of the U.S. branch of an international children's rights organization as a member of the New York State Board of Social Work as the president of the New York State Society of Clinical Social Work psychotherapist.

[00:02:01] And as the director of a veterans counseling center Professor Herrmann also made important contributions to international social work in Vietnam. They include directing an NGO that serves the poor in that country as well as developing the first study abroad program of its kind in Vietnam. The Brockport Vietnam project Professor Herrmann is joined in this discussion by his wife Susan. Susan Herrmann a licensed clinical social worker is finishing a doctorate at Feilding University and has also worked with students in the program. In this podcast Professor Hirmand talks about his return to Vietnam and how his work with local stakeholders and Denning university led to the establishment of this unique international social work educational experience. This project consist of a combination of study abroad and service learning. Additionally he and his wife highlight the project's mission how it operates its work in the local communities and the learning opportunities and take away for students. All of these might be instructive for institutions considering similar programs in developing countries. Please excuse the background noise that was part of our recording experience. I interviewed the Hermance in September of 2014 at their home while Ken was living with a terminal illness. We are sad to report that Ken passed away a short time later however always the teacher. He hoped that others might find his experience instructive. Hi this is Charles Syms and I'm with our guest today Ken Herrmann. And can you tell us a little bit about your background and how did you come to social work and came to social work.

[00:03:52] Because I was looking for a career that would pay me a lot of money and that their career would be exciting and innovative and challenging and would make me as I said filthy rich. And at that time I was teaching seventh grade English in Buffalo in an inner city school and I was making fourteen thousand dollars. I was offered this job aged child welfare as a case worker and had fifteen thousand three hundred dollars. And you could pass that up. I can definitely understand both kinds of decisions made one or two myself. It was even a TV sitcom at that time that detailed the day of a caseworker a social worker in a public agency that ridiculed social work for some I that it made it attractive and more money and the possibility of notoriety and having a good time like they do in the town who could ask for anything more. And you move from caseworker to Roach and next. My next step was to get drafted shortly after getting the job and child welfare. I received a

letter from the president of the United States. And of course I thought that was because I was notorious. Well it wasn't so. Shortly thereafter Ed appeared at the induction center in downtown Buffalo in July of 1967. And off I went. In July I appeared and it was around that summer I was hippy dippy training could prepare data on my country against communism and evil around the world. So I went to Vietnam and from Vietnam I was sent to a small village in central Vietnam which curiously enough was called civil affairs work which was the closest thing the Army had to international social work and it was merely serendipity I suppose.

[00:06:02] So I spent a year in Vietnam after a year of training and then came back and went back to recount eco warfare. My job was waiting for me as you know you can't get fired from a job because the military says is interfering. And I was even promoted while I was away. But remember I knew nothing at all of a social worker by the Page 300 hours. Thirteen hundred dollars more than my job and teaching. That's how I got into social work and I know that you've spent some time as a director of Child Welfare. Was that correct. I was director of Child Welfare for this county the county of Tennessee. So you spent some time in Vietnam is that how is that how you found yourself being reconnected with it and kind of developing this program out of the school that you're currently in. I think there was a major part of it or if one hadn't spent time during the war and having spent time during the war in Vietnam I guess it would have little even historical reason to be involved with their country. Vasily if they had no relatives and friends and no sense of history so how do you get this to work. How did you get connected. How did you reconnect. I'm guessing you're teaching at this point and you're thinking about giving back or how did you decide that. You know I need to do something to help this country or help the country. I was once in. How did you then move that to actually developing a program. Maybe some of it was Catholic guilt. You know it could well be. I know that.

[00:07:42] But I was born and raised in south Buffalo. That was the old Irish ghetto. And from there yeah left the faith and took that leap of faith called I don't believe in God anymore and I became an atheist but I'm becoming an atheist. Freed me from all those obligatory things you have to believe that all those things you have to do all those other things you're not allowed to do and allowed me to make choices that I couldn't make during the war. You couldn't make moral choices during the war and not get arrested. You couldn't make moral choices during the war and move along freely making your own context in which you want quite to function professionally and personally. In addition to that I suppose the work I did in Vietnam was to resettle refugees lepers and others who had been exposed to Agent Orange those who have been abandoned by families where traditionally they would now be whole communities up rooted and renamed and lost to time and that direction for that was established by the government because the government in Vietnam is geared toward the needs of all of its people not just individual people as a whole different context or even social work practice is that Vietnamese social workers are oriented toward growth goals not individual goals they're oriented toward meeting the needs of communities of society not necessarily just an individual who's depressed but context in society that creates depression. So it seemed to be the perfect place for me to practice in such a way that we can meet the needs of those that we are obliged to help because of what we did.

[00:09:36] I mean you can't walk into somebody's house and trash that house you can't walk into somebody's house and destroy the entire fabric of that family and I'd have some obligation to do something to remediate that. And that's what we did in Vietnam. We killed millions and millions of people. We devastated millions and millions of childhoods in that country. We destroyed an infrastructure in that country that still hasn't been remediated and then we merely walk away. What's that all about. You can't do that. So because of your experience in Vietnam refueling a need that to give back to that particular country in a concrete way. So how did you do that. What did you do to allow you to create this or how did you connect with the people of Vietnam in a way that would allow you to make the kind of impact that you've been able to do. First of all you're not the

one who decides you're going to make an impact. People receiving help are those that have to decide whether or not you're going to make an impact. You early a partner in this process. In 1998 I was on sabbatical from the City University of New York at Bradford and after that sabbatical I was asked by a college president to do something involving Vietnam for the college he is really hinting at stirring a study abroad program because nobody started a study abroad program in Vietnam. So I merely made that contact through professional organizations in the U.S. embassy in the Vietnam Embassy and all the different parties that were involved and industrially with trade and so forth in Viet Nam to find out what existed and how did they come to be.

[00:11:24] And What difficulties did they run into in establishing themselves and what made it easier. So to be the same as establishing any kind of program on the other hand I was a bit apprehensive and I was apprehensive because you know we killed millions of people there and we were still killing millions of people there with the remnants of war. And I didn't know how well I would be received. And when I went back in 98 with a couple friends to revisit where I was during the war we were well received. But anybody with a dollar was going to spend it was well received and I didn't know what that would mean in terms of establishing a university program in Vietnam. I didn't know that I wanted to establish it in the city of denying in central Vietnam because it's quieter it's more peaceful and it's a lovely place in the South China Sea and I know I didn't mind establish here in Ho Chi Minh City the old Saigon because it's big and noisy and I didn't feel comfortable there. Nor did I want to establish a program in Hanoi because the people were cold here and not as friendly as they were and you know a simple change of criteria. Well when you got to live in a program you to make it as simple as possible. Great. There was also about 30 miles away from where I served during the war. So I rarely ever saw them hang. But it was some sense of identity with the place. So 98 establishing programming it. What made it unique was that the students were providing community service service learning.

[00:13:04] The kids I couldn't new term and some that we forget that it's such a new term that it wasn't even used back in 1998. It was community service not anything else. Anyway the program was oriented toward social work. Because I'm a social worker and those are the areas where I go to college did not want to expand its budget nor spending so best to use everything that already exists. We met with the university the University of denying they weren't especially enamored of our offer. They said if you were. Maybe but any American. I don't know what it's meant I guess they gave us another 10 or 15 years of freedom from history that they could forgive and forget. So that's why and where we'd be and meet with government troops. It was very difficult to do. It was very difficult for them and for us because they'd prove no US programs in Central Vietnam and they had just recently reopened diplomatic relations with the United States. So they were in effect having passed that comment. Q today but the past that never went away. I mean back haunting you today though you now have a presence. And you have a presence around service learning. So what kinds of things did students do. Were they all social work students or did you have students from other from other different from all academic disciplines. In fact the initial group I think had one social work major and the others were in business in history in a variety of other disciplines which was a very good thing because the group had to be somewhat cohesive. They were trying something new.

[00:14:54] The bar to them was very stressful situation and it was for the authorities. They followed them everywhere. They didn't quite know what to do with them. I pretended I knew I suppose but using skills from a refugee camp many many decades before is that adequate preparation for such things. In any event the program has continued and it's now had about 200 students through it and all of them are in the service learning. We've now served about 30000 people who suffer from leprosy to Agent Orange biological damage to homelessness and natural disasters and so forth. It's the place to go and Anang if you have a disability and need help go to the BRAC for the program. Two people actually go to the program they go to the program and the word has spread throughout the community. If you have particular needs like here if you have particular needs you go to a

particular social agency to get help and that's all well and good but what if you don't fit into the criteria of eligibility then you don't get help. We've built a reputation and similarly program that operates this way. If you have a problem not being able to walk because of diabetes and you need medication but you have no money for that medication. You go to us and we give you that money. That's it. No application no eligibility no concern that you may misuse the money that we give you because we know you won't.

[00:16:29] And they go out and it makes it a rather unique kind of an experience or somebody seeking help because they realize they didn't mean themselves to prove they're poor in order to receive support from society they just have to say they need help. And the center will help them. That's the one thing he found came one day and he was at a skateboard. He had no legs. And the only way he could end it was should be push around and this skateboard and he was upset because there are so many places trying to get some help. What he wanted was the money that he needed to buy medication to treat his diabetes. We gave him the money and off he went. A couple days later he returned and he returned back to the door and said that I'm back because I bought the medication and I want to thank you people for giving me the money. But I didn't know that you gave me more money than I really needed. So here to give us a change from his the medication he said because somebody else might need it. We have that response every reaction all the time every day now here. Oh I can imagine that charges would be laid and everybody just throwing money away at the madcap kind of knee jerk reaction of you're just lazy and the kind of derogatory kind of tone. People who are poor don't help themselves et cetera et cetera. But you can't show me one case that we've dealt with in Vietnam. Of the 30000 we've dealt with that have had a instance of that kind of misuse of a money. And I can't show you thousands of cases where people just heard about asking God help and walked away smiling and the world was a better place. It sounds kind of simplistic.

[00:18:25] It does but it isn't. Ok so I guess that leaves me with two questions. Well actually I have three and then I want to bring on board Susan Herben to this discussion. My first question is and Susan maybe you can help out with this somewhat because I know that you've had some experience with the students while they're there. So I understand that they do take classes while they're there. They are required to take classes here. So what kinds of things with a social work student in your program specifically do. I mean here we have all kinds of field experiences we have service learning where as I said before I've done some stuff in the inner city of Buffalo. So what kind of thing would a social work student doing in the program. It depends. I mean they were in field placement because as Irons there are more program for state based kids in case we have more. The serious aspect of things that we do in Vietnam includes serving as a city social welfare center. It's basically a one stop shopping. Every kind of social problem. This society is housed in that residential center. So we have elderly lepers and young lovers. We have elderly disabled young disabled orphans young disabled people there at the age of majority and for people. So there's about 300 residents in that center and it's completely by volunteers who may or may not be trained in advanced nursing care and autistic children and adults that live there and they're very tons of socialization and there's very little skill by the care that they see given the resources they have as best they can.

[00:20:20] You know there are still things that need to be addressed and that's where our social work students can provide tremendous skill and service to the communities that we feed them once a week. This granted it's almost ceremonial whoever can emulate to the dining area is students and our staff make the meal and serve the food and then they go out to the various residential aspects and they socialize with the people and emulation walk with youngsters who are so mentally ill that they are tied to a chair. Sometimes for state reasons. And so for students this can be shocking because here we raise issues around abuse and neglect. And you can view it that way. That really it's the lack of support to me getting your way. So that's an area where we fill that gap. And so we work in partnership with the director who is an employee of the city government and so we have to

be really careful diplomatic about what we do and how we approach so students learn tremendous skills around diplomacy and human rights and spend some rest. That's just one community service state that we go to. And that schedule is filled with sites. Another one is full of in-house nursing home which is typically elderly women and you think there might be one man out there and they do things like socialization they help with the Guardian That's right the Catholic nuns. They are completely self-sufficient. They raise rabbits Thabeet pays they grow their fashionable sells flowers in the market.

[00:22:00] And the students coalesced and how do all of the tasks and socialization emulation for those who can and just participate in the basic needs of whatever they need to think understand about that is they set the agenda. We got the agenda. We don't define what it is we do. They do their job as students to learn how to interface whatever it is they want those to do with what we do in the profession there and to make some sense of that. So it's a true learning experience in terms of implementing what is a word in classrooms. Before they went to Vietnam it also challenges students to do things quote the Vietnamese way unquote. So they define what we are and how we do what we do and where and when we do what we do. It's our job to learn from them. So while students indeed might interact with clients and clients systems in terms of providing aid and have they come up with new definitions and novel ways of approaching what it is we do to improve the quality of life in the community whatever community it is they live in. While all that is quite true it's an arduous task. So the program is a difficult program for those who like challenges. It's a godsend that I can see how that might be seen as an example here here a couple times a week. The students go off in a band and they visit a number of families in the rural area. Denning's city the next city is like a province like a country girl from that social context.

[00:23:42] The local authorities social workers there who were called social workers identified particularly hard hit families who have kids who were born and born them with all kinds of challenges as a result of somebody in their family history having been exposed to Agent Orange dioxin the deadliest chemical known to mankind. So these kids may be paralyzed. They may have multiple limbs they may have all kinds of physically deforming issues and all of them through very carefully developed social history that we gain from working with all of them are able to benefit from a vast variety of services. What is available Susan just mentioned the fact that so these people who are receiving aid from the students are volunteers and as volunteers obviously to be a volunteer who also sets the agenda who is also responsive to the culture of Vietnam gained a tremendous amount of learning within the context of international social work which in some ways is similar to your doing work in the inner city an awful lot in some ways is different. The city welfare center is an example where he says they're staffed by volunteers that means that agency is run by volunteers with the exception of the director who was hired. So these are well-meaning people who are open to learning. Open to change. Open to challenges at all of that entails and that makes for an excitement that I think is unique and abiding international war. One of the most profound areas for students to clear their culture their native language and certainly speak English. And the volunteers don't mind selling the side. Our staff speaks English but they can't be present practicing interaction that we have with our fire service population. So you have to be completely open air nothingism self an army that happens because we girls are long and you surrender to them.

[00:26:02] No learning is on the right and the skill set that seems to be altered and transferable. And as for the rest of their career is it still within yourself listen more than your ears and your eyes sounds centuries. And so the benefits of the transfer and the skills that they develop there is pretty unique and profound and may propel me years. It's something that gracilis starts a job right away and social or passion. So if you don't have that learning curve that I would imagine you'd have to learn how to be comfortable in yourself at that time in order to navigate the differing kinds of relationships that you're going to have to do. You're going to have to have in order to be the field that you're making some kind of impact with the people you're working with. We actually find that

that's not necessary. So it's. That is one race simply asked students. And it's our job as faculty and staff to get the right kind of challenge with the right kind of support ideas and a manageable anxiety where inability to get the greatest speed and that internal came first. Most profoundly. So why was Souter there. There's an awful lot of time spent from here with the students who were there. So Spike takes on necessity. You go to react with emails and other negative communication methods is constant. The other variable that sometimes might be ignored is the obvious but sometimes overlooked logistical issue of being 12 hours ahead of time so that if we're teaching a class and Anang via Skype at 3:00 in the morning our time is 3:00 in the afternoon there time and Wednesday afternoon. That's just what we do.

[00:28:07] So it's just special challenge even for faculty were involved. I can see that I can see myself at four o'clock in the morning that would be an interesting conversation. Recently any teaching experience the key to success in all of this is fun. If one is interested in really doing something aside from using that trite cliché I'm going to change the world. Being able to understand you really are is one of these things. If I change one person I therefore change the world. That's a good thing to say but it could lead to a terrific burnout. If you don't see the results of some of what it is you do and you're not open to people challenging it because we're in a constant state of change with this particular program it's been going for what 16 year isn't a long time. But we are continually reworking what it is we do and how it is we're doing and part of that is recognizing the key members of our team and running this field placement or this international social work experience that they in effect become as crucial to the delivery of those services and the development of services as faculty. As the people in charge are and that all results from building trust and that trust is key to anybody who is doing social work. Because generally speaking there's too much trust between institutions and institutions there. The trust is building trust between individuals and among those pains of real relationships and not just access to time. But the test of change is we are dependent upon developing foreign policy. And we have to take that into consideration.

[00:30:00] They have a very different political system than we get. And you have to consider that too. We have different expectations sometimes of people who are working with us. All of that I could say behind the scenes presents its own special challenges. But if you find that inviting you find that kind of change exciting that you can benefit from the program. Example for placement the first round of field placement was instituted last year for the years that he announced in these teens to students from being study progress. It became very excited about the partnership that we were developing personally and they decided for their Nacro projects are going to help institute their placement program in the United States. Taking that project to be allowed to consider snapshotting there with the partnerships that they have in place they painstakingly write the literature has been made as part of their educational experience. They adapted the requirements as deputy to what would be equivalent in the emerging profession being made cultural content and sensitive work with the faculty of the university and were seen as experts in this particular area and it was mutually respectful and they were successful. So is the placement program or is that a software program has it now. What about 300 students enrolled in the year of the deal and part of it too is the recognition that it's good to develop a direct aid program which is where our heads were all at the beginning. TV but what happens if things change in such a way that we're not there anymore. What about these thousands of people that we have a commitment to. And we've been delivering services for.

[00:32:02] What happens then. And of course that's what we call sustainability. How are we going to sustain the progress we've made in one district lowered poverty by 50 percent. And I say we I mean the students and the staff and the faculty and the local authorities the ones who keep track of all these statistics. So it never becomes awkward blowing the horn. We're scrutinized by the authorities there to see what it is we do. And for many people the costs and all of these extraneous but sometimes extremely important factors. So to say that at one point the national attrition rate

among kids and families in central Vietnam was about 60 percent and so to 40. So all of the progress has been made. So that from that aid that people receive and the guys that they craft along with us you haven't improved community setting and improve society. And those bridges of friendship between America and Vietnam become stronger hoping that not be fine I'm with you on that one really with you on that one. Actually I have a couple more courses a kind of burning in my head. Now you've mentioned staff a couple different times and I know one of the issues always when you're thinking about international work or work outside the United States always logistics and it sounds like you have there that kind of worked out. So you have a push for people to stay in that kind of stuff rather than hoping that their own without the very strong infrastructure for the program in place.

[00:33:44] We have to present the assistance to provide all the cooking the cleaning laundry service and lots of nurturing students lots of nurturing. And they know a little bit less that they know the Internet language to communicate communicate and like staff. Them With Democrats are very long time since the inception of the program permanent administrator assistance programs and since its inception. And their primary job is to manage the program in country keep communication between our governmental partners. And also instruct the students that we have security staff that are there 24 hours a day. So it's completely secure the students live in Grosvenor House this classroom at the top floor of the program House where the faculty from their universities to come in to teach the students and so students have their own their basic needs are met in such a way so they have a wealth to give because it is challenging work. So that's in place and then there's lots of social activities that students get to do to get into that traditional study abroad programs. So the program is a return trip when they get taken on the cultural sites there with a history lesson and political lessons along. Stop the whole youthful coastal villages that as far as I'm concerned at the end of the program go to university which is the old site and they do the same thing there before returning home that week. And each time between those major trips very little day to weekend trips to cultural centers and heritage areas beautiful places. It's not all service. That's why the U.S. troops it's tremendously intense.

[00:35:40] But they also get and restored to all the other social exchanges and they get to interact with other university students between these university students and volunteers teach English so they get their institutional price friendship. Basically we word things that we found was that those shoes and decided that maybe we should offer the opportunity to American students who participate in a broad program to meet each other. So a reunion of sorts for students from back in 2000 came here and they met with students who just returned. So students who had been there 10 15 16 years were the students who had just returned from Vietnam and what was fascinating I think to the two of us and anyone else who's involved in that process was that they formed themselves into little discussion groups to talk about and not necessarily experiences butthole friends. What's it like in this particular agency where we spend all this extra time. Students can do that if they wish. And what happened to this little kid. And what happened to this old woman and this sort of process that was going on and what evolved from that discussion within in understanding the real change came because the students were changed they were transformed. You did a study for an article Susan at one time and the transformative effects of this program and the American students and also directly affecting the community and the agency who gave us the opportunity to provide these services and all of that is of great consequence. So students are even preparing to go spend some time sitting the. So these students are visible alone they suppose.

[00:37:35] But they said something that was of interest to me in particular because I heard you know the Army in Vietnam during the war and one of the now traditional discussion points for now and that is when I came back I didn't talk with anybody about my experience because it wasn't the issue. It wasn't the kind of thing people talked about. Nam vets were not to be accepted into society because we were in the minds of some baby killers and doing all kinds of evil things when in reality

we weren't and we didn't. But it did occur and that whole bridge between a generation that served during the war and young students who are now going back to visit that country have the opportunity just see history evolving. And there were a lot of tears at that reunion. Lots of smiles lots of friendships renewed and generated from that kind of thing. And that process continues. There is a non-profit organization called the Anquan fund that helps the Bradford program. By accepting donations from people in the community and using those donations to buy the medicine and the direct aid that we provide to people who are there and other kinds of services the value of that hand of experience has resulted in many of these students being on the board of directors of the nonprofit almost all of these surgeons being involved with Vietnam in some way shape or form after they return here. We have in place in the program the ability and the support so that students who want can return and many of them do they return as volunteers or they return for jobs teaching English in the community or what have you. This really is almost like a continuum. It isn't like just you went there you were there for five months and you don't have an opportunity to continue to get. But sounds like people remain connected.

[00:39:39] I guess I have a couple more questions and then I'd like you to kind of think about as we begin to close. Is there something we missed something or point that you feel is important that you'd like to share. But before we get there I'm curious about the state of social because you talk about two agencies and about people being different ministries and that along the line. So I'm wondering are there professional social workers as we would think there if it sounds like you're beginning to be part of that training of some professional social workers or individuals who have significant social work skills that provide. So I'm wondering if you've had any experience with professional social workers there. And does the university feel that need to help develop that profession. I think we have an ethical obligation as Joe says social workers about the profession within their educational and practice community. Now Vietnam has about 82 million people at this point. And in that population they have about 30 MSW in our country. So it is relatively new indeed. But the government of Vietnam now understands the value of social work and they've begun to build their academic programs to train people to do the kinds of things we've detailed here and much more. And that's encouraging. And these 30 social workers who I've just received from universities in the states through grants and programs and so forth were just part of that evolution that is happening and it seems like they first launched first class Graslie years there was very little attendance. And so last Wednesday in January there was a big push to advertise for that. Wow.

[00:41:35] Our students were still remarkably energetic and say now stays with me OK. All that aside from the rap star right now they're staff and students your program. Yeah and they get a lot of publicity with some international agencies international institutions of an international band. And it's all at the beginning. But it's generated by those who have gone and those who want to continue to be involved in a growth. And that's very exciting. As an educator and a practitioner to be part of our faculty at any university in that national program is the right to search around the international work. This is prime location to do that we hope is based base for courses between the universities and the students were getting ready to launch cold teaching with female students as Frankfurts students live via Skype. The word processor that right now think about the scientists and you could public with being in his faculty and entering into the faculty itself. There's lots of room for growth in the faculty at denying universities are open for these kinds of collaboration. Is any control that you have to put down. It's Breitling that excitement sometimes because once you have a successful class then you'll have four. And once you have a very involved faculty member from here then you have three that come from that and it has a self generating effect they think and not only the practicalities of it is we have to do that to become cumbersome but also watching that kind of thing grow and develop and the nurturing of creativity for people who get involved in that kind of activity.

[00:43:34] The definition of the profession you would think that that would be difficult to come up

with. No it's difficult to restrain him and that's okay because the orientation that we have is toward growth and toward difficulties in doing this that or the other thing. But how do we make it happen. And there are a variety of ways of approaching that of course. But over time all of that will find its own level like what. And much of it comes from those who are experienced in doing that kind of thing. And lately we've had special challenges that face us in continuing to develop others as we do. But that special challenges that create hardship or problems they opened new doors that we had to look at before. And that is a wonderful opportunity for folks. So we should all work students and educators and practitioners and anyone else who wants to get involved in that kind of process procedure all kinds of press attention around the country in fact around the world because it's an exciting new venture and a venture that's cost effective. Much of the code teaching has led to people volunteering their time. People have become as involved as they possibly can. I'm Jane distrust no doubt requiring tremendous skills from Susan. He's the key. Yes. So we have to work harder. Well any closing statements. As a student or faculty member or researcher you can do something saying challenging this is it. Can anything. Well you know they say in the old me saying that those who invade them never leave. I guess I'm a prime example of that. But the students who repeat their involvement who remain involved are equally valid.

[00:45:45] That old saying because you can't leave something that became a part of who you are now we like it and we enjoy it. Now when you see the results of that sometimes we stumble about that from that stumbling comes a lot of smiles and a lot of active involvement and lot of change and we say that we provide hope for those who have no hope. We replaced tears with smiles and I think that's true. So if one wants to become part of that then become part of what we do. Excellent. Thank you both. Thank you. Thanks Charles. You have been listening to Ken and Susan Herman talking about the college up rock ports international social work educational project in Da Nang Vietnam. We hope you have found this podcast interesting as well as inspiring. Please join us again in social work. Hi I'm Nancy Smyth Professor and dean at the University of Buffalo School of Social Work. Thanks for listening to our podcast. We look forward to your continued support of the series. For more information about who we are as a school our history our online and on ground degree and continuing education programs we invite you to visit our Web site at W W W dot social work dot buffalo that edu. And while you're there check out our technology and social work Research Center. You'll find it under the Community Resources menu.