

ONGOING

University of Michigan School of Social Work • Winter 2012



2 The Effectiveness of Community Health Workers

6 Fauri Lecture

8 Student Support
Challenge

10 Adding Resources
to the Social
Worker's Toolkit



FEATURES



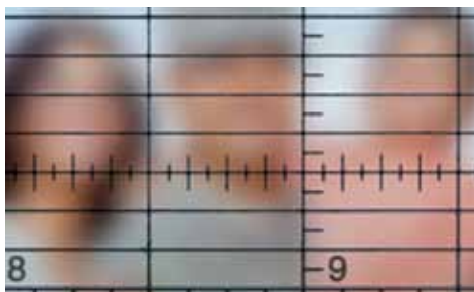
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**DEAN, UNIVERSITY OF MICHIGAN
SCHOOL OF SOCIAL WORK**
Laura Lein

EDITOR
Marci Raver Lash

DESIGNER
Jim Reitz, Michigan
Marketing & Design

For information regarding
this publication, class notes,
and address changes, con-
tact the Office of Develop-
ment and Alumni Relations,
734-763-6886 or
ssw.development@umich.edu

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Why Give?

I had the pleasure of meeting many of you this past year at our various 90th anniversary events. You shared with me your ideas for the future direction of the School, changes and challenges to the profession and your concerns about the cost of a U-M MSW degree. You expressed a common theme, to keep a social work education affordable and accessible for future students. I heard you, and since these 90th anniversary meetings and events, I have launched the Student Support Challenge to increase our scholarships and student field placement grants. Donations to this fund will be matched one to one up to \$1 million.

STUDENTS FACE GREATER CHALLENGES THAN EVER IN FINANCING THEIR COLLEGE EDUCATIONS

Maintaining the affordability of a University of Michigan School of Social Work education is one of my most important goals. Students come to our school already passionate and highly motivated toward social work. Upon graduation, they will enter valuable professions that are incredibly rewarding, but not necessarily highly paid. Our students need our help so they can concentrate on their studies and research, rather than the money they need to earn for tuition.

Two semesters of study for a resident MSW student is currently estimated to cost \$40,235, and for non-residents tuition exceeds \$53,000. Currently, Federal Direct Student Loans cannot exceed \$20,500 per academic year. Many of our students graduate with debt loads of \$50,000 to \$70,000. Scholarships and field grants help students bridge the gap, and make a degree from one of the highest ranked social work programs in the nation a reality.

THE LEADERS AND BEST

The School of Social Work is dedicated to ranking among the finest programs in the country. These new scholarship funds ensure that we are financially able to recruit the highest quality students. Alli Roman, a current MSW student, is a shining example of Leaders and Best. Alli, a University of California, Berkeley graduate, is the president of SCOR (Students of Color of Rackham). Alli has brought together graduate students from programs and units

across campus to share resources for academic development and discuss issues of campus diversity, health and the overall well-being of graduate students.

Alisa Jacobo, another MSW student, spent the summer in India working with a fair trade organization located in the red light district of Sonagacchi. "I lived and worked amongst some of the most resilient, beautiful and open women I have ever met. Their struggles and stories have humbly shown me why it is important to connect to people experiencing injustice. Their faces, experiences and hope have inspired me to pursue my MSW," Alisa said.

ESTABLISH A CHAIN OF PHILANTHROPY FOR SSW

Students who receive scholarships today become the donors for a scholarship tomorrow. Your gift can establish a chain of philanthropy that extends far beyond your lifetime. I was a scholarship recipient and know many of our School's alumni, faculty and staff who were as well. All of us who were fortunate enough to receive should reflect and set an example by giving back.

I have already donated to the Student Support Challenge and hope you will soon.

Help us raise \$1 million to increase financial support for our students. Every dollar donated to scholarships or student field placement grants will be matched one for one. To learn more about the campaign, hear our students' stories and to donate visit ssw.umich.edu/MillionMatch



*Laura Lein, Dean
Katherine Reebel Collegiate Professor of Social Work
Professor of Anthropology*



UM Photo Services, Martin Vloet

Community Health Workers/ REACH Detroit Partnership



Lack of research is what kept us from proving Community Health Workers (CHWs) are beneficial, but not anymore. “We’ve demonstrated the effectiveness of a community health worker with rigorous research, and it works because the intervention is culturally tailored to the people in the group,” explained Michael S. Spencer, PhD, MSSW, who led the efforts to document the benefits of CHW among African American and Latino adults with type 2 diabetes.

“CHWs are defined as indigenous workers from the community who are trained in a specific area of community health,” Spencer said. “A CHW is able to successfully help with the patient’s disease because they do it with a sense of camaraderie. The intervention is culturally tailored, and who better to do that than someone from the same culture.”

Spencer believes working with a CHW is one approach whose time has come. The research used

a randomized, six-month delayed control group design among 164 African American and Latino adults recruited from two health systems in Detroit. The study was guided by the principles of community-based participatory research, and hemoglobin A1c level was the primary outcome measure. CHWs provided participants with diabetes education, home visits and accompanied them to a clinic visit during the six-month intervention period.

During a recent meeting of CHWs at Community Health and Social Services (CHASS) Center, Inc. in Detroit, the men and women greet each other warmly in their native language, Spanish. They ask one another about their family, their work activities and upcoming classes for their patients. Each of these CHWs has been affected by diabetes, either in their own lives or those of their loved ones, so the connection with their patients goes beyond the sharing of their culture.

“In our culture, diabetes is a taboo, particularly among men,” said Marta Lugo Rodriguez, a family health advocate. “They see a diagnosis of diabetes as a death sentence, but once they join our program and work with a CHW, the patients are amazed that they learn so much, and then they feel prepared, they feel more in charge of their diabetes.”

PHOTOS THIS PAGE:
LEFT: Claudia Guajardo,
Family Health Advocate
(left) and Gloria Palmisano,
REACH Project Manager.

TOP: Gloria Palmisano (left)
and Marta Lugo-Rodriguez,
Family Health Advocate.

BOTTOM: Marta Lugo-
Rodriguez (left) and Josefina
Gallegos, Peer Leader.

PHOTOS OPPOSITE PAGE:
LEFT: CHASS medical
staff Myriam Diaz (left) with
Victorino Barron-Hernandez.

TOP RIGHT: CHASS nutrition-
ist Christina Shurmann and
Barron-Hernandez.

BOTTOM RIGHT: Community
Health Worker Deliana Lloraza
and Barron-Hernandez.

“Our goal is to help them maintain their identity while educating them about their disease and increasing their access to information and resources.”

A big factor in the effectiveness of the CHW approach is legitimizing CHWs as appropriate individuals to be a part of a healthcare team, according to Spencer. The CHW helps do the work that a healthcare provider often does not have time to do and does so in a respectful way.

The model of research adopted for the REACH Detroit Partnership: A Community Project of CHASS, is a partner of the Centers for Disease Control and Prevention (CDC)-funded Racial and Ethnic Approaches to Community Health (REACH) initiative, which utilizes Community Based Participatory Research (CBPR). CBPR is the chosen method because it involves the community at all levels of the process. Spencer advocates the model

because he believes when the community is active in the decision-making, the community is increasingly invested in the program, and that investment leads to trusting the process and the outcome.

“The CHW instills trust because they come from the same community as patients,” Spencer explained. The trust begins with understanding the community

and their culture, what they eat and how the families go about their day, and then the CHW teaches them to prepare the food for them and their family in a healthy way.”

Spencer goes on to say that those involved with the research project don’t tell the patients that their culture isn’t healthy. In fact, just the opposite. “As part of our relationship building, we explain to them that their ancestors come from a healthy culture and we have evidence to show that obesity and chronic health problems such as diabetes were not a problem, that’s not part of their culture.”

Spencer believes people are less healthy today due to structural issues that put people at risk, such as little or no access to fresh produce at their local grocery stores, or living in a community where people don’t feel comfortable walking or don’t have a place for daily exercise.

“Our goal isn’t to blame individuals or cultures at large for chronic illness,” emphasizes Spencer. “Our goal is to help them maintain their identity while educating them about their disease and increasing their access to information and resources.”

The CHWs, known as Family Health Advocates in this intervention, recruit patients who have been diagnosed with type 2 diabetes with three steps. The patient is contacted via letter, then they receive





a follow-up phone call and are invited to an orientation to provide a general overview of the opportunity.

“There are risks and benefits for all research,” Spencer pointed out. “In this particular study, the greatest risk is for the group of people in the control group who receive a six month delayed intervention. We’re always sensitive to the control group, and in fact this is why we chose to have all participants ultimately receive the intervention.”

Once the patient has agreed to participate, they’re randomized into one of two groups, the immediate or the delayed group. The CHW leaders are extensively trained community members who work as bridges between their ethnic, cultural or geographic communities and health care providers. The CHWs working with the Detroit groups were trained to promote healthy eating, activity and exercise, appropriate medication usage, daily glucose monitoring and stress management.

CHWs teach their patients how to advocate for themselves; the intervention even includes managing

“Sometimes I’ll see a patient at the grocery store and they’ll ask me the best way to cook something,” Rodriguez said. “Our job as a community health worker goes beyond the classes we teach.”

the process of requesting a translator, if one is needed, when scheduling doctor appointments.

The program involves one-on-one classes, and group classes. Rodriguez said the cooking and stress management classes are the most popular, but there are plenty of classes that are eagerly attended for exercise too.

REACH Detroit initially offered exercise classes with U-M’s Edie Kieffer, PhD, at the helm of the community level intervention. REACH Detroit no longer runs these classes, however, La Sed (Latin Americans for Social and Economic Development/Senior Center)



has seen value in these classes, and they continue to offer exercise classes three times a week.

John Barber, the exercise instructor for the Wednesday morning classes, likes to use Motown music for his class. "Motown music has a good beat," Barber smiles. "These people are so dedicated, and I want to keep them going."

Barber puts them through an hour-long workout ranging from cardio with a chair and weights, to dexterity exercises to keep them loose and limber.

Josefina Zaragoza, 76, has lived in the community for 45 years, and she's a shining example in the fitness class. She's happy while she's following along with the exercises and when the class comes to an end, she's ready to head for the door.

"I like coming to the class every week, it keeps me in shape, and now I'm walking much better, I even mow my lawn," Zaragoza smiles. "I'm sorry I can't talk longer, my children are picking me up, we go out to eat every week."

"We're working with a culture that takes a lot of pride in their family, so we focus on how the patient can manage their diabetes and still keep up with their family responsibilities, Rodriguez explains. "That means we do some meetings by phone because some people won't get childcare or may not have transportation. We understand that this culture is family focused and we work that into our program."

When patients complete the program, the entire family is invited to a celebration.

"Everyone in the community benefits from CHWs," Rodriguez smiles. "We become close with the patient and their families and I feel very committed, even protective of them."

"Sometimes I'll see a patient at the grocery store and they'll ask me the best way to cook something," Rodriguez said. "Our job as a community health worker goes beyond the classes we teach."

Spencer said the study "Effectiveness of a Community Health Worker Intervention Among African American and Latino Adults with Type 2 Diabetes: A Randomized Controlled Trial," published in the *American Journal of Public Health* (June 16, 2011) contributes to the growing evidence for the effectiveness of community health workers.

"This is doable and preferable and effective," Spencer nods. "And now we're working on proving it's cost effectiveness."

Spencer will present the findings from his current grant funded by the National Institute of Diabetes and Digestive and Kidney Diseases (NIDDK) regarding cost benefits in 2013. **M**

Marci Raver Lash is editor of Ongoing.

John Barber, exercise instructor (in red shirt), leads the Wednesday morning fitness class at La Sed.

THE FEDELE F. FAURI AND IRIS M. FAURI MEMORIAL LECTURE AND CONFERENCE

The Color of Children in the Child Welfare System

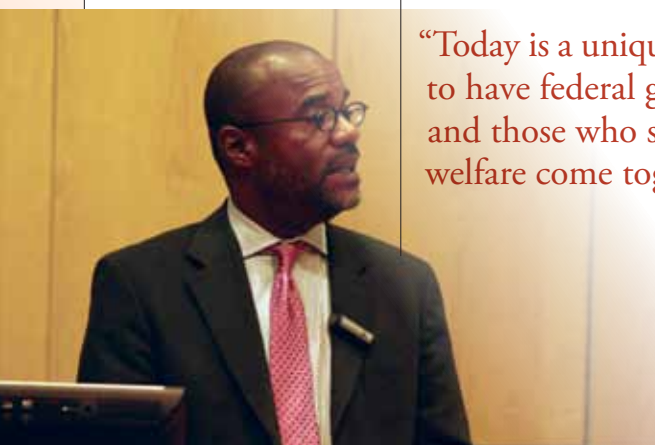
FRIDAY NOVEMBER 11, 2011

The Fedele F. and Iris M. Fauri Memorial Lecture Series on child welfare is presented annually in recognition of former University of Michigan Dean and Vice President Fedele F. Fauri and his wife. Dean Fauri's leadership and accomplishments in the field of child welfare spanned nearly fifty years. His accomplishments in the field of child welfare and social work education brought national and international acclaim to Dean Fauri, the School of Social Work, and the University of Michigan. This lecture series is made possible by gifts from alumni, faculty, and friends, and is intended to serve as a forum for the discussion of ideas and proposals to further enhance the well-being of young people.

THE KEYNOTE ADDRESS

The keynote address was delivered by **Bryan Samuels**, Commissioner, Administration on Children, Youth and Families, the United States Department of Health and Human Services.

"Today is a unique opportunity to have federal government and those who study child welfare come together."



THE PANEL RESPONSE TO THE KEYNOTE ADDRESS

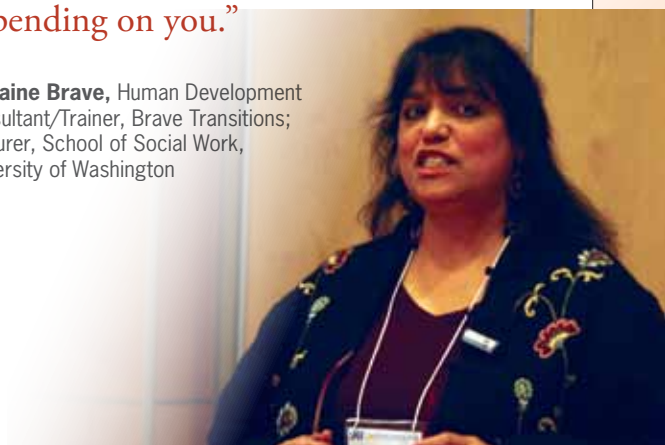
"In the African American community, you only get help if you relinquish the custody of your children, and that needs to change."

Dorothy Roberts, Kirkland & Ellis Professor at Northwestern University School of Law



"You are the warriors for our children, and we're depending on you."

Lorraine Brave, Human Development Consultant/Trainer, Brave Transitions; Lecturer, School of Social Work, University of Washington



“A bilingual workforce and understanding the culture of the child is so important to improve the services to Latino children in child welfare.”

Elba Montalvo, Executive Director, the Committee for Hispanic Children and Families in New York



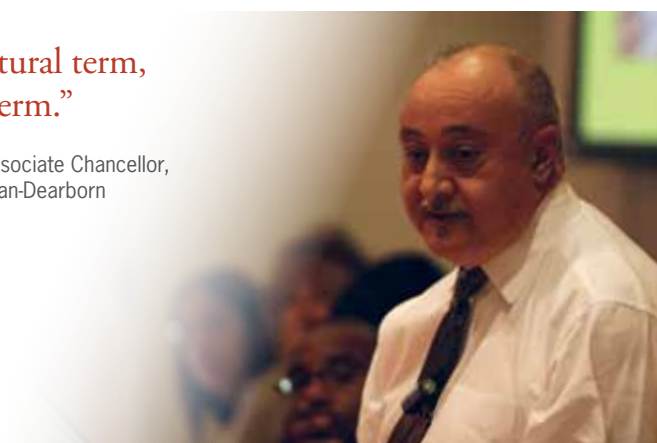
“I can’t wait to share so much information from today’s conference with my colleagues.”

Vanessa Vaughn, U-M MSW '06



“Arab is a cultural term, not a racial term.”

Ismael Ahmed, Associate Chancellor, University of Michigan-Dearborn



“This conference sheds light on real opportunities for interdisciplinary collaboration. I’m interested in policy reform, and these speakers are very impactful and eye opening.”

Jonathan Litt, Michigan State University student studying law and social work



“The speakers today confirm the importance of the coordination of services in the community and reinforce the importance of working together in my field placement.”

Rosaline Washington, Western Michigan University MSW student



Student Support Challenge

Pass on your passion to the next generation. We'll match your gift dollar for dollar.

Students come to our school already passionate and highly motivated toward social work. Upon graduation, they will enter valuable professions that are not among the best paid. They need our help so they can concentrate on their studies and research rather than the money they need to earn for tuition.

I am inviting you to participate with me. I have already made my first donation to the student support challenge and hope you will make yours soon.

—Laura Lein, Dean, U-M School of Social Work

This summer the dean launched a special \$1 million matching gift program to help increase the amount of scholarship and field placement support available to the School's MSW and PhD students.

WHY GIVE TO THE STUDENT SUPPORT CHALLENGE?

Supporting students is one of the highest priorities for the School of Social Work.

Two semesters of study for a resident MSW student is currently estimated to cost \$40,235, and for non-residents exceeds \$53,000.

Today, Federal Direct Student Loans cannot exceed \$20,500 per academic year. Many of our students graduate with debt loads of \$50,000 to \$70,000. Scholarships and field grants help students bridge the gap, and make a degree from one of the highest ranked social work programs in the nation a reality.

Kayla Mason, MSW candidate 2012, is a prime example of scholarship dollars well spent. During Mason's field placement with U-M, she organized Youth Voices, a group which helps students in Detroit prepare for ACT exams. Upon graduation, Kayla will start her own nonprofit organization with a mission to increase the number of high school students from disadvantaged areas who attend college by providing academic support and services. Kayla's nonprofit will combine the talents and resources of parents, community groups, schools, businesses and universities to strengthen

the readiness of students to pursue a college degree. Kayla is working with faculty at U-M right now to apply for her 501c3.

Mason credits her scholarship assistance for making her dream of creating a nonprofit a reality. "It's equipped me with indelible skills I plan to use to start my nonprofit and make a contribution to my community," she said. "Scholarships give talented students like me opportunities to attend ranked and respected programs that would otherwise not be obtainable. It builds confidence and creates a future that is promising."

Mason is proof positive that the Student Support Challenge will continue to support students and result in fantastic results, and the process for raising the dollars is doable with your help. Here's how it works:

- All gifts from \$1 to \$250,000 per donor, directed toward student scholarships and student field placement grants, will receive a one-on-one match (\$1 for every \$1 donated) from the School of Social Work.
- The challenge runs through June 30, 2013, or until \$1 million in graduate student support is committed through gifts and pledges (therefore exhausting the \$1 million in matching dollars.)
- Challenge match funds will be deposited in an endowed fund for MSW scholarship support, PhD scholarship support, or field placement grants.

"This is an exciting era in the history of the School of Social Work," remarked Tim Colenback, assistant dean for Student Services, U-M School of Social



UNIVERSITY OF MICHIGAN
SCHOOL OF SOCIAL WORK

\$1,000,000
STUDENT SUPPORT
CHALLENGE



Work. “We have implemented learning communities focused on international social work, child welfare, our community-based initiative in Detroit, national community work, and Jewish communal service, and are considering a number of others in areas such as gerontology, poverty, and behavioral health. The learning communities are thriving, however additional scholarship aid would help the School build on this exciting beginning, to continue and expand our efforts to make a profound difference in the lives of people throughout the world.”

“Many students remark to me that they would never have been able to afford to attend the University of Michigan without the grant and scholarship aid provided through donors,” Colenback said, “and the School has been successful in recruiting a diverse student population due to the generous donations to our scholarship funds.”

HOW YOU CAN HELP

During this fiscal year, please make a gift to one of the School’s many scholarship or field placement funds. For alumni and friends who are able to pledge \$10,000 or more (\$2,000/year for five years), named expendable fund opportunities are available. Named endowed funds are possible with a minimum pledge of \$25,000.

Help us to raise \$1 million dollars to increase financial support for our students. Every dollar counts, every dollar will be matched.

For more information on the Dean’s Student Support Challenge, please contact the School’s Development Office at 734-763-6886 or via email at ssw.development@umich.edu. **M**

For more information about the Student Support Challenge, please go to

<http://ssw.umich.edu/MillionMatch>

Marci Raver Lash is editor of Ongoing.

These U-M SSW students appear on the Student Support Challenge website. You can view their videos at ssw.umich.edu/millionMatch. The students are (top to bottom):

- Kayla Mason, MSW candidate 2012
- Elizabeth Gonzalez, MSW, LLMSW, 2011 graduate
- Catherine Clement, MSW candidate 2012
- Jeff Albanese, PhD student, Social Work and Anthropology

Adding Resources to the Social Worker's Toolkit

MORE INNOVATIONS IN THE SCHOOL OF SOCIAL WORK

As the School of Social Work team explores additional resources that will enhance the student experience and better prepare social workers for the work world, the course curriculum continues to expand with more innovative programs. Evaluation in Social Work, Simulated Clients and the Haiti project are three of these endeavors.

EVALUATION IN SOCIAL WORK

A required course—Evaluation in Social Work—provides an opportunity for students to combine field work with classroom work. Lecturer Sue Ann Savas developed the course approach that lays the foundation for developing and conducting an evaluation, a valuable resource all social workers will need at some point in their career.

“No matter what you do in social work, you will need evaluation tools. This is the beginning of creating confidence for our students—we are demystifying the evaluation process,” Savas said.

During the first two lectures, students obtain the building blocks to set up and implement evaluations, and by the third lecture, they are ready to roll up their sleeves and get into the field with their client agency.

Students—in groups of three to four—choose from a list of 15 to 20 community-based organizations (cli-

ents) that have requested help from the School of Social Work. These clients have included youth programs, agencies serving those with mental health issues, programs for older adults, and others who don't have the resources to implement an evaluation.

Throughout the semester, the student teams will conduct about three or four onsite consultations with the agency during which they will develop and implement an evaluation process reflective of the agency's needs, which could be client satisfaction, program outcomes or other aspects of their program impact.

Recent projects include helping a middle school set up an anti-bullying program and evaluating its effectiveness; and assisting a homeless adults' agency with an evaluation of its outcomes.

“Incorporating field work into this course makes it much more relevant to our students,” Savas finds. “Students see how this work relates to them and their own practice.

“Times have changed,” she adds. “Organizations need to become more accountable and more outcome-based. They need to know if their programs are working and producing necessary outcomes. Often, they do not have the internal expertise, financial resources or capacity to develop their own evaluation systems.





“Our goal is to leave these agencies with the foundation to build their own internal capacity to conduct evaluations (accountability skills).”

“No matter what you do in social work, you will need evaluation tools. This is the beginning of creating confidence for our students—we are demystifying the evaluation process.”

“By the end of the course, most students will understand the importance of this tool as they transition into their career.”

CLIENT SIMULATION UPDATE

As students prepare for their social work career, they need more learning time in the field and the classroom simultaneously, Professor Rich Tolman finds.

The job market for social workers without a master's degree is dwindling, consequently students are entering the MSW program sooner and with less experience.

“Our challenge as instructors is to intensify the curriculum and introduce course work sooner to give students more skill practice time so they will be better prepared for their field placements,” Tolman explains.

To achieve that outcome, instructors incorporated components from other classes into a new skills laboratory course.

These additional sections include:

- How to use the DSM4R diagnostic tool in identifying mental health disorders
- More intensive work on practice models—particularly with clients who have mental health disorders
- Simulated client practice—students will work with advanced students (in Scott Weissman's seminar on client simulation and role play) who simulate clients with mental health disorders. This gives them a chance to practice early on simulated client interactions before they work with real clients in the field.

“Our goal is to provide them with these resources early on in the MSW program so they can continue to practice them throughout their degree completion,” Tolman adds.

HAITI PROGRAM

The University of Michigan School of Social Work is collaborating with Haitian social workers to add a bachelor's level institute of social work in the Port-au-Prince area of Haiti.

A mix of U-M social work alumni, doctoral students and faculty—led by Athena Kolbe—is working in Haiti to help develop the beginnings of this program.

The concept began in 2008 when a working group of Haitian service providers, along with U-M doctoral students, began identifying information that would be relevant to the Haitian government and social welfare professionals in the areas of health, mental health, security provision, community development and education.

Through this process, the working group saw that a school of social work was needed in Haiti, one that could create a new generation of professional, highly skilled social workers.

In 2009 a few members of the working group formulated a plan to create the Institute of Social Work and Social Science, an accredited degree-granting educational institution in Port-au-Prince. The institute would focus on BSW education with an emphasis on developing and disseminating knowledge about culturally appropriate social work practice.

A goal was set to open the school in 2010, but the earthquake backed up plans significantly. About 75 percent of the educational infrastructure in Haiti was destroyed.

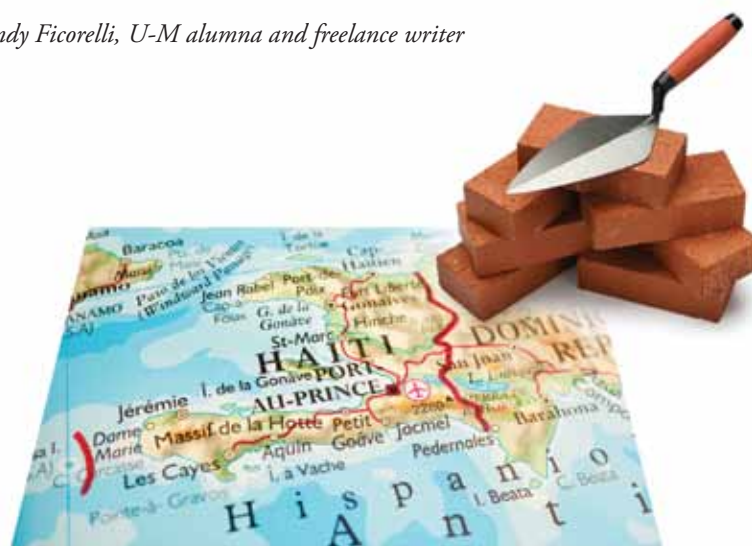
Now, the goal is for the first full time cohort to begin in January 2012.

“The students are very excited about the opportunity to receive quality social work education and build relationships with students at U-M,” Kolbe finds.

“Our hope is to build stronger ties between the two institutions so that students and faculty consider coming to Haiti to work and conduct research. We have a lot to learn from our Haitian colleagues who have found ways to integrate social work practice with local cultural and religious practices in ways that are quite effective,” Kolbe has learned.

“At the same time there are serious gaps in social work knowledge in Haiti that can be addressed. That is the role of the Institute of Social Work and Social Science, so that Haitian social workers have the same access to information and skill development that we do at U-M.” **M**

Cindy Ficorelli, U-M alumna and freelance writer



NEW FACULTY

Emily Nicklett

“Social work students are enthusiastic and strongly believe in social justice. By teaching, I feel as though I’m helping contribute to social change. That’s one reason I enjoy being a professor here,” says Emily Nicklett, assistant professor, School of Social Work.

Initially, Nicklett’s interest was working on immigrant and refugee mental health, but that was before realizing she had a greater interest in working on public health issues concerning the chronically ill, middle-age, and older-adult population.

While earning her MSW at Columbia University in 2005, Nicklett had the opportunity to gain direct practice experience in unique work settings, including working in the skilled nursing facility at a large New York City public hospital, and internationally with UNICEF where she was able to conduct a large

transnational survey of laws, which was subsequently published in a peer-reviewed journal. Her interest in aging, health disparities, and chronic illness developed while working on the Tohono O’odham Indian Reservation in southern Arizona, where she worked directly with a patient population disproportionately experiencing type 2 diabetes. It was during this time in her career that Nicklett realized she wanted to learn much more about how disease-related outcomes with type 2 diabetes differ by race/ethnicity and by social position, and how this exacerbates over the life span.

“I enjoyed direct practice, but after spending time working with individuals I felt it was more health-related research of chronic disease and aging that I was interested in.” That’s when Nicklett applied to the University of Michigan to pursue a doctorate in sociology and health management and policy. She enjoyed courses focusing on health disparities and statistical methods while the sociology discipline provided her with the theoretical foundation.

After completing her PhD in 2010, Nicklett completed a postdoctoral fellowship at the Center on Aging and Health at Johns Hopkins University. She joined the faculty at the University of Michigan School of Social Work in 2011.

“Social work students are enthusiastic and strongly believe in social justice. By teaching, I feel as though I’m helping contribute to social change.”

“I was thrilled when I had the opportunity to interview and was offered a job here,” Nicklett said.

Prior to joining the U-M faculty, Nicklett received the Hartford Doctoral Fellows award. Her research focuses on aging, health disparities in chronic disease, social support, social mobility, community effects on health, and food access. Nicklett is

an authority of the social predictors of health outcomes among older adults with type 2 diabetes. Her research projects include examining social predictors of nutritional status (using biomarkers), community determinants of health behavior among American Indian populations, and neighborhood predictors of chronic illness outcomes among older adults.

Nicklett finds that most research on chronic illness focuses on what people do wrong. Her research focuses on social and environmental aspects that shape the circumstances in which people live with and experience their illnesses in their daily lives. She believes this is a model more relevant for social work policy and practice.

Nicklett enjoys the opportunity to do both research and teaching at U-M. “I’m really excited to form interdisciplinary collaborations with other gerontologists and people who focus on health disparities,” Nicklett said. “Since this is also where I earned my PhD, I already have established collaborative relationships that I’m hoping to expand.”

Nicklett believes that one of the most important public health issues at the moment is aging and chronic disease. In social work she realizes that working with individuals is important, but she became most interested in addressing policy and research for more wide-spread change. She encourages incoming social work students to pursue many interests with passion and believes with time they will focus on the areas where they can make a difference in the world.

Outside of academia, Nicklett enjoys yoga, and likes to hike, climb, bike, and spend time with her dog. **M**

Ann-Marie D. Morris, freelance writer



NEW FACULTY

Joseph Ryan

Joseph Ryan was raised in a family with strong roots in social justice. Both of his parents were very much involved in community based initiatives, so when he began his college studies it was no surprise that he was particularly drawn to professions that focused on improving lives—especially the lives of children and families.

After receiving his BS in psychology from the University of Massachusetts, Amherst, Ryan began his professional career working on weekends with adolescents at an alternative school in western Massachusetts. He moved to Michigan and began working in a group home setting, helping youth transition to adulthood. Some of the youth were leaving the juvenile system and others were aging out of the foster care system. “I worked directly with these adolescents helping them plan for and adjust to an independent life,” Ryan explained. “Some of them had supportive families, but most of them did not.”

While working in this environment, Ryan was particularly struck by how often youth returned to these agencies. “We worked with youth for 18 months and thought we had achieved great progress, only to see them struggling in the community and returning to the group home six months later,” Ryan said.

Witnessing youth moving in and out of the child welfare and juvenile justice system sparked an interest in thinking more systematically about programming, research and evaluation. He was encouraged by U-M Professor Oscar Barbarin to pursue graduate studies at the University of Michigan. Ryan completed his U-M MSW in 1996, where he received a

fellowship with Boysville of Michigan, Inc. (now Holy Cross Children's Services). During graduate studies at U-M he had the opportunity to learn about applied evaluation from Sue Ann Savas, MSW, and participated in studies of the juvenile justice system under the guidance of U-M's Rosemary Sarri, PhD.

Ryan is an advocate of using social science to inform public policy. He believes there's a significant divide between the university world, social science research, and

the policy and practice front. “I'm interested in creating partnerships between agencies, states and universities to help bridge this particular gap,” Ryan said.

After earning his PhD from the University of Chicago in 2002, Ryan accepted a faculty position with the University of Illinois' School of Social Work. He worked as a faculty member for ten years teaching classes in child welfare, children and family services, intervention research and program evaluation.

He draws from his previous experience in the field, but continues to spend considerable time in child welfare and juvenile justice settings. “I want to remain connected with the professional workforce and to stay in close proximity to the critical questions on the ground,” Ryan explained. “The experiences and partnerships are invaluable tools for the classroom, and I want my students to also realize how the knowledge developed in the classroom is useful to them in the field.”

Ryan has always been interested in returning to U-M and he's excited about contributing to the work being done at the School of Social Work in both the child welfare and juvenile justice domains. He is involved with research projects and partnerships around the country which focus on youth and families caught between multiple service systems.

“There are amazing scholars across this campus in a wide variety of disciplines. In part I hope to help create effective new partnerships between U-M and state agencies that serve children and families. I want to harness the collective expertise on campus and specifically within the School of Social Work so that we can develop policies and practices that improve the long term outcomes for children and families.”

Ryan is the father of two children, a second grader and a fifth grader, who occupy the vast majority of his non-work hours. His wife, Allison, a Michigan graduate, is also a professor here at the U-M in the combined program of education and psychology. He helps coach youth basketball and soccer and enjoys running, reading adventure novels, traveling and camping. **M**

Ann-Marie D. Morris, freelance writer



“I want to remain connected with the professional workforce and to stay in close proximity to the critical questions on the ground.”

Recent Faculty Publications

Birna Ahmedani, **Brian Perron**, Daniel Roberts, Joseph Glass, Li-Tzy Wu and Michael Vaughn had an article entitled “The Prevalence and Clinical Significance of Inhalant Withdrawal Symptoms in a National Sample” published in *Substance Abuse and Rehabilitation*.

Christina Bares, Fernando Andrade, **Jorge Delva** and **Andrew Grogan-Kaylor** had an article entitled “Examining the Factor Structure of Anxiety and Depression Symptoms Items among Adolescents in Santiago, Chile” published in the *Journal of Society for Social Work and Research*.

Christina Bares, **Jorge Delva**, **Andrew Grogan-Kaylor** and Fernando Andrade had an article entitled “Family and Parenting Characteristics Associated with Marijuana use by Chilean Adolescents” published in *Substance Abuse and Rehabilitation*.

Deborah Bybee and **Mieko Yoshihama** had an article entitled “The Life History Calendar Method and Multilevel Modeling: Application to Research on Intimate Partner Violence” published in *Violence Against Women*.

Barry Checkoway had an article published in *Liberal Education* entitled “New Perspectives on Civic Engagement and Psychological Well-Being.”

Barry Checkoway and **Katherine Richards-Schuster** had an article published in *Public Sociology: Research, Action, and Change* entitled “Youth Participation in Community Research for Racial Justice.”

Colleen Crane, **Daniel Saunders**, Jennifer Kurko and Kristen Barlow had an article entitled “What Attracts Men who Batter their Partners? An Exploratory Study” published in the *Journal of Interpersonal Violence*.

Adrienne Dessel, **Michael Woodford** and Naomi Warren had an article entitled “Intergroup Dialogue Courses on Sexual Orientation: Lesbian, Gay and Bisexual Student Experiences and Outcomes” published in the *Journal of Homosexuality*.

Daniel Eisenberg, **Daphne Watkins** and Justin Hunt had an article entitled “How do College Campuses make Decisions about Allocating Resources for Student Mental Health? Findings from Key Participant Interviews at 10 Campuses” published in the *Journal of College Student Development*.

Jeri Ann Flynn and **Joseph Himle** had an article published in *Treatment Resistant Depression: A Roadmap for Effective Care* entitled “Psychotherapy Strategies for Treatment Resistance Depression.”

Carmen Green, James Jackson, Karen Daniels, **Letha Chadiha**, Olivia Washington and Peter Lichtenberg had an article entitled “Building a Registry of Research Volunteers among Older Urban African Americans: Recruitment Processes and Outcomes from a Community-based Research Partnership” published in *The Gerontologist*.

Andrew Grogan-Kaylor, Hui Huang, Jun Sung Hong and Na Youn Lee had an article entitled “Alcohol and Tobacco use among South Korean Adolescents: An Ecological Review of the Literature” published in the *Children and Youth Services Review*.

Barbara Hanna, Brenda Gillespie, Gregory Hanna, **Joseph Himle** and Katherine Gold had an article entitled “Major Depression in a Family Study of Obsessive-Compulsive Disorder with Pediatric Probands” published in *Depression and Anxiety*.

Denise Herz, **Joseph Ryan** and Yu Ling Chiu had an article entitled “Allegations of Maltreatment and Delinquency: Does the Risk of Juvenile Arrest Vary by Substitution Status?” published in the *Children and Youth Services Review*.

Leslie Hollingsworth, Peter MacFarlane and Stephen Rassi had an article entitled “Is the Life History Calendar a Valid Measure of Child Custody Loss among Birth Mothers with Serious Mental Illness?” published in the *Social Work Research*.

Berit Ingersoll-Dayton's article “The Development of Culturally Sensitive Measures for Research on Aging” was published in *Ageing and Society*.

Berit Ingersoll-Dayton and Jung-Hwa Ha had an article entitled “Moderators in the Relationship between Social Contact and Psychological Distress among Widowed Adults” published in *Aging and Mental Health*.

Lisa Kakinami, **Michael Woodford**, Murali Shunmugam, Peter Newman and Vankatesan Chakrapni had an article published in *AIDS and Behavior* entitled “Correlates of HIV Testing Uptake among Kothi-Identified Men who have Sex with Men in Public Sex Environments in Chennai, India.”

Amy Krentzman, **Brian Perron**, Elizabeth Robinson and James Canford had an article entitled “Predictors of Membership in Alcoholics Anonymous in a Sample of Successfully Remitted Alcoholics” published in the *Journal of Psychoactive Drugs*.

Edith Lewis, LeAnne Silvey, Mareas Murray and Margaret Crosbie-Burnett had an article published in the *Social, Economic, and Environmental Justice for all Families, Groves Monograph Series* entitled “Harriette Pipes McAdoo’s Legacy to Social Justice, Family Scholarship, and Authentic Living.”

Lydia Li and Sara McLaughlin had an article entitled “Caregiver Confidence: Does it Predict Changes in Disability among Elderly Health Care Recipients?” published in *The Gerontologist*.

Bruce Link, **Brian Perron**, Dorothy Castille, Lawere Young and Matthew Epperson had an article entitled “Arrest Outcomes Associated with Outpatient Commitment in New York State” published in *Psychiatric Services*.

Carmen Logie, **Michael Woodford** and Peter Newman had an article published in *Global Public Health* entitled “HIV Vaccine Acceptability and Culturally Appropriate Dissemination among Sexually Diverse Aboriginal Canadians: ‘Five Hundred Years of Mistrust.’”

Anna Nápoles and **Letha Chadiha** had an article published in *The Gerontologist* entitled “Advancing the Science of Recruitment and Retention of Ethnically Diverse Populations.”

Emily Nicklett, Lenore Arab, Luigi Ferruci, Kai Sun and Richard Semba had an article entitled “Fat Mass is Inversely Associated with Serum Carboxymethyl-lysine, an Advanced Glycation End Product, in Adults” published in the *Journal of Nutrition*.

Emily Nicklett had an article entitled “Socio-economic Status and Race/Ethnicity Independently Predict Health Decline among Older Diabetics” published in *BMJ Public Health*.

Hye Joon Park, Jung Sung Hong, **Kathleen Coulborn Faller** and Na Youn Lee had an article published in the *Children and Youth Services Review* entitled “Children Maltreatment in South Korea: An Ecological Systems Analysis.”

Rosemary Sarri had an article entitled “Maintaining and Restoring Family for Women Prisoners and their Children” published in *Working with Women Offenders in the Community*.

Katharene Schoof, Laura Nitzberg and **Mary Ruffolo** had an article entitled “Addressing a Gap: Single Session Family Psychoeducation Workshops for Bipolar Disorder and Depression” published in *Psychiatric Services*.

Michael Spencer, Ann-Marie Rosland, **Edith Kieffer**, Brandy Sinco, Gloria Palmisano, J. Richardo Guzman, Melissa Valerio, Michael Anderson and Michele Heisler had an article entitled “Effectiveness of a Community Health Worker Intervention among African American and Latino Adults with Type 2 Diabetes: A Randomized Control Trail” published in the *American Journal of Public Health*.

Dan Stein, David Williams, Katherine Sorsdahl, **Kristine Siefert**, Natalie Slopen and Soraya Seedat had an article entitled “Household Food Insufficiency and Mental Health in South Africa” published in the *Journal of Epidemiology and Community Health*.

Michael Vaughn, Jeffrey Shook, **Brian Perron**, Arnelyn Abdon and Brian Ahmedani had an article published in the *Journal of Substance Abuse and Rehabilitation* entitled “Patterns and Correlates Illicit Drug Selling among Youth in the United States.”

Charlotte Watts, Claudia Garcia-Moreno, Henrica Jansen, Jessie Mbwapbo, Julia Durand, Karen Devries, Ligia Kiss, Lilia Blima Schraiber, Lori Heise, Mary Ellsberg, **Mieko Yoshihama**, Negussi Deyessa and Yemane Berhane had an article published in *Social Science and Medicine* entitled “Violence Against Women in Strongly Associated with Suicide Attempts: Evidence from the WHO Multi-Country Study on Women’s Health and Domestic Violence against Women.”

Michael Woodford and S. Preston had an article entitled “Engaging Stakeholders in a Meaningful Way in Program and Policy Planning: A Guide for Human Services Managers and Administrators” published in the *Journal of Community Practice*.

Alfred Young Jr. and **Lawrence Root** had an article published in the *Annals of the American Academy of Political and Social Science* entitled “Workplace Flexibility and Worker Agency: Finding Short-Term Flexibility within a High Structured Workplace.”

Recent Faculty Honors and Awards

Susan Crabbs and **Adrienne Dessel's** co-authored article "Placement in Social Justice Education" was published in *The Field Educator*.

Ruth Dunkle was cited in an article for the *Washington Times*.

Larry Grant has been appointed to the School of Art and Design faculty.

Andrew Grogan-Kaylor was quoted in a CNN story on corporal punishment and ways to teach respect, value, and appropriate behavior in children.

Edith Lewis was co-awarded the inaugural Carol Hollenshead Award for Excellence in Promoting Equity and Social Change.

Brian Perron, Linda Chatters, and Robert Joseph Taylor had their research on the use of clergy in the treatment of alcohol use disorders published in the October issue of *Social Work Today*.

Luke Shaefer's op-ed about the Michigan Family Independence Program appeared in the August 21 edition of the *Detroit Free Press*. He also was interviewed on the new poverty estimates that the US Census released in September on the Capital City Recap, WTLS 1320 in Lansing.

Trina Shanks was cited in a recent *Huffington Post* story on residential segregation. She was also selected for the 2010 Marie Overby Weil Award for Outstanding Scholarship in Community and Organizational Practice for her article entitled "Family-Centered, Community-Based Asset Building: A Strategic use of Individual Development Accounts" published in the *Journal of Community Practice*.

Daphne Watkins was named a subject matter expert on mental health and Black men for the Robert Wood Johnson Foundation Human Capital Portfolio, Expert Resources.

Daphne Watkins and **Kristine Siefert** had an interdisciplinary team's study, "Discrimination, Mastery, and Depressive Symptoms among African American Men," featured in *Medical News Today* and BET.com.

Daniela Wittmann had her study on prostate cancer featured on the UPI website.

Bradley Zebrack was featured discussing patient advocates in the fall issue of *Cure Today*.

SAVE THE DATE!

Winkelman Lecture Series

FEBRUARY 9, 2012

The Leon and Josephine Winkelman Lecture Series provides a forum for the presentation of new and emerging knowledge from the social sciences and the helping professions in the field of gerontology, and for the discussion of the application of such knowledge to the development of social policy, the organization and management of social welfare services, and the delivery of social work services.

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Kayla Mason, MSW candidate 2012

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Raising the Profile of SSW on U-M's Campus

SSW CREATES U-M PIPELINE

Katie Richards-Schuster, PhD, beamed during winter 2011 graduation, as the very first class—27 students—graduated from the University of Michigan with a Community Action Social Change (CASC) minor.

As the CASC undergraduate minor director, Richards-Schuster has a great sense of gratification as she works with ever-increasing classes graduating with CASC minors. Since 2010, the CASC minor has over 125 declared students representing undergraduate programs throughout campus.

“Not only does this program increase the visibility of the School of Social Work within the undergraduate campus, but it has also built great alliances for SSW within the entire university community,” Richards-Schuster said.

A committee of SSW faculty, led by Associate Dean Mary Ruffolo, PhD, worked toward developing a newly created model, which provides students with an interdisciplinary set of courses and content focused on aspects of social work. This collaborative effort was developed with support from allied departments and programs across campus.

The primary goals of the CASC minor are to prepare students to:

1. Examine community action and social change using a multidisciplinary framework.
2. Address community action and social change in multilingual and multicultural communities.
3. Integrate social justice values into the community action and social change processes.
4. Engage in service learning opportunities to promote community action and social change.

The CASC minor has also developed a pipeline for exceptional undergraduates to move into the MSW program. Among the 27 students in the first graduating class, eight have matriculated directly to an MSW program.

“Students who take the CASC minor are interested in applying social change to business, medicine, and

law,” said Richards-Schuster. “With the CASC minor, there are no limits to teaching students to think critically about social change, and they leave this program thinking about who they are and how they can apply their class work to whatever they choose to do next.”

In May 2011, the SSW approved a “Preferential Admissions Policy” to allow for juniors in CASC to apply for admission to the U-M SSW. This policy will also strengthen the connection between the CASC minor and the MSW program.

“The CASC minor was the perfect complement to my passion for social justice and work in communities,” said Kelly Pearson, a CASC graduate and an MSW 2012 candidate. “The program introduced me to all the School of Social Work had to offer me. While I had been interested in pursuing a career in social change prior to joining the minor, the experiences I had through the minor fostered my development as a social change agent.”

Since 2009 when the LSA Curriculum Committee officially approved the CASC minor, several additional schools have approved the minor including the Ross School of Business, the College of Engineering, the Ford School of Public Policy, the School of Kinesiology, the School of Art and Design, and the School of Music, Theater & Dance.

“The minor provided me many opportunities to build relationships with faculty, staff, and students within the School of Social Work itself,” Pearson added. “As a result, I felt much more comfortable and knowledgeable upon entering the School of Social Work this fall.”

Katie Richards-Schuster has had numerous accomplishments as an assistant research scientist in the School of Social Work's Program for Youth and Community where her research focuses on youth participation strategies and community-based participatory evaluation with young people. Her newest title as director of Community Action Social Change (CASC) undergraduate minor has led to her work raising the profile of the U-M School of Social Work among undergraduates throughout campus. **M**

Marci Raver Lash is the editor of Ongoing.



Katie Richards-Schuster

Continuing Education

COURSE TITLE	INSTRUCTOR(S)	DATES
The Basics of Starting a Private Practice—Part Two	Karen Hague and John Tropman	Friday, January 20
Sex on the Download	Joe Kort and Russell Stambaugh	Sunday, January 29
Medicare/Medicaid—Its History and Its Future	Thomas Downey	Thursday, February 9
Enhancing Professional Support with Trained, Experience-Based Volunteer Mentors	Judy Levick and Marie Quinn	Friday, February 10
Evidence-based Practice Paradigms for Addictions Treatment	Stephen Wiland	Friday, February 17
Strengths-Based, Solutions-Oriented Assessment and Intervention in Work with Youth and Families	Mary Ruffolo	Friday, February 17
Providing Effective Testimony in Child Welfare	Frank Vandervort	Friday, February 24
How Young Children “Tell” Us Their Feelings	Julie Ribaud	Friday, March 9
Mandated Reporting and Duty to Warn	Nan Hunt	Friday, March 9
Cognitive Behavior Therapy for Pain Management	Elizabeth Haas	Friday, March 30
Culturally Responsive Interventions in Child Maltreatment: Working with Children & Families	Mary Ortega and Abigail Eiler	Friday, March 30
Secondary Trauma and Practitioner Resiliency	Anne Segall	Friday, April 13
Arts & Community Development	Kathleen Nicastrì and Sioux Trujillo	Saturday, April 16
Theory and Practice of Infant Mental Health	Julie Ribaud	Mondays, January 9 & 23, and February 6, 13 & 20
Working with Couples in Therapy	Laura Nitzberg	Thursdays, January 5, 12, 19 & 26, and February 2
Attachment Theory and Clinical Practice through the Life Span	Julie Ribaud	Mondays, January 9 & 23, and February 6, 13, & 20
Adventure/Experiential-Based Therapy	Tony Alvarez	Tuesdays, January 24 & 31, Saturday, February 11, and Tuesday, February 14
Understanding Diversity and Social Justice through Dialogue	Michael Spencer	Friday and Saturday, January 27 and 28
Managerial Supervision in the Human Services	John Tropman	Friday and Saturday, February 10 and 11
Forensic Interviewing of Children	Kathleen Coulborn Faller	Saturday and Sunday, February 18 and 19
Geographic Information Systems (GIS) for Social Workers	Larry Gant	Fridays, February 24, and March 9, 16, 23 & 30
Treatment of Mood Disorders	Kristine Konz	Mondays, March 5, 12, 19 & 26, and April 2
Family Psychoeducation Intervention Work with Adults, Adolescents, Children, and Their Families/Extended Support Networks	James Svensson	Tuesdays, March 6, 13, 20 & 27, and April 10
Cognitive Behavioral Therapy for Children and Adolescents with Anxiety Problems	Daniel Fischer	Wednesdays, March 7, 14, 21 and 28
Immigration Enforcement, Human Rights, and Social Justice	Laura Sanders and Sherrie Kossoudji	March 19 - 21, and Saturday, March 24
Psychological Testing	Steven Foley	Saturdays and Sundays, February 18, 19, 25 and 26
School Social Worker Refresher Course	Steven Foley, Patricia Metz, and Gary Stauffer	Saturdays and Sundays, May 5, 6, 19 & 20

The U-M School of Social Work is an approved provider for social work continuing education with the Michigan Social Work Continuing Education Collaborative, provider MICEC-0003; and the Association of Social Work Boards (ASWB) through the Approved Continuing Education (ACE) program, provider #1212.

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Reach Out, Raise Hope, Change Society

A SOCIAL JUSTICE THEMED CANTATA IN TEN MOVEMENTS

Life passions can bring together some of the most unlikely companions, and yet once they're united, their togetherness seems like the most natural of couplings.

Writing a cantata is a project that's never been embraced by the School of Social Work, then again, celebrating a 90th anniversary isn't anything the school's embarked upon either. But social justice is the lifeblood of the School of Social Work, and in fact, is the focus and the passion of the School's celebration of 90 years of promoting positive change in society.

The anniversary theme *Reach Out, Raise Hope, Change Society* is the celebratory inspiration that caught the attention of composer Bruce Adolphe, a man to be celebrated in his own right, and the University of Michigan community has been enriched by the coming together of music and the message to change society.



Joan Fisch, MSW '67, a U-M alum and aficionado of music, and more specifically of Adolphe's work, suggested commissioning a piece of music to celebrate the SSW's 90th anniversary. Joan, along with her husband Allan, who is a 1965 graduate from the College of Literature, Science and the Arts, generously provided the funds to commission the piece. This led to an unprecedented collaboration between SSW and a musical enterprise.

"My motivation for suggesting a commission," explained Fisch, "is that music is one way that we express ourselves, that we share experiences with others. Music can be healing, celebratory, and can bring people together."

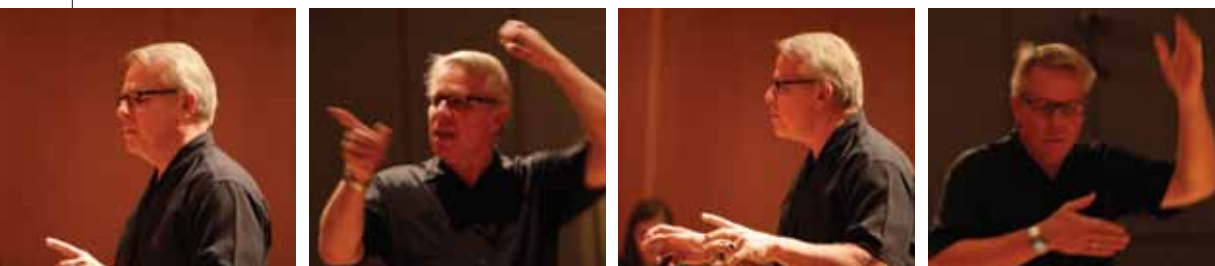
Once the committee reviewed Adolphe's work and defined the message of the piece, the masterful cre-

THIS PAGE: The U-M Chamber Choir rehearses the cantata.

OPPOSITE: Jerry Blackstone, Professor of Music (Conducting) at the U-M School of Music, Theatre & Dance, conducts a rehearsal of the cantata with the U-M Chamber Choir.



“Music is not just entertainment but can also be a statement of social significance, and I hope that that’s clarified with this piece.”



ative process became top priority for the renowned composer, who is based in New York City. Adolphe’s multifaceted career in music is obvious from the positions he holds concurrently: resident lecturer of Lincoln Center’s Chamber Music Society, founding creative director of *The Learning Maestros*, and comic keyboard quiz-master of *National Public Radio’s* weekly radio program *Piano Puzzlers*.

“I write in a very focused way, and I rearrange my life around a project,” explained Adolphe. “When a project like this comes along, it’s best for me to write in a compressed period, then I give the project some distance and come back to it with a more detached sensibility.”

Adolphe has fine-tuned this process for decades and has written works for many of the world’s most renowned artists including Itzhak Perlman, Yo-Yo Ma, Sylvia McNair and the Beaux Arts Trio.

His initial task was to identify text that tells the story about changing society. The cantata is written in ten movements, each allowing for a different mood, and is derived from ten multicultural texts (poems, sayings, proverbs). SSW students and faculty were invited to submit suggestions for inclusion in the text. Fisch wanted this process to be “ground up rather than top down,” and she’s delighted that there was involvement from the SSW.

“The text is the emotional outline,” Adolphe said. “It’s like a script to a show.”

The creative process continues as Adolphe develops the music. There were months of composing for two to six hours each day. He conducted exploratory composing as he collected each new text, building his musical ideas one movement at a time.

“I wanted this piece to have texture,” Adolphe said. “None of the movements sound like the other.”

Within a year, Adolphe had completed the 90th anniversary cantata, always with the intent to follow the theme *Reach Out, Raise Hope, Change Society*.

“Music is not just entertainment,” Adolphe explained, “but can also be a statement of social significance, and I hope that that’s clarified with this piece.”

Adolphe believes his cantata expands the audience with the social justice message, and reaches beyond writing a good score.

“The message of this text lifts this piece to a different level,” Adolphe said.

The University of Michigan Chamber Choir performed *Reach Out, Raise Hope, Change Society* with woodwinds and percussion accompaniment on November 18, to a full house of delighted guests. An afterglow reception for all guests to celebrate the 90th anniversary was a high point for everyone.

“This cantata is one of the most important works I’ve done,” Adolphe said. **M**

Marci Raver Lash is the editor of Ongoing.

Lyrics for Reach Out, Raise Hope, Change Society

All texts used with permission

1. Reach Out, Raise Hope, Change Society

"Reach Out, Raise Hope, Change Society"

University of Michigan School of Social Work

2. The Most Tragic Problem

"...the most urgent, the most disgraceful, the most shameful and the most tragic problem is silence."

Rabbi Joachim Prinz, 1963 speech, March on Washington

3. We Have Become the People

"...even without revolution, we will prevail because we have proven to the world, and to ourselves, that we are not 'fringe elements' or 'special interest groups' or so-called 'minorities.' Without us there is no legitimate majority: we are the mainstream. We have become the people."

June Jordan from "On the Night of November 3rd, 1992" published in *Affirmative Acts, Political Essays*

4. Consider Love

"In a world filled with mistrust, armed to the teeth and ready to explode, a realistic attitude might be to consider love as an imperative need."

Dominique de Menil, at the Rothko Chapel, 1977

5. Chief Joseph

"The Great Spirit Chief who rules above seemed to be looking some other way, and did not see what was being done to my people."

Chief Joseph, "An Indian's View of Indian Affairs." *North American Review* 128:269 (April 1879)

6. Interlude: Change Society for wind quintet

7. If You Live by a River

"If you live by a river, make friends with the crocodile."

Indian Proverb

8. Tell Me

"Tell me and I may forget, show me and I may remember, involve me and I will understand."

Chinese Proverb

9. We Are Free

"We were caught. We were stolen. We were broken. We were murdered. We were slaves. We came to ourselves. We ran for our lives. We headed for the hills. We stood up and lived. We organized our defense. We broke loose. We endured the enslavers no longer. We proclaimed our selfhood. We destroyed the chains of our oppressors. We threw off the bigots, the racists, the evil ones. We rose up. We revolted. We chased off the victimizers, the invaders, the thieves. We lifted up our heads from degradation. We gathered our strength never to be held down again. We refused to bow down. We made our choice. We staked our land and our lives and we stepped forth from the prisons we opened our arms and our mouths and our hearts in great ecstatic



joy and we sang, in spite of all odds in the face of all opposition through much trial and terrible pain and great struggle and deep humiliation our moment has come and we have it after bitter tears after exile and grief after such loss after too much time after so many crushed souls the time is here and now of our desire and our hope and we have come to it we are slaves no more we woke up this morning with our minds stayed on Freedom!

Yes we are awake this and we know that we are you are y'all are she is he is they are thou art I am

Sing, sing out to the great culminating beautiful darkness, sing, sing, the lovesong of human life oh peace oh love oh Freedom,

We are FREE!!!!

Carollia Herron: Excerpt from "Asenath and Our Song of Songs"

10. Reach Out, Raise Hope, Change Society

"Reach Out, Raise Hope, Change Society"

University of Michigan School of Social Work

FROM LEFT TO RIGHT:
Lindsey Rossow-Rood, John Tropman, Steve Whiting, Allan Fisch, Joan Fisch, Jerry Blackstone, Laura Lein, Kenneth Fischer, and Bruce Adolphe.



Excerpt from Reach Out, Raise Hope, Change Society by Bruce Adolphe, published by The Learning Maestros/Keiser Classical

Therapeutic Tools Shine at Ann Arbor Art Fair

An informal group of U-M School of Social Work students hosted more than 150 guests at their first artist showcase “Engage. Liberate. Heal.” during this summer’s Ann Arbor Art Fairs.

During an SSW Multicultural and Gender Affairs (MGA) committee meeting, the group discussed the numerous students and faculty involved in art-based social justice and therapy work. The U-M SSW wasn’t actively involved with the art fair, which typically draws more than one million visitors to Ann Arbor. The MGA felt something significant could be done to share efforts with the broader art community because art has a diverse and profound impact on contemporary social work practice, social justice movements, community organizing efforts, and personal journeys of triumph.

Caitlin Regan and Nicole Frances Williams, both MSW students and MGA committee members, worked closely with MGA faculty members Sandra Momper, PhD, and Larry Gant, PhD, to reach out to students, alumni, and community members to form the SSW Art Fair Committee, with a goal to explore how art is used as a therapeutic tool and mechanism for positive social change.

“My favorite part of working on ‘Engage. Liberate. Heal.’ was working with others who care about art as a healing process,” said volunteer coordinator and MSW student Nikki Amore. “I believe the event was successful because everyone shared this common passion.”

Art submissions came from community programs, such as the Prison Creative Arts Project (PCAP); the Detroit Initiative’s Project One Shot; the Sexual Assault Prevention and Awareness Center (SAPAC); and Best Buddies.

“Engage. Liberate. Heal.” featured programs that were initiated by SSW students, alumni, community members, U-M faculty and submissions coordinator Leila Barbosa’s Expressive Art Group, which she started as an intern at Hope Clinic in Ypsilanti. Individual students also submitted work, as well as local artists such as Lilith Dorr.

“Engage. Liberate. Heal.” developed a wonderful working relationship with South University Art Fair organizers and garnered financial support from the SSW 90th Anniversary Committee, Professor John Tropman, PhD, and Associate Dean of Educational Programs Mike Spencer, PhD. Additionally, the broad social justice theme allowed MSW student and volunteer Brittany Sandefur to reach out to the Graham Sustainability Institute for sponsorship.

The SSW gallery featured more than 30 artists and hosted performances by storyteller and professor Jill Halpern, drummer and singer Frank Bartley III of the Little Traverse Bay Bands of Odawa Indians, and Neutral Zone’s Gayrilla Theatre Troupe. Art lovers used a comprehensive guide to view the SSW standing art collection, which is rooted in a commitment to the human experience, and features work by Frank Stella, Robert Rauschenberg, and Diane Arbus.

“The most pleasantly unexpected moments for me occurred when I first saw the incredible variety of displays throughout the first floor,” said Gant. “... I hope this becomes a regular event for the school.” **M**

Nicole Frances Williams, MSW student 2012

LEFT: Painting by committee member and MSW alumna Leila Barbosa

MIDDLE: Painting by Eve Poole

RIGHT: Some of the Art Fair Committee members showing off all the cheer cards to be delivered to Mott Children’s Hospital. Back row (left to right): Ryan Kubec (program manager SAPAC), Caitlin Regan (MSW August ’11 graduate, co-founder), Brittany Sandefur (MSW student), Dan Doxtater (graphic designer). Front row: Nicki Amore (MSW student), Erin Sehnert (MSW student), Nicole Williams (MSW student, co-founder), Leila Barbosa (MSW alumna April ’11).



Dan Doxtater



Dan Doxtater



Beth Sullivan

New Students Start the Year with Service to the Community

On August 30, the 2011 incoming Master of Social Work class kicked off the school year by volunteering at a variety of human service programs and nonprofit organizations in the community.

As part of the annual orientation activities, over 120 students from the incoming class participated in community service day projects in Ann Arbor, Ypsilanti, and Detroit. At 9 a.m. the buses set out to various indoor and outdoor locations throughout the region where students could begin a full day of getting to know one another and getting to know the community they will be working in for the next two years, and for some, the rest of their lives.

“It was nice to help rebuild something that was destroyed and at the same time have the opportunity to get to know each other,” said incoming student Jessica Bailey, who participated in the project at the Delray Neighborhood House at People’s Community Services in Detroit. The Delray Neighborhood House, located in one of Detroit’s most underserved areas, is a place for the children, teens, and adults of the Delray community to develop physically, academically, and socially. Student volunteers helped rebuild a sculpture garden that had been vandalized and also helped to repaint a wrought iron fence.

When asked about the biggest benefit of having the volunteers work on these projects, Executive Director of People’s Community Services, Tom Cervenak, stated that the [Delray] kids worked really hard on the sculpture garden and when it was vandalized it

U-M SSW volunteers working at the Delray Neighborhood House site.





U-M SSW volunteers getting the job done at Hannan House, Aids Partnership, and Faith Assembly.

was a big blow to the children and staff involved. "The grass started growing higher and higher, the fence started rusting." But the work of University of Michigan's MSW students was "a really great start to putting it back together again."

Mr. Cervenak was not the only community member whose organization was helped by the student volunteers. The volunteers split up among 13 different sites in the community including:

- Hannan Foundation's St. Martha's Commons
- AIDS Partnership
- Greening of Detroit—Manistique Garden and Dequindre Cut
- SOS Community Services—Time for Tots Daycare
- UMHS Child Care Center and Summer Camp
- Peace Neighborhood Center
- Tour of Detroit, Carr Center for the Arts and Gleaners Community Food Bank
- People's Community Services—Delray Neighborhood House
- POWER, Inc.
- Christian Love Fellowship Ministries
- Faith Assembly Church

Many of these agencies have an ongoing relationship with the U-M School of Social Work, serving as field sites and research partners and playing host to Community Service Day volunteers for a number of years. Every year students look forward to helping the Greening of Detroit prepare their community gardens for the fall harvest. This year the students worked to preserve native plant species at the Dequindre Cut native plant site.



"Doing community service really kicks off the excitement and spirit of being in social work," said one student who participated in the SOS Community Services Time for Tots Daycare clean up. Community Service Day is the result of a summer-long coordination by William Vanderwill of the Office of Field Instruction, Erin Zimmer of the Office of Student Services, and Brittany Sandefur, a graduate student staff assistant and current student in the MSW program. "Most students come to the MSW program from a service background, and this is just one more step in that lifelong commitment to community action and social change," said Sandefur.

Cheryl Majeske, volunteer coordinator for SOS Community Services, was grateful for the students' help. "You have no idea how much we appreciate you coming out today. All of the work you guys have done has saved us hundreds of dollars that we don't have, which translates to more money for our program and the children." **M**

Brittany Sandefur is a current MSW student and a graduate student staff assistant in the Office of Student Services.



Putting Tent Cities in Historical Perspective

JEFFREY ALBANESE, PHD STUDENT, SOCIAL WORK/ANTHROPOLOGY



Jeff Albanese was initially inspired to become a social worker through hands-on experience, advocacy work and a natural curiosity, which ultimately led him to anthropological and ethnographic research with tent cities in the United States.

“My curiosity was peaked while working at a food stamp advocacy organization,” Albanese explained. I learned how large bureaucracies really are and that recipients, volunteers and professionals who are administering programs look at issues very differently. My boss had an MSW and shared her ideas

about charity and how it was defined by society, citizenship and what people can expect from their state, and the complicated relationships between clients and organizations supporting them.”

Albanese realized that he wanted to pursue and research these ideas in an academic setting. He came to the University of Michigan because the joint program in anthropology and social work is highly regarded. “The program at U-M engages all my interests. I can explore an issue from both scholarly and practical implications.”

“There is a lot of interesting and important research going on at the University of Michigan. U-M is pushing me to think about ethics, politics and services in new ways.”

Right now Albanese is conducting research in tent cities and discovering how different people understand the concepts of “home” and “shelter.” He is spending a lot of time in dwelling spaces inhabited by those people who do not live in a normative home.

“My research allows me to put tent cities in historical perspective,” Albanese said. “There have been homeless communities in the U.S. since the end of the Civil War and I want to obtain more information about the growing phenomenon of tent cities, and the changes within the camps. These communities aren’t hiding

A Program of Second Chances

JENNIFER CERVI, MSW STUDENT



Jennifer Cervi is focused, determined and knows what’s good for her, and now she’s driven to help others through her field study geared toward students in recovery.

“There are a lot of recovering students who don’t want to center their social life around their recovery group,” explains Cervi, “but that doesn’t mean students don’t want help to get or stay clean and sober. It’s incredibly difficult for students with drug and alcohol addiction to fend for themselves on campus.”

Students age 18 to 24 are the fastest growing demographic among Americans seeking treatment for substance abuse, according to the Substance Abuse and Mental Health Services Administration. The numbers of students in that age range vying for help more than doubled during the decade ending in 2009.

“What students really want, particularly if they’re newly sober, is a place to be together, to have fun and not have the temptations of drinking and drugs in a social situation,” Cervi said, “and that’s been my field study focus.”

Cervi initiated conversations to create a support system for recovering students with Mary Jo Desprez, an administrator for the University’s Alcohol Policy and Community Initiatives Program. This summer Cervi was wholeheartedly involved as the University of Michigan launched the Michigan Collegiate Recovery Program, which is already serving hundreds of students through counseling, self-help recovery courses and alcohol- and drug-free activities to help students adjust to sobriety and campus life

Cervi has created a field study niche as she works closely with University Housing to identify recovery housing for those new to the campus, or newly in recovery. Thanks to Cervi, the University Housing application offers a separate housing option for students in recovery.

“You can’t put a student into a living environment with round-the-clock partying temptations when they’re 30 days sober,” Cervi said. “This is a program of second chances, and we want students to be academically successful and successful in their recovery. Being a part of that is the most gratifying thing I do!”

Not only has she secured designated recovery space, which gives the students a place to hang out on campus, but she helps students find recovery meetings, therapists, and even provides the building blocks of a healthy community by driving them to her favorite yoga studio.

“...I want to obtain more information about the growing phenomenon of tent cities, and the changes within the camps. These communities aren’t hiding their existence, in fact, many are working toward obtaining formal legal recognition.”

their existence, in fact, many are working toward obtaining formal legal recognition.”

Albanese’s field study is primarily focused on tent cities in the Midwest and his research will continue to build on the National Coalition for Homelessness, which profiles homeless communities throughout the United States.

He was awarded the 2010–11 Clara P. and Larry E. Davis Scholarship, which allows him to continue his studies. “My scholarship has afforded me the time I need to thoroughly conduct my research. I would not be able to complete ethnographic research in tent cities and hold down a full-time job.” **M**

Marci Raver Lash is the editor of Ongoing.

“There are a lot of recovering students who don’t want to center their social life around their recovery group, but that doesn’t mean students don’t want help to get or stay clean and sober. It’s incredibly difficult for students with drug and alcohol addiction to fend for themselves on campus.”

Cervi’s success with the U-M student recovery program has been garnering plenty of media attention including the *Wall Street Journal* and the *Chronicle of Higher Education*.

An April 2012 graduation spurs her on to the next steps of her career and her passion, which ideally would lead her to growing the student recovery program at the University of Michigan and building relationships with other universities. **M**

Marci Raver Lash is the editor of Ongoing.

Fall 2011 / Winter 2012

Dissertation Defense

» ALICE GATES

Social Work and Sociology

TRANSFORMING THE CITIZENSHIP GAP: UNDOCUMENTED IMMIGRANTS, WORKER CENTERS, AND “THE RIGHT TO HAVE RIGHTS”

Alice has accepted a visiting assistant professor position at University of Portland.

» M. TERESA GRANILLO

Social Work and Psychology

MENTAL HEALTH AND SERVICE UTILIZATION AMONG LATINA COLLEGE STUDENTS

Teresa has accepted a tenure track faculty position in the School of Social Work at University of Texas, Austin.

» SARAH JIREK

Social Work and Sociology

POSTTRAUMATIC GROWTH IN THE LIVES OF YOUNG ADULT TRAUMA SURVIVORS: RELATIONSHIPS WITH CUMULATIVE ADVERSITY, NARRATIVE RECONSTRUCTION, AND SURVIVOR MISSIONS

Sarah has accepted a tenure track faculty position in the Sociology Department at The University of Tampa.

» KRISTIN SCHERRER

Social Work and Sociology

THE INTERGENERATIONAL FAMILY RELATIONSHIPS OF GRANDPARENTS AND GLBQ GRANDCHILDREN

Kristin has accepted a tenure track faculty position in the School of Social Work at Rutgers, the State University of New Jersey.

» LIYUN WU

Social Work and Economics

THREE THESES ABOUT THE SOCIAL DETERMINANTS OF CHILDREN AND ADOLESCENTS’ HEALTH BOTH IN CHINA AND THE U.S.

Liyun has been offered tenure track teaching positions at two Chinese universities, and is still in negotiations.

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Catherine Clement, MSW candidate 2012

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DONOR PROFILE

William Cabin, MSW '04



Bill Cabin describes himself as “a man on the go 24/7.”

This significant donor to the University of Michigan School of Social Work engages in a mind-boggling array of teaching activities in his third career — the one he owes to U-M SSW. He teaches full-time at the Richard Stockton College in Galloway, NJ and is an adjunct professor at New York University, Hunter College, State

University of New York-Stony Brook, and Long Island University-Brooklyn. In addition, he is a doctoral candidate in public health at City University of New York (CUNY).

When he gets this doctorate, it will add to an impressive list of degrees. “In addition to my University of Michigan MSW, I currently hold a law degree from New York University; a master’s degree in sociology from the New School for Social Research; and a PhD in social work and a master’s degree in public health, both from CUNY,” he said.

Yet he still finds time to keep up with his partner and co-donor Susan Havens Lang; his son Chris, who is an aspiring writer and film critic; his two-year-old granddaughter Natalie; and of course, University of Michigan football. He is also a Pittsburgh Steelers fan, having grown up in Pennsylvania.

“This school has great professors and a supportive environment that I have learned to replicate in my teaching philosophy and in how I live generally.”

Not everyone can claim three impressive careers, but Cabin can. In his first career, he worked with the New York City government and the state government, too, including 10 years on the staff of former governor Mario Cuomo. In his second career, he was an executive, a consultant, and a researcher in the field of home care and hospice. Downsizing impacts people at all levels, however, and in mid-life, Cabin found himself at loose ends, seeking a new direction. Michigan provided the change he was looking for.

The University of Michigan gave Cabin more than just a degree that enabled him to move into academia. “This school has great professors and a supportive environment that I have learned to replicate in my teaching philosophy and in how I live generally,” he said.

Cabin earned his MSW in 2004. When asked why he chooses to donate to the school, he said, “U-M SSW was pivotal in turning my life around. After being downsized out of my job, I was unemployed for a year and looking for a way to reconfigure myself. U-M SSW allowed me to enter academia as a means to teach, do research, and earn a living, all at the same time. Also, I believe that you should give back when you have benefited from what someone else, or an organization, has given you.”

He and his long-time partner Susan first established an expendable field placement grant and then, over this past summer, they decided to endow it. Cabin has also been providing \$5000 for the last few years as a matching incentive for the Alumni Board of Governors Fund.

“I want students to broaden their world view by being able to do work nationally and internationally while at U-M SSW,” he said. “I also want to help limit the burden students feel when they are simultaneously doing field work, taking courses, and maintaining a personal life.”

The Cabin Havens Grant Fund provides field stipends to support MSW students with significant financial need and field placements in southeast Michigan. It is named in honor of two fathers — Vern Havens and Saul Cabin. Both men were born poor, but believed that practicing a strong work ethic and treating people fairly were the keys to a successful and meaningful life.

If he were advising a young social worker just beginning a career, Cabin would say: “Don’t be rigid. Get out there and get some experience to sort out your real skills, needs, and interests. Once you do that, go for what you want with vigor.”

Good advice for all, from a man who has done just that. **M**

Jo Ellen Roe, freelance writer

ALUMNI PROFILE

William R. Miner, Class of '50



William R. Miner earned an MSW with a major in community organization and administration from the University of Michigan School of Social Work while the school was in Detroit and known as the Institute of Social Work. Miner's degree prepared

him for a career that spanned oceans, continents, and nearly five decades.

Much of the work Miner did throughout that career involved starting something new. "The most essential part of my work was at the village level," he said. "I helped villagers realize and use their own strengths and resources in making a better community. What fun to see the pride they felt when they built a better road into the village, constructed a one-room school, or protected a drinking water source."

"The most exciting of these assignments was four years in Kenya. I participated in the birth of Kenya as a nation..."

During Miner's years at Michigan, he was graduate assistant to several prominent early staff members: the casework faculty, Professors Eleanor Crane and Clarice Freud; Dr. Arthur Dunham, professor of community organization and administration; and the Institute director, Robert Kelso. A fieldwork assignment placed Miner with the Council of Social Agencies of Metropolitan Detroit. Upon graduating, he hoped to be the first African-American in a professional staff

position there. Professor Dunham advocated for him, but it was not to be.

Miner's career in developing urban communities began when he became the first neighborhood health educator for the Marion County Tuberculosis Association in Indianapolis, IN. During his three years there, he worked with community groups to stage health service programs, such as mass x-ray screenings and cleanup drives.

Miner's urban focus continued during his three years as director/coordinator of the Cass Community Pilot

Project in Detroit. He coordinated the work of more than 40 public and private health, welfare, recreational, religious, and educational organizations. "I had no budgetary or administrative authority," he said, "I had to encourage and convince people."

Miner's efforts significantly increased the level of service provided to 10,000 residents of a public housing project. The Cass Community work garnered local and national attention, and later proved to be a forerunner of the national War on Poverty.

On the global front, Miner first worked two years in an Arab village in Israel for the American Friends Service Committee to help modernize agricultural practices. In his next international assignment, he served as the United Nations Community Development Expert to the Government of Liberia. In 1960, he began working for the United States Agency for International Development (USAID). For the next 38 years, he served in various capacities, in both Washington, D.C. and overseas. His overseas postings as community development advisor to national governments included Kenya, Korea, Tanzania, and Togo.

"The most exciting of these assignments was four years in Kenya," he said. "I participated in the birth of Kenya as a nation, helping create a national community development program and training native Kenyans to staff and administer it."

Other USAID assignments were as U.S. representative to meetings in Geneva, London, Paris, Rome, Manila, Mexico City, Tokyo, Rio de Janeiro, Vancouver, and the United Nations in New York City. Miner also served in the geographic bureaus for Africa, Asia, and the Near East. He was the original and only director of the Office of Urban Development for 10 years. When he officially retired in 1998, he was a social science analyst in the Bureau for Population and Health.

Miner never stopped learning and sharing his expertise with others. He received an honorary LL.D degree from the College of Wooster in Ohio in 1969 and earned a doctorate from Brandeis University in 1976. His dissertation examined the role and relevance of USAID's technical assistance program in U.S. foreign policy. Throughout his career, he lectured at various schools and organizations and mentored graduate students in social work and other fields.

Miner remains active today at the age of 87. He is currently reading the 3,000 letters he wrote his mother over 46 years. He did not know she saved them. Miner is sharing many of the letters with friends who are still living, and/or with their families.

"One of these days," he said. "I really am going to retire!" **M**

Jo Ellen Roe, freelance writer

Class Notes

'40s

ROBERT HILLER, MSW '48, recently published a professional memoir titled, *Getting Results—Fifty Years of Opportunities and Decisions*. A description of the book can be found at www.poplarstreetpress.com/9501.html.

'60s

ILGA B. SVECHS, MSW '60, received the "Cross of Merit" from her native country Latvia during a ceremony attended by State Department officials, held at the Library of Congress in Washington, D.C. The Latvian "Cross of Merit" is the highest civilian award given.

ANNE PETROVICH, PhD, LCSW, MSW '65, is an associate professor, Department of Social Work Education at California State University, Fresno, CA. She recently published her first book *Strengthening the DSM: Diagnosing for Personal and Cultural Resilience*. The publication is intended for use by clinicians, supervisors and educators who use the DSM. Free exam copies can also be ordered from the publisher at www.springerpub.com/pages/Exam-Copy-Request. The ISBN is 978-0-8261-1881-3.

'70s

JAMIE CHAHIN, MSW '75, PhD '77 in education, was recently honored by the San Marcos CISD board of trustees for his commitment to academic excellence through his programs Caminos and Caminitos. More information on the recognition of Dr. Chahin can be found at www.smcisd.net/news.cfm?story=1200.

ADELINA ORTIZ DE HILL, MSW '72, was recently honored with a nomination as one of Santa Fe, New Mexico's Living Treasures. Adelina served as the Medical Social Services Director at St. Vincent Hospital and helped to start the first hospice center in Santa Fe. Most recently, she co-founded Voces de Santa Fe to preserve the history and stories of northern New Mexicans. For more information, visit www.sflivingtreasures.org.

RANNA HANSEN LEVOIR, MSW '74, recently moved from Minnesota to Downers Grove, IL. While living in Minnesota, Ranna worked as a school social worker and dairy goat farmer.

JULIANNA PADGETT, MSW '79, recently was named assistant dean at Tulane School of Social Work in New Orleans. Julianna is also president, Alliance for Affordable Energy; treasurer, Community Mediation Services, Inc.; and appointed to the city wide task force for a neighborhood participation plan for the City of New Orleans.

MARTIN A. PREIZLER, MSW '70, is the dean of the School of Business at Edgewood College in Madison, Wisconsin.

BARBARA RACHELSON, MSW '79, is the executive director of Vermont's Lund Family Center. Barbara previously worked as the executive director of the Michigan Network of Runaway, Homeless and Youth Services. Barbara lives in Burlington, VT with her family.

'80s

BLANCA ALMANZA, MSW '86, recently was presented with a Founders Award from the Chicano Boricua Studies. Blanca currently serves as the executive director for Latin Americans for Social and Economic Development (LA SED), Inc. in Detroit.

RAMI BENBENISHTY, PhD, MSW '81, is the recipient of the Landau Prize for Research in Social Work, and was honored for his achievements during a special ceremony in April at the Peres Center for Peace in Tel Aviv. He is the head of research and evaluation at Haruv Institute and a professor at the Louis and Gabi Weisfield School of Social Work at Bar-Ilan University in Israel. His research involves monitoring children and youth at risk, and violence in the school.



Rami Benbenishty

JUDY EBERSOLE, MSW '88, completed her PhD in social welfare from the University of Kansas this spring. Her dissertation was entitled, "The Working Alliance and the Use of Interpreters." Judy has been a school social worker in the public school system since 1989, is active in the Kansas School Social Work Association, and is teaching at the School of Social Work at Wichita State University.

SUSAN MORALES, MSW '87 was published in the *Huffington Post* on June 20, 2011. www.huffingtonpost.com/susan-morales-msw/meditation-benefits_b_878763.html The article is titled "Meditation: The Elixir for All Our Mental Ailments?"



Ilga B. Svechs

'90s

RANDY ROSS, MSW '94, was named manager, Philanthropic Services for the Community Foundation for Southeast Michigan. In his new position, Randy will be responsible for a wide range of asset and program development activities with the primary goal of developing and securing necessary major financial support for the Community Foundation. He will also be interacting with existing major donors and other nonprofit organizations, including the development of education programs, to ensure the continued satisfaction of these constituents. Randy will also be responsible for management of Philanthropic Services operations and staff.

IN MEMORIAM

Sandra B. Besig, MSW '74, April 10, 2011	Dale Lee Rice, PhD, MSW '60, February 15, 2011
Karst J. Besteman, MSW '56, August 16, 2011	Melvin E. Ruokolainen, MSW '80, March 7, 2011
Salvatore A. Bordonaro, MSW '68, March 11, 2011	Frank J. Schuch, MSW '68, December 30, 2011
Alan D. Brown, MSW '80, August 20, 2011	Isabel D. Sellon, MSW '67, April 1, 2011
Louise L. Sally Brown, MSW '57, April 22, 2011	James C. Sharp, MSW '60, April 24, 2011
Dolores Thomas Buckley, MSW '51, May 1, 2011	Jane Kelsey Steeh, MSW '67, May 21, 2011
Virginia Cobb, MSW '54, April 19, 2011	Evelyn M. Stinchcomb, MSW '54, August 23, 2011
Elizabeth Dexter, MSW '54, April 18, 2011	Ralph C. Stribe, MSW '76, December 24, 2011
Ruth J. Doane, MSW '69, May 30 2011	Christie A. Tabacchi, MSW '82, November 17, 2011
Glen J. Erard, PhD, MSW '52, February 27, 2011	John Milo Terry, MSW '71, June 5, 2011
Russell A. Hendrick, MSW '52, February 15, 2011	John A. Tibbits, MSW '62, July 14, 2011
Harry R. Hiltner, MSW '56, May 12, 2011	Glenda J. Tremewan, MSW '82, April 5, 2011
Freda E. Kelley-Bertocci, MSW '82, December 4, 2010	Gerald Vander Tug, MSW '55, May 3, 2011
Brunette B. Macklin, MSW '73, April 14, 2011	Lynne A. Weinberg, MSW '72, June 17, 2011
Jesse F. McClure, MSW '69, February 21, 2011	Beverly A. White, MSW '78, August 23, 2011
Shelia L. Murphy, MSW '66, July 13, 2011	Nathaniel T. Woods, MSW '72, March 26, 2011
Reyes J. Osuna, MSW '89, January 23, 2011	

'00s

ANGELA BURCHARD, MSW '08, is currently the program manager of Home of New Vision's short term residential treatment center. This program opened in October 2010 and provides a supportive and welcoming atmosphere in which residents will gain a stable foundation for recovery, connect with the community and receive continuing after-care services.

BILL CABIN, MSW '04, was admitted to the City University of New York doctor of public health program and began studies in fall 2011.

ANDREA M. CARROLL, MSW '01, is currently the director of Care Management Services for Shared Care Services, a wholly-owned subsidiary of Evangelical Homes of Michigan. Care management is a growing profession, answering the needs of the increasing ageing population by assisting older adults and their families to develop short and long-term care plans.

MARJORIE MCBRIDE, MSW '10, has recently been working as a resident services coordinator at Dwelling Place in Grand Rapids, MI. The apartment project's residents all have a disability and were homeless immediately prior to moving into the housing development. Marjorie also volunteers with the Grand Rapids Red Project.

BRAD WATERS, MSW '04, recently completed a professional coach training course and subsequently started his own practice providing personal development coaching with clients nationwide. This year, Brad was also invited to be a blogger on Psychology-Today.com's panel of experts where he writes the blog "Design Your Path."

To inquire about submitting a photo with your class note, please email ssw.development@umich.edu. Visit our website at www.ssw.umich.edu and enroll in our online alumni volunteer directory and database.

Lower Level Renovation

The new lower level atrium features a clinical re-enactment suite, a distance learning lab, additional classrooms to accommodate expanded continuing education programs, laptop checkout, and updated spaces for student interaction and study.

