

ISSUE SIX
2021

AHEAD


Social Work Research at the University of Michigan

celebrating
our centennial

100



SCHOOL OF SOCIAL WORK
UNIVERSITY OF MICHIGAN



In August 2021, with lots of masks, a dedicated faculty, staff and student body, and the help of a U-M health check-in app called ResponsiBLUE, the School of Social Work reopened its building and celebrated its hundredth year in style and in person. At Homecoming, we really were able to come home, and we were able to present a full schedule of in-person centennial events — including many that reflect the diversity and vigor of our research program.

The seeds for a research agenda at the School were planted 70 years ago, when Fedele Frederick Fauri became dean, and we moved from Detroit to 320 East Washington in Ann Arbor (today the site of the U-M Modern Languages Building). In 1957, the creation of the Joint PhD Program in Social Work and Social Science sharpened our research focus. Many research faculty in the years since have been graduates of the Joint Program. Today, as we celebrate our centennial, research faculty number more than 60. On page 10 we present an overview of this group, and on the following pages they introduce themselves and their research individually. We thought this was the best way to celebrate our past: by surveying our present, with all its implications for a great future.

Table of Contents

Welcome	4
Our People	5
By the Numbers.....	6
"I found a home here" Candace Terhune-Flannery Looks Back Over Two Decades at the School of Social Work	8
Research 2021	10
Faculty Research	11
Research Focus: Anti-Racism	19
Research Focus: Covid-19.....	29
Clinical Faculty	30
Research Scientists.....	34
Research Focus: Social Work and the Arts.....	35

AHEAD
Social Work Research at
the University of Michigan

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M **SCHOOL OF SOCIAL WORK**
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100



welcome



For this Centennial issue of *AHEAD*, we decided to be true to our title and look, as stated on our cover, ahead.

First, though, a (quick) look back.

Over the years, the research accomplishments of our faculty have been many and significant. Research first became a priority at the School of Social Work in the early 1950s, under Dean Fedele F. Fauri. Up to that time, U-M's Institute of Social Work, as it was then called, dedicated itself primarily to the training of frontline workers, including administrators, in social welfare. This was and remains critically important, a *raison d'être* of our School or any school of social work.

When the Institute gained the status of a school, Fauri and many others saw us also as creating more scientific knowledge in social work that could inform other disciplines as to how to think about (conceptual contributions) and develop solutions (individual and structural interventions) to social problems affecting marginalized populations. In the 1951–52 school year, Research in Social Work was offered as one of four possible specializations for second-year students. The 1950s saw the hiring of many faculty with PhDs in social work or social science, culminating in the creation of the School's own Joint Doctoral Program in Social Work and Social Science in 1957. Over the years, many graduates of the Joint Program were hired as faculty at the School, and their work is highlighted in the coming pages.

In this issue of *AHEAD* we look at what our research faculty are doing right now, today. Within the last decade, our tenure-track faculty has become even more productive — more grants and more publications — and so this issue of *AHEAD* is also a look at our research future. In the pages ahead, we highlight key contributions already made with an eye toward the scholarly work that lies ahead. We will still grapple with social issues of the past while addressing those of the 2020s: climate change, water shortage, the rise of racism, xenophobia and fascism across the globe.

Our faculty have been conducting research that is more explicitly about addressing racism and social injustice, and also research that integrates the arts in behavioral

(micro-level) intervention and in advocacy (macro-level). A review of what our research faculty are studying today and their key contributions to their specific areas of research begins on page 10. You will find the faculty an impressive group, and I believe we can be proud of their achievements as they and their collaborators take us into our second century. We are also proud about how faculty have responded to the COVID-19 pandemic and have contributed scientific knowledge in this new area of inquiry. An overview of our research faculty's response to COVID-19 can be found on page 29. The pandemic and its consequences have of course become yet another critical area of research as we go forward.

It is with a heavy heart that, with this issue, I say goodbye to Dean Lynn Videka, who is retiring at the end of 2021. Lynn has made an enormous difference to our School and to the University. Her steady hand, clear vision and mission and commitment to social justice have helped the Research Office stay on course in supporting research that advances social justice. On a personal note, I thank Lynn for believing in my capacity to manage and grow the Research Office and for appointing me to several committees both local and national, where I can integrate my anti-racism mission and my social justice and gender-affirming values. I look forward to working with my colleague Professor Joseph Himle as he steps into Lynn's shoes as our interim dean. Joe's knowledge of our school will keep us moving in the right direction as we await our next dean.

Over the past four years, the activity of our research office has increased dramatically to reflect researchers' new interests and activities. Our staff has grown in number and expertise, and this is due to Dean Videka's forward thinking and support to research. You will find an introduction to the people in our office on the next page, followed by a review of our operations "by the numbers." On page 8, we pay tribute to one of our longest-serving colleagues, Candace Terhume-Flannery, who next spring will retire after more than 20 years of service to our School and to our research operations in particular.

I hope you enjoy this issue of *AHEAD*. This has been a challenging time, and yet the challenges have been fascinating — and, as we have marked our centennial, this has been a celebratory time as well.

Rogério M. Pinto, PhD
Associate Dean for Research and Innovation
University of Michigan School of Social Work

our people

The University of Michigan School of Social Work Research Office

ROGÉRIO M. PINTO, ASSOCIATE DEAN FOR RESEARCH AND INNOVATION

CANDACE E. TERHUNE-FLANNERY, ASSISTANT DEAN FOR ADMINISTRATION AND OPERATIONS



Ryan Bankston is our new Director of Administration, Finance, and Operations. He joined the School of Social Work in April 2018 as IT Director, having worked for U-M since 2010 in various roles at the College of Literature, Science, and the Arts and at the University of Michigan-Dearborn. Ryan has worked for or attended all three University of Michigan campuses, having earned his MS in Computer and Information Systems from the University of Michigan-Flint, following a BS from the Rochester Institute of Technology.



Jodi Caviani joined the SSW Research Office (SSW-RO) back in March 2019 and is the Research Administration Senior Manager for the SSW-RO. She has been with U-M since 2012, working in research administration, obtaining her CRA in December 2018. Jodi has a BS in both psychology and sociology from Drury University. In her spare time, she enjoys spending time with her two children and husband, following Michigan Football and doing household renovations. Go Blue!



Amber Farmer joined the SSW Research Office as a Research Administrator Senior in August 2021. She graduated from EMU with an MSA and started as a reporting accountant in Sponsored Programs shortly after. Amber then went to the Clinical Trial Support Office where she handled the Post Award for 100+ projects in the Medical School. She spent four years there ultimately becoming a Senior Research Administrator. In her spare time, Amber spends time with her family, travels domestically and enjoys hiking and playing with Mosby, her dog.



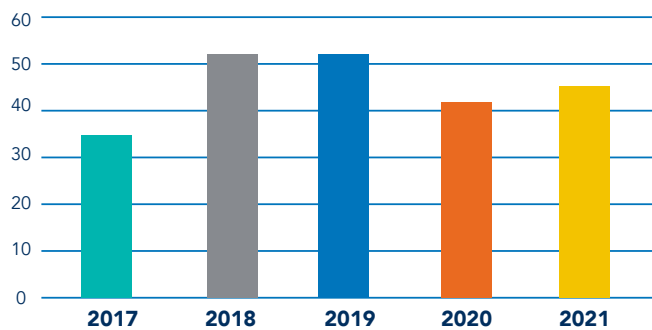
Heidi Madias joined the SSW-RO as a Research Administrator Senior in August 2021 and also holds her CRA certification. Heidi grew up in the area and is a U-M graduate with a degree in mathematics and a minor in psychology. She returned to her alma mater in 2006, and has been working in research administration since 2008. Outside of work, she enjoys reading and walking, and lives by the motto to always "dance like nobody's watching."



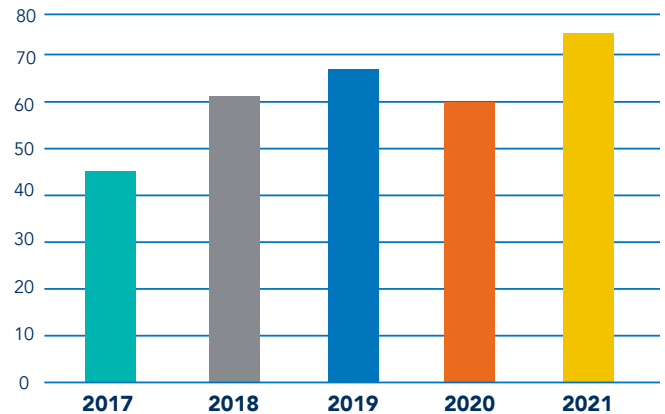
Jody Wolfe joined the School of Social Work as budget manager in 2021, after serving as the director of finance for the National Council of Teachers of Mathematics in Reston, Virginia. She has also worked as a fiscal operations manager at American University. She holds an MBA from George Mason University and a BA from Michigan State University. ■

BY THE *Numbers*

Total Proposals Awarded
FY 2017-2021



Total Proposals Submitted
FY 2017-2021



Total School of Social Work Awards

FY2017
\$5,752,960

FY2018
\$2,681,754

FY2019
\$3,356,464

FY2020
\$3,890,198

FY2021
\$2,674,653

**Total Research Expenditures,
Federal**

FY 2017	\$2,809,954
FY 2018	\$2,830,863
FY 2019	\$3,002,067
FY 2020	\$3,253,820
FY 2021	\$2,827,181

**Total Research Expenditures,
Non-Federal**

FY 2017	\$1,257,886
FY 2018	\$1,821,808
FY 2019	\$1,729,677
FY 2020	\$1,349,588
FY 2021	\$1,340,553

**Total SSW Indirect Costs
Recovered, Federal**

FY 2017	\$492,196
FY 2018	\$548,118
FY 2019	\$514,975
FY 2020	\$558,477
FY 2021	\$587,709

**Total SSW Indirect Costs
Recovered, Non-Federal**

FY 2017	\$166,060
FY 2018	\$247,973
FY 2019	\$227,974
FY 2020	\$108,311
FY 2021	\$171,998

“I found a home here.”

CANDACE TERHUNE-FLANNERY,
OUR ASSISTANT DEAN FOR
ADMINISTRATION AND
OPERATIONS, LOOKS BACK OVER
TWO DECADES AT THE SCHOOL
OF SOCIAL WORK

“**T**he leaders at the School of Social Work are invested in the whole school,” says Candace Terhune-Flannery, for more than 20 years our Assistant Dean for Administration and Operations. “It’s about social work, it’s all about social justice. I have always had those beliefs and values, and at the School of Social Work I have really been able to see and participate in the way they interact.”

In March 2022, Candace, a meticulous and dedicated supporter of the School’s Research Office, will retire. Her profound dedication to the school, to social work, to research and to the creation and perfection of administrative systems have made her legendary here. (If you can’t imagine the School without Candace, be assured you don’t have to—yet. She will still put in a few hours a week through the end of next year.) For the research office, Candace reviews project budgets and changes to the distribution of faculty and staff effort on project grants, and ensures that it is all within budgets and that her office is supporting faculty course buyouts and summer funding. Says our current Associate Dean for Research and Innovation, Rogério M. Pinto, “Candace has a keen eye for detail and a terrific capacity for developing system to help our grants managers manage pre- and post-awards, and thus support our great productivity.”



Candace came to Ann Arbor from Louisiana as a child. Her father, a construction worker, guessed he would find more work here than at home. He was right. The University of Michigan would become a steady and supportive employer to both father and daughter. Candace's father, in fact, admired some of the things about the University that Candace admires today. "He always said the University was willing to be innovative in its construction," she recalls.

Candace began her higher education at the U-M School of Nursing, but after a year went to be with her mother back in Louisiana (her father was working in Alaska by then). She spent time in the U.S. Navy, in cryptographic communications, then returned to U-M for a degree in mathematics and an MBA with a concentration in Information Systems. She was soon employed by U-M as the clinical and finance/IT administrator for the Department of Pediatrics at Michigan Medicine. Her next stop was the College of Engineering, which she enjoyed because it got her involved with students. "I was really into information systems by then," she says, "and I designed a platform for the College of Engineering distance learning operation. I realized that, whether you are billing patients for services or students for tuition, it's all information, and we all must share it appropriately." Soon, though, she decided it was time to be a unit administrator, and she interviewed with then-dean Paula Allen-Meares. "Paula made me feel the importance of the school," Candace recalls, "and I realized I was really going to be able to make a difference here."

Today, Candace is responsible for Social Work's IT, facilities, finance, student administration and all information systems. "I started out wanting to be a nurse, a caregiver," Candace reflects. "Social work allows me to have that spirit of caretaking in my environment and still do the administrative work at which I excel."

"Excel" might be an understatement. Says Jorge Delva, associate dean of research from 2010 to 2015,

"With her organizational and analytical skills, her incredible work ethic and her attention to detail, Candace created systems that made our Research Office as efficient and effective as it could possibly be. She brings order to chaos, clarity to messiness and a can-do attitude."

"I am a solid support person," Candace explains.

"I provide the School's leadership with the best information I can so the administration can make the most informed decisions. I want faculty to know they are taken care of. For the Research Office, this means paying them correctly from their projects, getting their proposals submitted on time and not sending money back to the sponsors. My office totally supports research faculty, so they don't have to think about the financial nuts and bolts of their grants." Says Robert Taylor, associate dean for research from 2003 to 2010, "Candace is a spectacular administrator. She and her team were responsible for modernizing many of the human resource and management tools in the School of Social Work."

"I want faculty to know they are taken care of. My office totally supports research faculty, so they don't have to think about the financial nuts and bolts of their grants."

Thinking of the advice she has given mentees over the years, Candace says, "I have always believed it's good to do different things and challenge yourself." Then she laughs and asks, "So why have I been in this one place for 21 years? Well, it's because I found a home here with the faculty and the mission of the School and have developed such wonderful systems, I don't want to leave them!"

But leave them she will—mostly. And what will she do in retirement? She and her husband bought a motor coach and plan to visit friends coast to coast, with strategically planned stops at as many national parks as

possible. "I wanted to retire while I still had the desire to have fun," she says. "I want to really enjoy the next chapter in my life."

"Candace's retirement is a big loss for Michigan Social Work," says Pinto, "and we will miss her—I certainly will. But it is time for her to devote more time to herself, after all she's given to us and to the institution." ■

RESEARCH 2021

As part of the School of Social Work's (SSW) Centennial celebration, the Research Office, in collaboration with the SSW Marketing and Communications team, collected information from our entire governing faculty, including tenure-track and clinical faculty and research scientists. The goal was to produce a panoramic view of our research landscape on our hundredth anniversary. We asked faculty to identify the most representative populations and content areas for their current research, and to briefly describe their key contributions to this population/area of research. The result shows that our faculty's research agendas specifically address all three themes of the Centennial: social justice; the School's past, present and future; and social work and the arts.

Our colleagues are collaborating not only among themselves but with others across disciplines and institutions in the US and abroad. Our research shows how the school has supported, particularly in the past five years: team-based and individual research; growing a diverse scholarship portfolio that makes a strong societal impact; and advancing diversity, equity and inclusion through knowledge development that emphasizes social justice through public, engaged scholarship, research and dissemination. We are excited about the growth in our research expenditures and the corresponding expansion of our scholarship touching on myriad psychosocial and community needs. We hope you enjoy discovering all the innovations described below.

FACULTY RESEARCH



Cristina B. Bares

Associate Professor of Social Work

Population: Children, youth

Content: Substance use and misuse, health and mental health, child and family well-being

My federally funded research seeks to understand the multiple etiological factors — spanning genetic, individual, familial and contextual levels — that give rise to mental health and substance use problems in childhood and adolescence. Because human development is the result of interactions between various systems, I examine the etiologic factors that lead to the development of problem behaviors in children and adolescents by taking an interdisciplinary approach that considers the simultaneous development of comorbidities, and accounts for gene-environment interactions both within the family and in the broader social context.

Lindsay A. Bornheimer

Assistant Professor of Social Work

Population: Adult clients and mental health providers

Content: Mental health, suicide prevention, evidence-based interventions and implementation science

My research focuses on increasing our understanding of suicide risk and preventing suicide death among adults experiencing serious mental illness, namely schizophrenia spectrum disorders. My federally funded, mixed-method and community-based research involves tailoring and examining evidence-based practices including cognitive behavioral therapy (CBT) with an additional focus on provider training and implementation science. Given that individuals with psychosis are at heightened risk for suicide and experience marginalization, stigma and other barriers to treatment and health disparities at greater rates than those without schizophrenia spectrum diagnosis, my work contributes to increasing the acceptability, accessibility, feasibility and scalability of effective suicide prevention interventions in community mental health.



Linda M. Chatters

Paula Allen-Meares Collegiate Professor of Social Work; Professor of Health Behavior and Health Education, U-M School of Public Health, and Faculty Associate, Research Center for Group Dynamics, ISR

Population: Black American families and older adults, family

Content: Health, well-being, social support

As a developmental psychologist and gerontologist, I focus my research on the health and well-being of Black populations and within diverse social contexts (e.g., family systems, religious communities, peer networks). Families and religious communities provide psychosocial and material resources that support physical and mental health and social well-being. My research examines demographic and social correlates of health and social behaviors within Black populations (African American and Black Caribbean) and sociodemographic correlates of social support systems organized within families, religious organizations and peer groups. A major focus concerns the roles of family and religious involvement and networks in coping with stressful life circumstances and events (e.g., racial discrimination) and as protective factors for mental and physical health outcomes.

Barry N. Checkoway

Arthur Dunham Collegiate Professor Emeritus of Social Work, School of Social Work, and Professor Emeritus of Urban Planning, U-M Taubman College of Architecture and Urban Planning

Population: Young people

Content: Empowerment

My projects and publications focus on youth empowerment and community change. I draw on work with grassroots groups, community agencies and government programs in the South Bronx, Detroit, Mississippi Delta and central Appalachia, as well as in South America, Europe, Africa and the Middle East. My research is supported by the World Health Organization, Ford Foundation, Kellogg Foundation and other institutions. I worked with the White House to launch AmeriCorps, then served as founding director of the Michigan Neighborhood AmeriCorps Program, U-M's Edward Ginsberg Center for Community Service and Learning, Michigan Youth and Community Program and Youth Dialogues on Race and Ethnicity.

**David Córdova**

Associate Professor of Social Work

Population: Families, youth, Latinx, African American, immigrants

Content: Substance use and misuse, HIV

My overarching program of research focuses on preventing substance use and behavioral comorbidities (e.g., sexual risk behaviors) among socioeconomically disadvantaged youth. Specifically, I use multi-method and community-engaged research to advance understanding of the etiological factors that shape youth substance use and comorbid risk behaviors, using my epidemiological research to inform the development and testing of preventive interventions. The ultimate goal of my research is to prevent youth risk behaviors and improve the health of vulnerable youth populations.

Fernanda L. Cross

Assistant Professor of Social Work

Population: Families, youth, Latinx, immigrants

Content area: Mental health, child and family well-being, immigration

I use a strengths-based approach to examining family and cultural factors that promote Latinx adolescents' and families' healthy development, and that mitigate risk for maladaptive psychological and educational outcomes. I am particularly interested in examining the effect of undocumented status on family processes and adolescents' outcomes. To inform my research, I use qualitative, quantitative, mixed methodologies and community-based participatory research. I draw on not only my personal experience as a Latinx immigrant from Brazil, but also on my early career as a social worker providing counseling to Latinx families, as well as two decades of involvement in the Latinx immigrant community of southeast Michigan.



Ashley E. Cureton

Assistant Professor of Social Work

Population: Children, youth, families, refugees and immigrants

Content: Mental health and school-based interventions and programs

I conduct community-engaged research. I use qualitative and mixed-methods research to identify child, family and systems-focused, culturally specific interventions to improve academic and mental health outcomes among refugee and migrant youth and their families in the U.S. and abroad. I have a particular interest in exploring the impact of racial discrimination, xenophobia and bullying on students' mental health and academic achievement. This research has implications for educational institutions and humanitarian organizations to offer effective interventions and programs to promote educational equity and opportunity among refugee and migrant populations.



Ruth E. Dunkle

Wilbur J. Cohen Collegiate Professor of Social Work

Population: Older adults, caregivers and receivers

Content: Health and mental health, infrastructure that support successful caregiving

My federally funded and foundation-sponsored research focuses on clinical gerontology and service delivery to the elderly and their caregiving families, and I explore racial and ethnic variations in caregiving within families. My recent research projects include evaluating the effect of theater participation on the well-being of older adults in urban senior housing; examining a village housing model of support to older adults in a rural community; and understanding how women with serious mental illnesses are supported by their adult daughters, exploring racial and ethnic variations among spousal caregivers who reach beyond the marital dyad for help.

William Elliott III

Professor of Social Work; Director, Joint Doctoral Program in Social Work and Social Science

Population: Children

Content: Poverty, education, social safety net

I conduct research in the fields of college savings accounts, college debt and wealth inequality. My research fuels debates about how to imagine ways of financing college other than by student debt. I believe that there are real possibilities, and my research bears this out. I am calling for the next great wealth transfer in America. The seemingly simple premise behind my research is there are better, more effective and more just ways than student loans for financing college and delivering on the promise of the American dream.



James M. Ellis*Assistant Professor of Social Work***Population:** Low-income & non-white racial-ethnic adolescents and young adults**Content:** Race, education access and success

I investigate the degree to which everyday supports promote—and everyday discrimination impedes—the college transition experiences of first-generation college students and undergraduate men of color. I use quantitative and qualitative methods to conduct my research. In addition to my scholarship, I have served in a variety of professional roles in partnership with programs and organizations dedicated to advancing educational opportunities for adolescents and young adults from racially-ethnically and socioeconomically marginalized backgrounds.

**Katrina R. Ellis***Assistant Professor of Social Work***Population:** Families, older adults, African Americans**Content:** Cancer, physical health, chronic disease management, health equity

My research seeks to improve the health of families facing multiple, coexisting illnesses, with a specific focus on African Americans. I examine multilevel factors that influence family disease management, family health behaviors and family quality of life, particularly for those with histories of cancer and common chronic diseases. With funding from various sources, I employ interdisciplinary and participatory research approaches and use a range of quantitative and qualitative methods. This research has implications for understanding the complex interpersonal and contextual factors that affect daily self- and family-disease management, short- and long- term health outcomes and patient- and family-centered care.

Lisa Fedina*Assistant Professor of Social Work***Populations:** Women, Families**Content:** Violence, violence against women, mental health, public policy

I conduct research on violence across the lifespan (e.g., child maltreatment, intimate partner violence, sexual assault), and on health and mental health outcomes. This epidemiological research examines socio-ecological risk and protective factors against suicide and adverse health outcomes associated with violence exposure. I am particularly interested in understanding how social policy and structural factors perpetuate inequalities in violence and health, and in improving systems-level (e.g., criminal justice, health care) responses to gender-based violence.





Terri L. Friedline

Associate Professor of Social Work

Population: Adults: low-income white and Black, Indigenous, People of Color (BIPOC)

Content: Finance and public policy: establishing an equitable and just financial system

I conduct policy-engaged research on the U.S. financial system using quantitative and qualitative methods. I explore costs and fees charged by banks and payday lenders and whether public banking and financial technologies can offer pathways toward safer, more affordable banking, especially for poor white and racially marginalized groups. My book, *Banking on a Revolution*, combines storytelling with theory and research to make a compelling case for building a more equitable and just financial system. My nationally recognized work has led to service appointments with the Consumer Financial Protection Bureau's Academic Research Council and the Biden-Harris Presidential Campaign's Economic Policy Council, as well as on national economic policy councils.

Larry M. Gant

Diversity, Equity and Inclusion Program Director, Professor of Social Work, School of Social Work; and Professor of Art and Design, Penny W. Stamps School of Art & Design

Population: Urban communities and residents in the United States

Content: Comprehensive community development in urban communities with diverse populations

Collectively, my scholarly work contributes to codifying and surfacing distinct models of community development deployed within urban working-class neighborhoods. My work envisions neighborhoods where residents interact with social services, education and health systems within a context imbricating efficient embedding of art, digital, fabrication and design spaces, well-articulated models of social justice equity and efficient technologies within community development efforts.



Beth Glover Reed

Associate Professor of Social Work and Women's Studies

Population: Intersectionality, including gender within critical frameworks

Content: Historical and current power imbalances and interventions intended to further justice

I use multi-methods within systems, intervention and interdisciplinary research frameworks to examine the impacts of multiple interacting positionalities (e.g., gender, race, class, ethnicity, LGBTQ+) on and within social systems of various sizes/types; and to illuminate how gendered, classed and racialized structures and dynamics are created and sustained, as well as ways to change them. Intervention goals focus on increasing justice and preventing societal, group and individual problems and injustices. Emphases include group dynamics and systems designed to address problems with alcohol and other drugs, intimate partner abuse, housing and health issues for LGBTQ+ older adults and curriculum and educational practices.



Karla Goldman

Sol Drachler Professor of Social Work, School of Social Work; Professor of Judaic Studies, U-M College of Literature, Science, and the Arts

Population: American Jews

Content: Immigration, assimilation and communal experiences

I am a historian focused on the immigration, assimilation and communal experiences of American Jews. Working with archival and historical records, I focus on the history of communities like cities and universities and on the challenges of Jews navigating exclusions as well as balancing distinctiveness with belonging in American culture and society. Specific foci for exploration have included the place of women in the development of American synagogues, and American Jewish experience in the context of Hurricane Katrina, at the University of Michigan and in urban communities such as Cincinnati, Ohio.

**Odessa Gonzalez Benson**

Assistant Professor of Social Work

Population: Immigrants

Content: Immigration, public policy, empowerment

I conduct community-engaged, action-oriented, critically informed research, using both qualitative and quantitative methods, to examine the organizational life and practice knowledge of refugees, immigrants and displaced communities globally, within the context of policies, institutions and histories. I work with Bhutanese and Congolese refugee-run organizations in Michigan, a migrant activist group in Tunisia for research on missing migrants and the United Nations Commission on Human Rights in the Philippines for research on climate displacement. I also conduct analyses of U.S. refugee resettlement policy, examining funding allocation, historical policy discourse and dispersed placement strategies.

**Andrew C. Grogan-Kaylor**

Sandra Danziger Collegiate Professor of Social Work

Populations: Children, families

Content: Corporal punishment, parenting, child development

I conduct research on parenting and child development in an international context. In collaboration with colleagues at U-M (Ann Arbor and Flint), I am conducting research on the association of positive parenting behaviors and negative parenting behaviors (e.g. corporal punishment) with children's aggression and socio-emotional development, using a large sample of children and families in low- and middle-income countries (LMICs). Findings of this research have implications for understanding parenting and child development in understudied LMIC contexts. This collaborative research has recently been cited in legislative discussions in Colombia, whose government is considering a ban on corporal punishment of children.



Lorraine M. Gutiérrez

Associate Dean for Educational Programs, Edith A. Lewis Collegiate Professor of Social Work; Arthur F. Thurnau Professor of Psychology

Population: Women, youth, Latinx, educators, BIPOC populations

Content: Empowerment, higher education

My scholarship is focused on multicultural praxis in communities, organizations and higher education. I bring to my work community-based practice and research in multiethnic communities in New York, Chicago, San Francisco, Detroit and Seattle. My research has contributed to the theoretical and empirical basis of empowerment practice, including practice based research on methods for micro and macro empowerment practice; strategies for multicultural and social justice education in social work; the impact of the arts for community change and youth development; and the experiences of Latinx students attending a predominantly white university. I employ qualitative, quantitative and mixed methods that often involve community stakeholders.

**Jaclynn M. Hawkins**

Assistant Professor of Social Work

Population: African Americans

Content: Racial and gender disparities in physical and mental health, intervention research

Driven by the absence of research on men of color with chronic illnesses, my contributions to science focus broadly on the social determinants of health disparities in African American men, with a particular focus on men with diabetes. My two primary research areas involve: 1) identifying the social determinants of health for African American men with type 2 diabetes, in the contexts of age, gender and race/ethnicity; and 2) developing interventions that address the unique needs of African American men with type 2 diabetes. Ultimately, this work helps to understand the social causes of age-, race-, and gender-based health disparities and has implications for identifying practical solutions to address these disparities.

Todd I. Herrenkohl

Marion Elizabeth Blue Professor of Children and Families

Population: Children and families

Content: Adversity and trauma

I study risk and resilience, ACEs, trauma, violence and violence prevention and reform of child-serving systems. I work with policymakers, school and child welfare professionals and community partners, in order to increase the visibility, application and sustainability of evidence-based programs and practices in child well-being. With colleagues in social work, education and public health, I developed the Trauma-Informed Programs and Practices for Schools (TIPPS) framework. TIPPS is a highly collaborative, multi-stakeholder, trauma-informed approach based in theory and concepts of system change.





Joseph A. Himle

Associate Dean for Faculty Affairs and Howard V. Brabson Collegiate Professor of Social Work, School of Social Work; Professor of Psychiatry, University of Michigan Medical School

Populations: Adults, youth, African American, urban dwelling, rural dwelling

Content: Design, development and testing of mental health interventions

My research focuses on the design, development and testing of mental health interventions, especially improving access to and use of interventions in underserved communities. Current work includes a multisite project, funded by the National Institute of Mental Health, to evaluate effectiveness of an intervention designed to improve employment outcomes for unemployed persons with mental health-related barriers to employment, and a randomized, controlled trial of behavior therapy versus stress management in the treatment of adults and children with obsessive-compulsive disorder. My colleagues and I are evaluating an entertaining form of computer-assisted, cognitive-behavioral therapy for depression. My areas of research/scholarly interest also include the relationship between psychosocial interventions and neurobiological factors, the epidemiology of mental disorders and social work practice in mental health.

Shanna Katz Kattari

Assistant Professor of Social Work, School of Social Work; Assistant Professor of Women's Studies, U-M College of Literature, Science, and the Arts

Populations: LGBTQ and other: disabled people

Content: Health and mental health, violence

I conduct community-based participatory research using innovative and intersectional mixed methods with members of the LGBTQIA2S+ and disability communities. My work is funded both federally and locally and uses methods such as PhotoVoice, digital storytelling, focus groups, surveys, secondary data analysis, autoarchaeology. My findings deliver guidance to health professionals, policymakers and community practitioners on offering more affirming and inclusive practice.



Ashley Lacombe-Duncan

Assistant Professor of Social Work

Population: LGBTQ+ people

Content: Gender-affirming medical care, HIV/STI prevention and care, physical health and mental health; intersectional stigma and discrimination

I conduct federally funded community-engaged research, using mixed methods and drawing on samples of LGBTQ+ people, and in particular, trans and gender diverse populations, in both the United States and Canada. I investigate how social and structural drivers influence health disparities and access to health care, with a particular focus on gender-affirming medical care and HIV/STI prevention and care. I work alongside communities to develop interventions to increase access to comprehensive and intersectionally affirming care at micro, mezzo and macro levels. This research has implications for equitable access to high quality and comprehensive care for populations experiencing intersecting oppressions.

RESEARCH FOCUS

Anti-Racism

"For the University of Michigan School of Social Work, the pursuit of anti-racism, social justice and community-engaged research and practice right now will help determine whether we are preparing students to enter the profession of social work, or simply providing them with masters' degrees." This was the conclusion of Professors. Larry M. Gant, Robert M. Ortega and Daniel Fischer in a conversation this past fall. Faculty research will help make this difference.

Why "right now"?

On March 13, 2020, our world changed. Offices closed, classes went virtual and we all began to grapple with Zoom. And, 11 weeks later, in Minneapolis, the world

"By creating school-community partnerships around social justice issues, our school connects students, faculty and staff directly to movements for social change"

changed again, with an event that may ultimately echo longer and louder than any disruptions from COVID-19: Officer Derek Chauvin of the Minneapolis police department murdered George Floyd, a 46-year-old Black man accused of trying to pass a counterfeit bill. Chauvin held Floyd down, his knee to Floyd's neck, for somewhere between eight and 10 minutes—"long enough to execute him," as one prominent activist put it.

That summer, anti-racist and anti-police protests rose up across the nation, including several in Washtenaw County. A few days after Floyd's death, Juneteenth observances took on a national visibility and significance they had not before. The COVID-19 pandemic itself changed. Everyone heard, loudly and clearly, what frontline caregivers had known and lamented all along: "People of color, particularly African Americans, are experiencing more serious illness and death due to COVID-19 than [are] white people," in the words of Sherita Hill Golden, MD, MHS, of Johns Hopkins Medicine. Worst of all, incidents of racist violence continued around the country.

The School's Faculty Allies for Diversity Committee, led by Associate Dean for Research and Innovation

Rogério M. Pinto, which had been conducting online forums about the pandemic, began to incorporate racial topics, which overlapped with the public health issues already being addressed. In one session, a diverse group of scholars and activists from New Orleans and Baton Rouge found a relationship between COVID-19 to low-income and minority individuals' exposure to pollutants along Louisiana's I-10 corridor. The 13 sessions, held by Pinto, provided an opportunity for more than 50 faculty, students and alumni to share their research and personal experiences over the 15 weeks of the series.

In tandem with the efforts of the Research Office and the Faculty Allies for Diversity, an initiative for capacity-building, equity and research at the School called ENGAGE, led by Prof. Trina Shanks, held a schoolwide conversation on how students could help communities impacted by the pandemic. This turned into a series of virtual discussions on equity issues — police violence, water justice, the importance of political participation and so on. Attendees learned how they might engage in social movements for change through collective action. Each session featured guests who are Black, Indigenous or BIPOC (people of color) and included discussions of equity in and for BIPOC communities.

Shanks' own research (see page 25) examines the needs of low- to moderate-income families and the systemic barriers limiting economic security that they face. She has supported programming around child savings accounts, youth employment and equitable development. "I center and elevate anti-racist work in local communities," says Shanks, "such that it furthers social justice. By creating school-community partnerships around social justice issues, our school connects students, faculty and staff directly to movements for social change, so they can help improve the quality of life of those most marginalized." Like Gant and company, Shanks sees anti-racist research linked to practice and action.

Today, Derek Chauvin is serving a 22.5-year sentence for second-degree intentional murder and other charges. The three officers who acted with him will go on trial in March, 2022. "Nothing will bring George Floyd back, but anti-racism and social justice research, put into action, have the power one day to stop any more such incidents," says Pinto. ■



Shawna J. Lee

Director, SSW Program Evaluation Group, Associate Professor of Social Work, School of Social Work; Faculty Associate, Research Center for Group Dynamics, U-M Institute for Social Research

Population: Children and families

Content: Corporal punishment, violence against children and women, child and family well-being, parenting

I am director of the School's Parenting in Context Research Lab. I have published extensively on child maltreatment, fathers' parenting behaviors, father-child relationships, parenting stress and family functioning and parental discipline. In one ongoing study funded by NICHD, I examine transactional processes related to father involvement and child well-being, using data from a large and diverse sample of low-income American families. Other ongoing research examines the associations of parenting behaviors to child socio-emotional development in more than 60 low- and middle-income countries across the globe, using data from the UNICEF Multiple Indicator Cluster Surveys. In response to COVID-19, I launched a longitudinal survey to examine parenting and stress during the pandemic.

Lydia W. Li

Professor of Social Work

Population: Older adults

Content: Health and mental health

My research focuses on developing and testing interventions to address issues of social isolation and mental health among older adults in socially disadvantaged positions, investigating the role of ageism in influencing older adults' health and well-being, and understanding how systems at multiple levels contribute to healthy aging in China. I employ both quantitative and qualitative methods and have conducted population-based epidemiological studies and community-based intervention research.



Kathryn L. Maguire-Jack

Associate Professor of Social Work

Population: Families

Content: Child and family well-being

My research examines the impact of neighborhoods and social welfare policies on parenting and child maltreatment. I conduct advanced statistical analyses of large administrative datasets, program evaluation of child maltreatment prevention strategies and policy analysis of economic support programs and their relation to child abuse and neglect. My research is funded by the United States Department of Health and Human Services, the Centers for Disease Control and Prevention, the Michigan Department of Health and Human Services, the Ohio Department of Job and Family Services and the Ohio Children's Trust Fund.



Jamie Mitchell

Associate Professor of Social Work

Populations: African Americans and older adults

Content: Cancer, physical health and research representation

My research focuses on collaborating/communicating with communities of color about research participation. As a co-investigator in the community core of the Michigan Center for Urban African American Aging Research, I help oversee a research infrastructure around older Black adults as community advisory board members and participants in a research registry. As principal investigator of an NIH R24 grant "Recruiting and Retaining Older African Americans into Research (ROAR)," I provide public education and free health programming and disseminate tools on best practices for engaging older Black adults in health research. I am also establishing a community-based infrastructure for uniting investigators and older research participants. I am assistant director of clinical research participation at Michigan Medicine's Rogel Cancer Center, supporting investigators in efforts to diversify clinical trials.

Sandra L. Momper

Associate Professor of Social Work and Faculty Associate, Native American Studies, U-M College of Literature, Science, and the Arts

Population: American Indian, Alaska Native

Content: Mental health, health disparities

I have received several SAMHSA grants to work with American Indian and Alaska Native populations in the Midwest, both on reservations and in collaboration with American Indian Health and Family Services of Southeast Michigan. My work uses a community-based participatory research approach to work with communities to develop intervention and prevention strategies to address suicide and substance misuse. My team developed a culturally competent process for screening youth for suicide risk and substance misuse at community events, and we later adapted the process for adults. My aim is to reduce health disparities and provide culturally appropriate interventions for American Indians and Alaska Natives.



Robert M. Ortega

Associate Professor of Social Work and University Faculty Ombuds

Populations: Latinx; children, youth and families

Content: Child welfare career pathways, child welfare overrepresentation, disparities and disproportionality, Latinos/as and child welfare

I study child welfare trends, practices, training and education from social justice and culturally responsive perspectives. My research has implications for research and clinical practice, social work education and child welfare workforce recruitment and retention. In addition to research and teaching, I am co-director of the multidisciplinary Family Assessment Clinic, a community-based clinic that provides internship training and post-MSW practice focused on maltreated children, and problematic sexual behavior youth and their families.



Sunggeun (Ethan) Park

Assistant Professor of Social Work

Population: Health and social service organizations and providers

Content: User-provider collaboration (i.e., coproduction), interprofessional collaboration) and cross-sectoral collaboration.

I am an organizational scholar with an overarching research question, “How can health and social service organizations provide more responsive and effective services?” I am deeply interested in how to ensure users’ meaningful representation opportunities in service and policy decision-making processes; and how intra-/inter-organizational collaborations influence organizational behaviors and shape the experience of vulnerable service users. As a scholar using organization as a primary unit of analysis, my studies span multiple fields, including but not limited to substance use disorder treatment centers, child and youth serving organizations, homeless-serving regional networks and HIV prevention service providers.



Brian E. Perron

Professor of Social Work, School of Social Work; Faculty Associate, Population Studies Center, U-M Institute for Social Research

Population: Children and youth

Content: Child welfare and services

I conduct research on public systems of care, with an interest in applying data science methodologies to improving service processes and outcomes. My most recent work uses machine learning and natural language processing to extract information from vast collections of unstructured text data (i.e., written investigation summaries). This research helps fill gaps in existing administrative data sources to guide system improvement and decision making. Since the majority of data in social work settings are unstructured (e.g., clinical case notes and records), this research provides practical directions for maximizing the value of data in a wide range of social work settings.

Rogério Meireles Pinto

Associate Dean for Research and Innovation and Professor of Social Work, School of Social Work; Professor of Theatre and Drama, U-M School of Music, Theatre & Dance

Population: Providers of social and medical services, People with marginalized gender, sexual orientation, race/ethnic identities

Content: Services access to people with marginalized gender, sexual orientation, race/ethnic identities

I conduct federally funded, community-engaged research, using mixed methods and large samples of providers of social and medical services in both the United States and in my native Brazil. I investigate how and the extent to which evidence-based sociomedical services — HIV, primary care, substance misuse and others — are delivered to ethnic, racial, gender and sexual minoritized groups. This research has implications for inclusive and equitable access to services. My art-based work uses ethnographic methods aimed at self-healing and advocacy. These include my award-winning play *Marília* and *The Realm of the Dead*, an art installation examining my gender nonconforming, mixed-race/ethnicity, Latinx-immigrant identities.



Katie E. Richards-Schuster

Associate Professor of Social Work and Director of Undergraduate Minor Programs

Population: Youth

Content: Youth empowerment, civic participation and engagement and community change

My research focuses on the power and possibilities of youth participatory research and evaluation as a tool for youth empowerment and community change. My work largely aims to improve practice through understanding approaches, strategies and contexts that facilitate youth participation across settings. I have led national and international efforts around youth participatory research practices, worked with large school districts to implement youth participation efforts, conducted national and regional training with youth to build capacity around research and evaluation and engaged with teams of local youth to use research to drive change in their schools and communities.

**Mary C. Ruffolo**

Rosemary A. Sarri Collegiate Professor of Social Work

Population: Adults experiencing mental distress, Children with serious emotional disorders

Content: Integrated behavioral health and primary care, behavioral health interventions

My research focuses on integrated behavioral health and primary care in urban communities, organizational factors that influence sustaining evidence based interventions/programs in community behavioral health settings and adapting efficacious interventions for children and youth experiencing serious mental health challenges. I am currently working with a cross-national team of researchers from Norway, the United Kingdom and Australia on understanding the impact of social distancing and social media use during the COVID-19 pandemic on adult mental health outcomes.

Joseph P. Ryan

Professor of Social Work, School of Social Work; Faculty Associate, Population Studies Center, U-M Institute for Social Research

Population: Children, youth and families; child welfare and juvenile justice

Content: State response to families in need

My work focuses on when and why state agencies become involved with vulnerable populations, such as children experiencing maltreatment. I am particularly interested in how states identify and respond to families in need of services or adolescents identified as in need of rehabilitation. A theme throughout my current work is how states use data and evidence as the foundation for policy and practice innovations.



Katie A. Schultz*Assistant Professor of Social Work***Population:** American Indian and Alaska Native; women, youth**Content:** Violence; Substance use and misuse, violence against children and women, justice involvement

I am a citizen of the Choctaw Nation of Oklahoma. I focus on American Indian and Alaska Native (AI/AN) health equity; violence, substance misuse and associated health outcomes; historical trauma; community and cultural connectedness as stress buffers; culturally grounded prevention and interventions; and community-based participatory and mixed-methods research. Active studies include a project focused on risk pathways and correlates associated with reducing recidivism among justice-involved AI/AN individuals; examining social networks and associations with substance use, violence and suicide among AI youth; and collaborating with a statewide coalition to develop research to address violence among tribal communities in Michigan.

**Kristin S. Seefeldt***Associate Professor of Social Work, School of Social Work; Associate Professor of Public Policy, U-M Gerald R. Ford School of Public Policy***Population:** Individuals with low incomes**Content:** Social safety net, public policy

My work focuses on how large macroeconomic and policy changes shape the lives of low- to moderate-income families. In particular, I have examined the use of safety net programs, the effects of economic recessions on well-being and the ways people provide help to others. I am the author of *Working after Welfare* (2008) and *Abandoned Families* (2016). My most recent book is *Credit Where It's Due* (with Frederick Wherry and Anthony Alvarez). I am also the author of numerous journal articles, including publications in the *American Journal of Public Health*, *Social Forces* and *Social Service Review*.

H. Luke Shaefer

Professor of Social Work, School of Work; Center Director, Poverty Solutions; Hermann and Amalie Kohn Professor of Social Justice and Social Policy, Professor of Public Policy, Associate Dean for Research and Policy Engagement, U-M Gerald R. Ford School of Public Policy; Faculty Associate, Survey Research Center, Faculty Associate, Population Studies Center, U-M Institute for Social Research; Adjunct Professor of Law, U-M Law School

Population: Families, children, Latinx, African American**Content:** Public policy, welfare and well-being, social safety net

My research focuses on poverty, hardship and anti-poverty policy in the U.S., using quantitative and qualitative methods. I analyze a variety of large-scale administrative and survey-based micro-data to understand well-being at the individual and community levels, with special attention to groups over represented among those in poverty. My research has been published in top peer-reviewed academic journals in public policy, sociology, social work and health services research, and has been supported by the National Science Foundation and U.S. Census Bureau, among others. My current Andrew Carnegie Fellowship supports mixed methods, community-level study of extreme disadvantage.





Trina R. Shanks

Director, School of Social Work Community Engagement, Harold R. Johnson Collegiate Professor of Social Work, School of Social Work; Faculty Associate, Survey Research Center, U-M Institute for Social Research

Population: African American, low-to-moderate-income and low-wealth households

Content: Child and family well-being, economic empowerment, public policy

I conduct mostly foundation-funded research and public sector evaluations that examine the needs of low- to moderate-income families as well as the systemic barriers they face that limit economic security. I have conducted longstanding research and help support programming related to child savings accounts, youth employment and equitable development. I have studied racial wealth gaps, with a focus on African American and other minoritized communities. I co-lead the Grand Challenge to Reduce Extreme Economic Inequality. I have two recent books, one highlighting the assets perspective on social policy and another summarizing a 10-year community change initiative in six Detroit neighborhoods.

Robert Joseph Taylor

Harold Johnson Endowed Professor of Social Work, Sheila Feld Collegiate Professor of Social Work and Director, Program for Research on Black Americans, School of Social Work; Faculty Associate, Research Center for Group Dynamics, U-M Institute for Social Research

Population: Black American families and older adults, family

Content: Protective factors for mental health and well-being

My three books and more than 175 journal articles address the roles of family, religion and church as protective factors for mental health and well-being among African Americans and Black Caribbean immigrants. I have been co-principal investigator on several grants from the National Institute of Mental Health on the correlates of mental health and mental illness among Black Americans including the only major national probability surveys of Black Americans. A 2019 article by Thyer in *The Journal of Social Service Research* found that I was the #15 most influential social work faculty, based on H-index. Kimberly Y. Huggins-Hoyt, in the journal *Research on Social Work Practice*, found that I am the most cited African American social work faculty member.



Matthew J. Smith

Associate Professor of Social Work

Population: Adults and transition-age youth

Content: Employment readiness training in community mental health, special education and justice settings

I direct the federally funded Level Up: Employment Skills Simulation Lab, which partners with underserved and marginalized communities to develop and evaluate whether technology-based interventions facilitate sustainable employment among transition-age youth and adults with serious mental illness or autism, and returning citizens. In addition to investigating the effectiveness of the interventions at increasing employment, my lab uses mixed methodologies to better understand the optimal strategies needed to implement these interventions in schools, mental health agencies and prisons. Recently, my research with the autism community was highlighted at the United Nations' 2020 Global Science Collaborative Conference.



Richard M. Tolman

Sheldon D. Rose Collegiate Professor of Social Work

Population: Families

Content: Violence against women and children, parenting

My work focuses on prevention and intervention to end gender-based violence. My contributions to this literature include the development of a widely used measure of psychological maltreatment of women; the impact of intimate partner violence on low-income women's economic, physical and psychological well-being; adolescent intimate partner violence and studies of the global movement of men as allies to end gender-based violence. My current projects focus on supporting fathers to positively parent and partner in their relationships, on addressing campus sexual assault, and on re-visioning intervention for men who cause harm in their families. I have employed longitudinal psychiatric epidemiology, laboratory experiments, interactive theater, qualitative interviews, online surveys and practice evaluations.

Daphne C. Watkins

University Diversity and Social Transformation Professor; Director, Vivian A. and James L. Curtis Center, Professor of Social Work, School of Social Work; Faculty Associate, Research Center for Group Dynamics, U-M Institute for Social Research

Population: Youth and Black men

Content: Mental health, social support and progressive definitions of masculinity

The Young Black Men, Masculinities and Mental Health (YBMen) project, which I founded, is an adaptable social media program that provides culturally sensitive mental health education and progressive definitions of masculinity while providing young Black men with a safe place to communicate about their mental health, manhood and social support. Using mixed methods, YBMen has proven strategies that have addressed unmet needs among adolescent and young adult Black males. The YBMen intervention is offered to university and middle school students. We are currently working on an adaptation for high school-aged males in Michigan.



Addie Weaver

Assistant Professor of Social Work

Population: Rural and underserved populations

Content: Mental health, access to mental health treatment

I conduct community-engaged mental health intervention research focused on improving access to evidence-supported, psychosocial treatment for depression and anxiety in underserved, rural communities. I collaborate with rural community stakeholders in order to develop and tailor mental health interventions that are effective, accessible and acceptable in the rural context. My research builds capacity to deliver mental health treatment in rural areas by leveraging technology and delivering treatment in preferred community settings where rural residents naturally go for help. I currently lead federally funded and state-funded projects testing an entertaining, technology-assisted cognitive behavioral therapy for depression tailored for: 1) rural adults and delivery by clergy; and 2) rural pregnant and postpartum women and delivery via WIC clinics.

Lisa M. Wexler*Professor of Social Work***Population:** Indigenous youth, families, communities**Content:** Child and family well-being, empowerment, mental health, suicide prevention

My federally funded, participatory action research uses a variety of methods, from digital storytelling to social network analysis, to engage Indigenous community members, youth and service providers in rural and remote Alaska and to (1) translate research into strategic, self-determined community action; (2) describe and amplify sources of strength in rural Indigenous communities that promote youth wellness and resilience; and (3) develop practical multilevel approaches to reduce youth suicide risk across the prevention spectrum.

**Xiaoling Xiang***Assistant Professor of Social Work***Population:** Older adults (Chinese, Americans, others)**Content:** Health and mental health

I conduct research to better understand the intersection of aging, mental health and physical health, focusing on the psychosocial determinants of health among older adults. Much of my work has looked at the epidemiology and consequences of depression for physical health and functioning in later life. More recently, I have been conducting applied research involving developing and implementing technology-assisted psychotherapy designed to improve homebound older adults' emotional well-being and social connection. My research is informed by social work and gerontology theories, such as the ecological model of aging, the biopsychosocial model and the disablement process.

Mieko Yoshihama*Professor of Social Work***Population:** Women, immigrants, refugees, Asian Pacific Islanders**Content:** Gender-based violence, disaster, health and mental health disparities, social vulnerability and marginalization

Through research, teaching and community and political action, I focus on the prevention of gender-based violence and the promotion of well-being of immigrants and other marginalized communities locally and globally. Adopting a wide range of research methodologies, including surveys, theater, PhotoVoice and other art-based and participatory methods, I examine the intersectional influence of gender, race/ethnicity, immigration status and other social positionalities on the risk and consequences of gender-based violence, while also innovating socioculturally responsive prevention and intervention programs. In examining the social construction of the vulnerability of women in disaster, I work to strengthen policies and program responses.

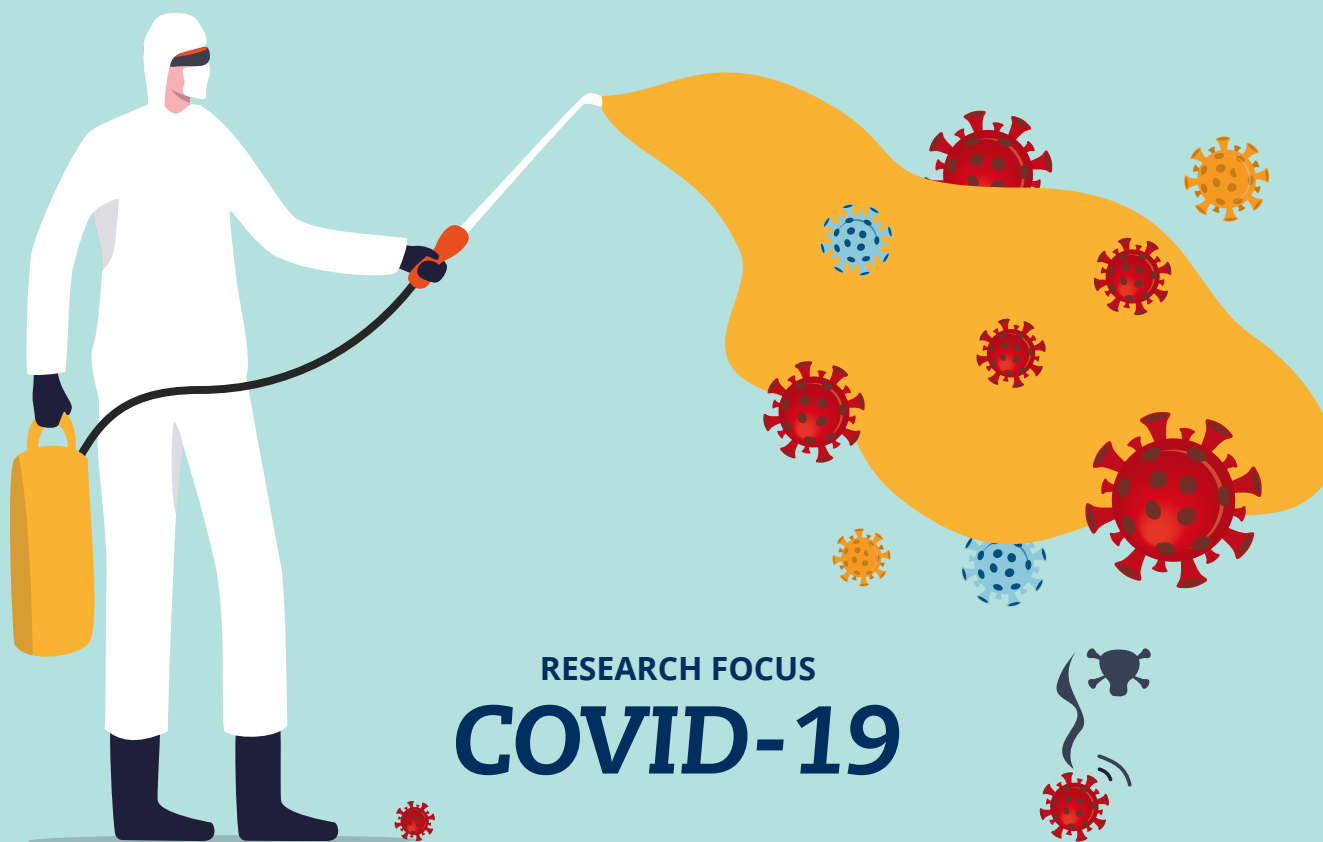


Bradley J. Zebrack*Professor of Social Work***Population:** Cancer patients, survivors, social workers**Content:** Cancer, health disparities, health services research/precision supportive care

I conduct federal- and foundation-funded clinical and transdisciplinary research, using both quantitative and qualitative methods. My research focuses on quality of life outcomes and psychosocial support needs for cancer patients and their families, and particularly for adolescent and young adult (AYA) cancer survivors. My current interests involve the identification of functional genomic pathways through which social and psychological factors influence gene regulation and are associated with disparities in health outcomes for AYA cancer survivors. My work has implications for demonstrating the unique and essential role for social work in medical care settings and addressing inequities in service delivery.

**Anao Zhang***Assistant Professor of Social Work***Population:** Children and youth**Content:** Health and Mental Health, and Cancer (Psycho-Oncology)

I conduct intervention research focusing on delivering technology-assisted and integrated psychosocial treatment for psychological distress among Adolescents and Young Adults (AYA) diagnosed with cancer. I investigate how advanced technologies, e.g., Artificial Intelligence or Natural Language Processing, can be utilized to improve the psychosocial care for youths diagnosed with cancer. My research has implications for creating an inclusive and equitable health care system, specifically in the field of (psycho-) oncology. I utilize advanced quantitative methods to aid my research.



How do you switch your research from in person to virtual, overnight? In March 2020, the arrival in Michigan of the SARS coronavirus 2, aka COVID-19, made this seeming impossibility a necessity for our research faculty. Could they conduct effective participant meetings and interviews online? What if the methodology included shadowing participants' daily activities? What if a research project involved delivery of an in-person service?

As the University and the School shut down physical operations, researchers quickly contacted partners. Some teams agreed to put activities online as much as possible (as shadowing would no longer work, but delivery of interpersonal services could move to Zoom) and researchers and participants were pleased and excited by how smoothly it all went. Other researchers and partners decided, for logistical or cultural reasons, that virtual interaction did not fit; for example, low-income participants might not have had dependable phone or computer access. Some projects had to be substantially altered or postponed. And everyone had to contend with those three all-important letters: IRB. Institutional review boards approve all research with human participants, and every change made to the project must be approved by the IRB. Funders can be equally exacting, and research

partners and participants, suddenly struggling with work and family issues, might have bridled at sudden changes to the research for which they had signed up.

Fortunately, our faculty had few of these problems. IRBs were sympathetic and quickly approved changes. Funders gave researchers leeway to do what they had to. And, as for partners and participants, our faculty saw entire communities pivot in a matter of hours, adapting gracefully to new procedures and reporting very gratifying results. Today, some projects that COVID-19 might otherwise have stopped have moved into second phases or beyond. Some faculty started research projects specifically to address the pandemic (for details, see Issue Five of *AHEAD* at ssw.umich.edu/research/ahead-magazine). In all cases, the rapport our faculty had developed within the academy, among research and funding partners and within communities made the difference. When researchers called to say, "We will start tomorrow like we planned, but we'll be adapting everything to Zoom," our partners and participants readily jumped into the unknown. Those projects that were able to go forward achieved great results because they had great beginnings with researchers and partners who were thoughtful, trustworthy, flexible and creative. ■

CLINICAL FACULTY

Kathleen G. Doyle

Clinical Assistant Professor of Social Work

Populations: LGBTQ+ youth, survivors of human trafficking, young families

Content Areas: Strategy development and impact, employee engagement, program evaluation, equitable organizational culture, team and community building, leadership development and coaching, organizational development, change management

I use community-engaged scholarship to partner with social impact organizations to produce sustainable results by stewarding inclusive cultures and strategy through collaborative leadership, coaching, instruction and training, program development and evaluation and relationship management.



Abigail H. Eiler

Clinical Assistant Professor of Social Work

Population: Children, youth and families

Content: Integrated health, culturally responsive care, suicide prevention and intervention, social work and sports, social work ethics, child welfare service delivery

I am a licensed clinical social worker and educator with more than 15 years of experience in tribal and non-tribal communities across the U.S. and Canada. I use anti-racist and anti-oppressive frameworks to teach about social justice and implement these principles in my clinical practice. I was identified as a "Difference Maker" for the Big Ten Conference's 2020 campaign, which highlighted my leadership, creativity and crisis response procedures during the pandemic. While my clinical practice, teaching efforts and research are expansive, my primary areas of focus include preventive mental health screenings, integrated health care systems and culturally responsive, trauma-informed services for Native American youth and collegiate student-athletes.

Daniel J. Fischer

Assistant Dean of Field Education and Clinical Associate Professor of Social Work

Population: Providers and trainees of health, underserved populations

Content: Experiential learning and interprofessional education, mental health interventions

I have been at the University of Michigan since 1989, working as a clinical social worker, researcher, teacher and administrator. I have conducted numerous scientific presentations, workshops and training seminars on a variety of topics including cognitive-behavioral therapy with child/adolescent anxiety disorders, leadership development and interprofessional education and collaborative practice. My current research interests and focus are on interprofessional education and experiential learning, social work field education and mental health intervention dissemination.





Barbara S. Hiltz

Clinical Associate Professor of Social Work and MSW Program Director

Population: Providers of social services/ organizations, MSW programs and students

Content: Management and leadership of social service organizations, MSW education

My work focuses on investigating effective management and leadership practices in social service organizations, including the role of social enterprise in revenue generation for the nonprofit sector. I also work to identify effective strategies in social work education, including the role of simulations and web-based education.

Justin D. Hodge

Clinical Assistant Professor of Social Work

Population: Children and families

Content: Economic opportunity, public policy

I participate in research focused on expanding economic opportunity through asset development. Specifically, I work with the Center on Assets, Education, and Inclusion on the development of Children's Savings Accounts (CSAs) programs, which have been shown to be a powerful tool for upward economic mobility. In addition to my role at the School of Social Work, I represent District 5 on the Washtenaw County Board of Commissioners and have been dedicated to using research to inform public policy. Earlier this year, I was successful in getting the county to allocate \$6.7 million to the development of a county-wide CSA program.



Debra K. Mattison

Clinical Associate Professor of Social Work

Population: Students and practitioners

Content: Interprofessional education

I engage in team scholarship regarding interprofessional education (IPE) to identify effective models for both classroom and experiential IPE learning. My publications have explored the engagement and impact of the IPE programming with regard to variables such as discipline, gender, race and academic level of students as well as instructor preparation and training and patient engagement. This research has implications for innovation and greater integration of IPE programming across the university-based academic and health systems.

Daicia R. Price*Clinical Assistant Professor of Social Work***Population:** LGBTQIA+, children, Black communities and individuals**Content:** Mental health, field education, empowerment, policing

I am engaged in a variety of research areas supported by federal and local funding to advance the delivery of social services, including education, safety and mental health to individuals and families, with special regard to urban communities. By utilizing community-led engagement to address health disparities, training development and facilitation have been provided to support the advancement of quality service delivery by health care professionals and first responders. I also contributed to multi-national cross-sectional research to study the impact of COVID-19 on mental health, social media usage and trust in public authorities.

**Julie M. Ribaud***Clinical Professor of Social Work***Population:** Children and families**Content:** Infant mental health (IMH) and parent-infant relationships

I am engaged in community-based, cross-sector research addressing parenting in the early childhood years (0-6) in the face of systemic racism, oppression, economic insecurity or a history of interpersonal adversity. My particular research interest is in infant mental health/home visiting intervention research with parents and young children to promote infant-parent relational health and the well-being and resilience of infants and young children. I am also engaged in community-based research on the efficacy of reflective supervision to develop, support and sustain workforce excellence in the delivery of psychotherapeutic services to infants, young children and their families.

Sue Ann Savas*Clinical Associate Professor of Social Work***Population:** Nonprofit, public and philanthropic organizations**Content:** Use evaluation practices to support all content areas

I conduct community-engaged equity-focused program evaluations funded by the federal/state government, foundations and nonprofit organizations. I specialize in gathering and making meaning of data to inform decisions resulting in improved access to services, efficiency, effectiveness and impact at the individual, collective and systems levels.





Beth A. Sherman

Clinical Associate Professor of Social Work

Population: Children and youth

Content: Culturally responsive trauma-informed practice

I advance training for pre-service educators, nurses and social workers to integrate evidence-based culturally responsive trauma-informed practices with children and youth. I integrate emerging research on the deleterious educational, health and social-emotional impacts of trauma on children and youth, as well as the promise of trauma-informed practice as a way to mitigate these risks. A particular focus of my interprofessional work is foregrounding the impact of racism and other forms of oppression, as a significant contributor to trauma in the lives of children, youth and families.

Daniela A. Wittmann

Adjunct Clinical Assistant Professor of Social Work, School of Social Work; Clinical Associate Professor of Urology, U-M Medical School

Population: Men with prostate cancer and their partners

Content: I study the impact of the sexual side effects of prostate cancer treatment on men and on their partners. I have conducted studies to understand patients' expectations of post-treatment functional outcomes, couples' sexual recovery, and the role of the partner in sexual recovery. I have empirically validated a conceptual model of sexual recovery after prostate cancer treatment. I have piloted interventions and have tested a web-based support program for couples' sexual recovery in a randomized controlled trial at multiple sites in the U.S. My research has been funded by the Movember Foundation. I am a co-investigator on studies supported by the National Cancer Institute and the Department of Defense.



RESEARCH SCIENTISTS

James A. Blackburn

Research Scientist and LEO Adjunct Professor

Population: Elderly and older adults

Content: Health and mental health, cognitive capacities, determinants of health

My research and scholarship address normative cognitive functioning among elderly people and family relationships across the lifespan. I have demonstrated that there is more continuity than discontinuity in many domains of life (e.g., cognition, personality, social relationships, etc.). Recently, I finished a qualitative focus group study examining the aging experience of older people in Detroit. I am now working on a project to examine the feasibility of a computer-based cognitive behavioral intervention with older adults dealing with depression, and a project that uses a community-centered participatory research approach to examine social determinants of health that impact on the well-being of older adults in Detroit.



Patrick Meehan

Program Manager, Center for Equitable Family and Community Well-Being

Population: Youth and families

Content: Oppressive systems, poverty, child development, community/political engagement

My work is centered on university-community engagement and research projects that address structural barriers to thriving families and neighborhoods. In the last year I partnered with community organizations to address COVID-19 disparities in Ypsilanti, MI, examine the availability of mortgage financing in Detroit and evaluate the work-readiness capacity of virtual learning platforms for Detroit youth. I am a member of the Data and Evaluation Subcommittee for Grow Detroit's Young Talent since 2019. I received my PhD in social work and political science from the University of Michigan in 2019, and my MSW from U-M in 2011.



Roland W. Zullo

Associate Research Scientist, and LEO Intermittent Lecturer, University of Michigan School of Social Work; Director, Center for Labor and Community Studies, University of Michigan-Dearborn

Population: Wage earners and the poor

Content: Political and economic equity

My research ties together under a larger theme of understanding how non-market institutions, such as government services, nonprofit organizations and labor unions shape society. Knowledge in this area is key for creating the equitable and politically stable foundation necessary to address existential environmental threats and transition toward a sustainable economy.

Social Work and the Arts

Like many social work schools across the country, ours is now looking to the visual, performing and literary arts. One of our Centennial themes was “social work and the arts.” How do works of art and arts programs contribute to the health and growth of communities? How does the creation of art contribute to individuals’ health and growth? How can individuals help themselves and others heal through the use of autoethnography, a form of qualitative research in which an artist uses self-reflection in writing and other art forms to explore their personal experience and connect their story to wider cultural, political and social meanings?

“Pursuing projects in the arts can be enormously beneficial to one’s well-being,” says professor and Associate Dean for Research and Innovation Rogério M. Pinto. “As you begin to heal yourself, a space opens within you, and you can accommodate the plights of others.”

“When a performance makes us say, ‘I’ve never found a way to convey that feeling through words,’ we feel less alone.”

For the School’s centennial, Pinto presented his own autoethnographic work, an installation/performance titled *Realm of the Dead*, and Prof. Richard Tolman produced *Changemakers*, an original, “collectively devised” theater piece examining racial politics in the School’s first two decades. The School has developed an art collective, headed by Pinto and by Marc Arthur, postdoctoral fellow in Arts-based Social Justice Research and Practice. The collective comprises students, faculty and staff who meet regularly to explore connections between social work and the arts. Some are already doing work that straddles these disciplines. do work. Vitalis Im, a student in our Joint Doctoral Program, studies the impact of various types of music (hip-hop, classical, etc.) in carceral settings, in order to explore “practices of liberation and freedom on the one hand and discipline and regulation on the other.” Im’s research also examines the intersections of carcerality, mental health and other art forms. Our School is well positioned to explore the arts-and-social-work connection, as we possess a rare asset: a substantial fine art collection on display in our building, including works by Robert Rauschenberg, Diane Arbus, Enrique Chagoya, U-M’s own Edward West, and many others.

In the winter of 2019, the School added to this collection in an unprecedented way: in connection with the University’s celebration of MLK Day, we hosted a live performance by American artist, writer and performer Juliana Huxtable. Dean Lynn Videka said of Huxtable’s performance in Lydia Mendelssohn Theatre, “It engaged artistic expression to draw attention and deepen understanding of our profession’s values and commitments to better understand race and gender from cultural and historical lenses, to challenge dichotomies in American culture and to celebrate the intersectionality of our identities.”

Will a new generation of social worker-artist-researchers emerge from Michigan Social Work in the years ahead? Ask Mack Schroeder, MSW ’21, an Art Collective member who held a well-attended improvisation workshop at the School last fall. “I hope that social workers will feel inspired to incorporate performance art, a powerful medium for deep emotional healing and self-awareness, into their practice,” says Schroeder. “When a performance makes us say, ‘I’ve never found a way to convey that feeling through words,’ we feel less alone. From clinical to political social work to social work research, the arts can empower social workers and clients to discover their truth and express it fearlessly.” ■



Sam Gilliam (American, b. 1933), *Detail from The Real Blue*, 1998, mixed-media installation in four units; on view in the School of Social Work atrium.

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