

ONGOING

University of Michigan School of Social Work

Fall 2019



ART AND SOCIAL WORK

JULIANA HUXTABLE

ALUMNI IMPACT

DAN ROBIN, MSW '10
JANNA BROMM, MSW '18

WORLD AIDS DAY

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Juliana Huxtable performs at the Lydia Mendelssohn Theatre at the Michigan League. (photo by Nicholas Williams)

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Fall 2019

Published biannually by:
University of Michigan
School of Social Work
1080 South University Ave.
Ann Arbor MI 48109-1106
ssw.umich.edu

DEAN, UNIVERSITY OF MICHIGAN SCHOOL OF SOCIAL WORK

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Mission Statement

Advancing the social work profession's vision and values, the University of Michigan School of Social Work seeks to develop a more equitable, caring, and socially just society. Such a society meets basic human needs, eliminates social and economic inequities, and empowers individuals, their communities, and institutions to reach their aspirations and potential. Drawing on an interdisciplinary faculty within a public university seated in a region of enormous need and promise, the School is dedicated to education, research, and service that fosters progressive change at local, national, and global levels.



FROM THE DEAN

The Impact of Your Support



On December 31, 2018, the University of Michigan concluded the Victors for Michigan campaign. I want to send a heartfelt thank you to alumni and friends who supported the School through the campaign. Your generosity resulted in 8,552 gifts totaling \$24.5 million, and the funding of 26 new endowed scholarships. These gifts support students by turning academic dreams into degrees. They boosted researchers to build knowledge that leads to groundbreaking changes for people in need. They make it possible for Michigan Social Work to attract the best students and to create impact in communities.

This issue of *Ongoing* illustrates some of the impact made possible by our donors' generosity. Your support enables us to be leaders in integrated health care that depends on strong interprofessional practice. It enabled the research that is revolutionizing America's child-rearing

practices. It supported faculty and students to chart the future of Jewish Feminism in an intersectional world. It supports our engagement of social work in the arts. It supports our students and alumni who move into innovative careers that span the public, not-for-profit and private sectors, and that change the world. Your support points us to the future.

In 2021, the Michigan Social Work community will celebrate the School's centennial, and plans are already afoot. Over time the School has launched sea changes in the social work profession; the rise of the progressive programs of the New Deal, the launch of empirical social work with deep social science roots, the influence of therapeutic group work and cognitive-behavioral interventions, and the profession's deep commitment to empowerment and social justice are just some of the movements that were pioneered here at Michigan. We plan to use the centennial year to bring the friends and alumni of the School together to celebrate the past and to shape the future directions for our school's impact on the profession and on the world.

It remains a true privilege to serve the Michigan Social Work community and I look forward to celebrating with you as the School marks its centennial.

Go Blue,

Lynn Videka, Dean
Carol T. Mowbray Collegiate Professor of
Social Work



“The School of Social Work prepares students to work in skilled expert teams of collaborative care practitioners who positively impact the delivery of high-quality, safe and effective healthcare services.”

—Lynn Videka, Dean

More than 1,200 health science students and faculty attended the IPE in Action Day at Crisler Arena.

MICHIGAN SOCIAL WORK LEADS THE WAY IN INTERPROFESSIONAL EDUCATION

“The team, the team, the team!” Michigan football fans are familiar with Coach Bo Schembechler’s rousing motto, a sentiment which puts the power of a committed group over individual achievements. It’s deeply embedded in U-M culture and aptly describes Interprofessional Education (IPE), a collaborative approach to health education and practice championed by another Michigan powerhouse, the university’s esteemed health sciences schools.

What is Interprofessional Education (IPE)?

According to the World Health Organization: “Interprofessional education occurs when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.” Additionally, the Affordable Care Act has advanced the concept of interprofessional collaboration, promoting integrated teams of health care providers.

While healthcare has historically been administered by a team, each member has worked independently, operating as a professional providing expertise from their “silos.”

IPE revolutionizes this model by bringing those experts together to actively collaborate as a team on diagnosis as well as approach, resulting in shared decision making and joint accountability for patient care. The key to IPE is a workforce of healthcare professionals both committed to collaboration and with a clear understanding and knowledge of the other professional’s roles—the team, the team, the team—requiring new approaches for both students and faculty.

How U-M is meeting this challenge

The University of Michigan created the Center for Interprofessional Education in 2015 to ensure that health science students gain the

necessary knowledge and skills to become effective members of collaborative healthcare teams. The greater goal of IPE is to develop a model—in both organizational structure and trained personnel—that improves the quadruple aims of healthcare: **population health, patient experience, per-capita cost and provider work-life balance.**

The center supports a wide range of learning opportunities for students and faculty, leveraging the resources of U-M’s 10 health science schools (located on the Ann Arbor, Dearborn and Flint campuses). These include project-based fellowships for faculty, curriculum and clinical/field experiences for students, continuing education and digital coursework, funding opportunities and a number of signature events.

The university’s commitment to IPE is supported by the Office of the Provost and the deans of the Health Sciences Council. Michigan Social Work Dean Lynn Videka currently chairs the Health Sciences Council, whose members provide \$3 million in financial support. In addition, the Provost’s Transforming Learning for the Third Century Initiative also provides \$3 million.

Social Workers are key to IPE success

Social workers are critical and valued players on IPE teams. By training, they are already focused on process and communication, and ask the questions that lead

to solutions: How do patients and families make decisions? How are outcomes and behaviors influenced by cultural, educational and financial factors? In particular, social workers take the lead in navigating issues of intercultural intelligence, the fifth core IPE competency.

Social workers bring these same process, communication and problem-solving skills to the IPE teams. The better the teams understand each others’ roles, education, training and perspective, the more cohesively these teams collaborate, which, in turn, makes the collaborations more effective.

At the School of Social Work, IPE opportunities have been eagerly embraced and championed. Faculty have participated in every cohort of the Interprofessional Leaders Fellowship. As we update the MSW curriculum, IPE will be a cornerstone experience for students.

The National Academies of Sciences, Engineering, and Medicine are examining the potential for integrating services that both address social needs and the social determinants of health into the delivery of healthcare. This will achieve better health outcomes and will address the major challenges facing the U.S. healthcare system.

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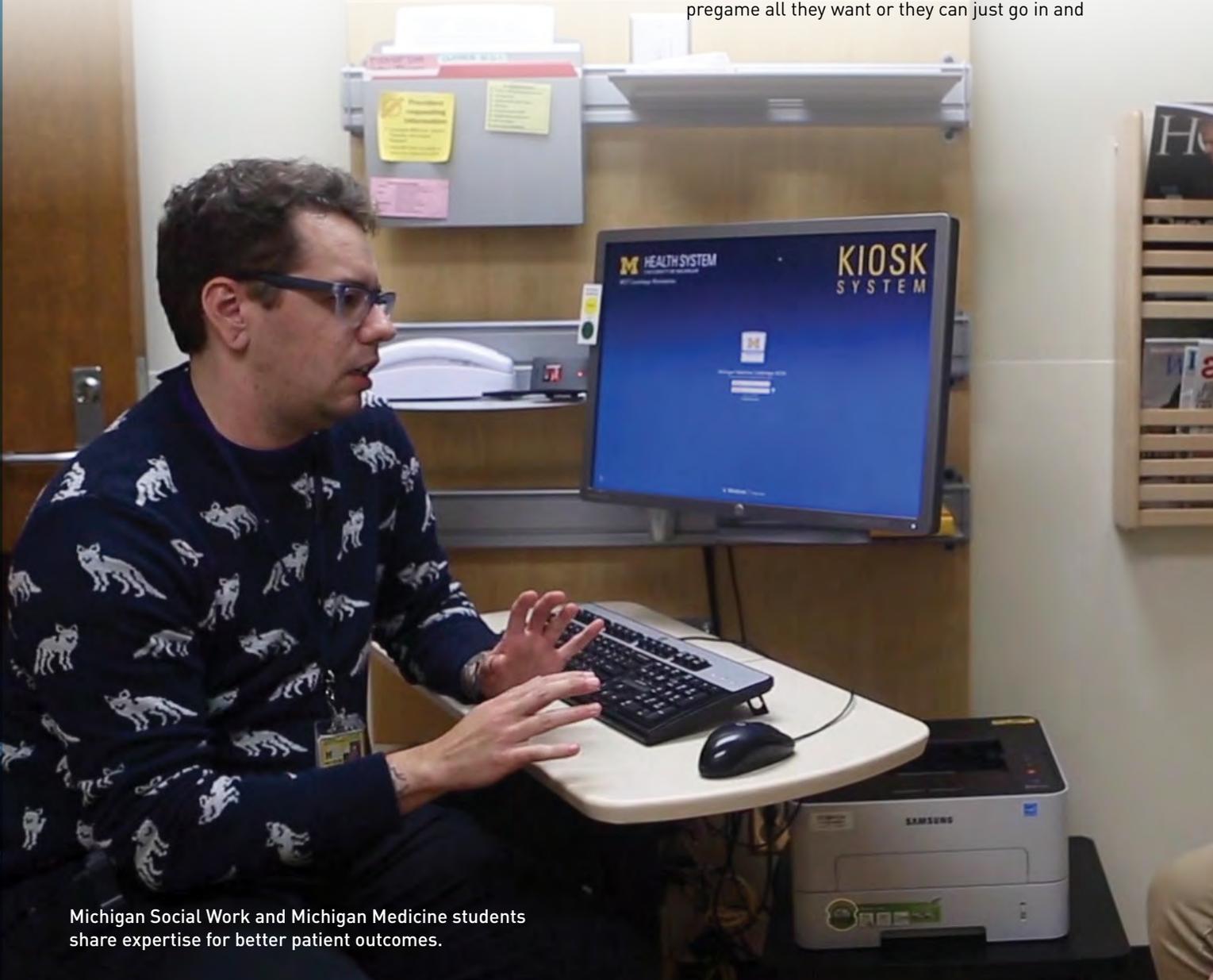
TRAINING SOCIAL WORK STUDENTS AT MICHIGAN MEDICINE FOR A COLLABORATIVE FUTURE

While many universities are discussing IPE, U-M has taken the lead in creating a wide range of interprofessional curricula, training and experiences.

Erin Khang is an adjunct lecturer at Michigan Social Work and the Director of Graduate Social Work Education at Michigan Medicine. She manages the placement of 60–65 social work students annually throughout the medical campus and at offsite Michigan Medical locations.

“The model of having multidisciplinary professions in one place isn’t new; we have had rounds and traveled in packs forever, but students were only focusing on the parts that were relevant to their process,” Khang explains. “They didn’t really take into account each other’s roles, nor how they could collaborate to make a unified plan of care.”

One of the IPE simulations is entitled “Breaking Bad News.” It pairs a medical and a social work student for a scenario in which a patient dies and, together, the students must tell the spouse. The students meet for the first time outside the door where the person playing the spouse waits. “They have to decide on their own approach; they can pregame all they want or they can just go in and



Michigan Social Work and Michigan Medicine students share expertise for better patient outcomes.

and navigate how to break that bad news to the spouse,” says Khang. “We train them to be kind and empathetic, but also direct.” Afterwards, the pair runs through a specific IPE debrief to ask what the students learned from each other, and how they could improve as a team. Previously, this was a skill medical students had to practice by themselves. The IPE version not only provides social workers with the opportunity to gain crucial experience but also allows the student team to draw from each other’s expertise, and tailor individual approaches on the fly for each situation.

Social work students who have gone through an IPE field placement describe it is an invaluable opportunity. “The more experience students have with real-life experiential learning in a safe environment where they can make mistakes, the better practitioners they’ll be,” says Khang. “Their learning curves won’t be as steep when they graduate.”

INTERPROFESSIONAL EDUCATION CORE COMPETENCIES



VALUES/ETHICS

Work with individuals of other professions to maintain a climate of mutual respect and shared values.



ROLES/RESPONSIBILITIES

Use the knowledge of one’s own role and those of other professions to appropriately assess and address the healthcare needs of patients and to promote and advance the health of populations.



INTERPROFESSIONAL COMMUNICATION

Communicate with patients, families, communities and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease.



TEAMS/TEAMWORK

Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver and evaluate patient-/population-centered care and population health programs and policies that are safe, timely, efficient, effective and equitable.



INTERCULTURAL INTELLIGENCE

Understand the role of values and culture in driving decisions and demonstrate the appropriate flexibility necessary in working with others having different values.





Daicia Price, clinical assistant professor, and Dean Lynn Videka connect with fellow colleagues.

SOCIAL WORK FACULTY EMBRACE IPE

The Interprofessional Leadership Fellows program gives faculty members the opportunity to work on an interprofessional team, allowing them to gain personal experience with the IPE collaborative models.

The program launched in January 2016 with fellows representing the School of Social Work along with the School of Dentistry, School of Kinesiology, Medical School, School of Nursing, College of Pharmacy, School of Public Health and UM-Flint's School of Health Professions and Studies.

Michigan Social Work Field Faculty Mary Eldredge was a fellow in 2017 and matched with teammates from the School of Dentistry and the School of Nursing. Together, they created a program that focused on reducing bloodstream infections in pediatric oncology patients. Students were provided with a case study in which a pediatric oncology nurse overhears a distraught mother state to her child, "I'm tired of fighting with you about brushing your teeth, it's not worth it." Eldredge explains that while childhood acute lymphoblastic leukemia has about a 95 percent survival rate, the majority of those who don't survive succumb to central bloodline infections, which are usually caused by oral bacteria. "The idea that we can motivate families

to get involved with their child's healthcare with something as simple as brushing their teeth—which can really affect their survival rate—was the driving point for us," she says.

As part of the project, Eldredge's team put social work, nursing and dental hygiene students together in interprofessional teams for simulation experiences. "We all need to toot our horns to promote and demonstrate the value of social workers, and motivate our students to access that professional strength and use that voice," she says. "We also need the other professionals to fight for us and for these teams. One hallmark for me was seeing other medical professionals ask: 'Will I have access to social work?'"

Clinical Assistant Professor Daicia Price is a current fellow. "When you get to connect with other professionals and other disciplines as a fellow, it changes the dynamics because there is no hierarchy."

Price's team is working on a web-based learning module for people with chronic health conditions.

"We are trying to figure out how all of our professions—at the prevention, assessment and intervention levels—support people who are at risk for or living with a chronic health condition," she explains. "When you start talking about people who are in communities that have a limited amount of health professionals—that are marginalized in other ways by race, economics, gender—it is critical that the healthcare teams are prepared to deliver optimal service to those individuals. My team is working to transform the system of care in these underserved communities."

School of Social Work Interprofessional Leadership Fellows since 2016

Joshua Brewster
Leslie Dubin
Mary Eldredge
Daniel Fischer
Shanna Kattari
Erin Khang
Debra Mattison
Daicia Price
Anao Zhang

Continuing Education IPE Certificate for Practicing Social Workers

Michigan Social Work offers a Certificate in Integrated Behavioral Health and Primary Care through the Office of Continuing Education.

This web-based interdisciplinary certificate is designed for clinicians—social workers, nurses, care managers, psychologists and physicians—who deliver, or plan to deliver, integrated health services. Participants will gain assessment, intervention, and consultation skills and learn how to apply these skills in the workplace.

The faculty includes over 40 instructors who are passionately committed to IPE and provide a wide spectrum of voices. The program attracts a diverse group of participants and creates an online community where participants can engage and develop professional relationships.

“The IPE certificate fills a critical need for allied health professions to learn together to better implement integrated healthcare using an interprofessional framework. One of the main goals of integrated healthcare is to improve physical and behavioral health outcomes for individuals across the lifespan,” says Mary Ruffolo, Associate Dean for Educational Programs and Rosemary A. Sarri Collegiate Professor of Social Work.

To learn more: ssw.umich.edu/r/integrated-health-certificate



Joel Arnold, MSW '18

FROM SCHOLAR TO PROVIDER — THE PATH OF A RECENT GRADUATE

The School of Social Work has three special programs that provide financial support for IPE-focused courses of study. Joel Arnold, MSW '18, was a Detroit Clinical Scholar and also participated in the HRSA Integrated Behavioral Health and Primary Care Trainee Program. “The Clinical Scholars Program was about understanding the barriers that racial and ethnic minorities have to accessing treatment in underserved communities,” says Arnold. **“So the importance of the integrated team is that it’s a one-stop shop: patients can come to one place and see a psychiatrist, a nurse, a therapist and a case manager. They are more likely to engage in services, there’s better health outcomes and, overall, it’s actually less expensive.”**

Now an outpatient therapist at network180, a behavioral health home in Grand Rapids, MI, Arnold puts his IPE training in action. “Every morning we huddle. There’s a psychiatrist, a couple of case managers, two other therapists and a nurse, and we talk about how we can better serve our clients and present any issues they may be experiencing so we can provide better care.

“I went into IPE thinking that social justice is something social work has a monopoly on, because that’s what we do. But in working with other disciplines, their mindsets were in the same space. It’s really about steering the conversation about clients through a person-centered, strengths-based lens, and understanding that we are working with a human being who needs help, as opposed to ‘a schizophrenic.’”

Thank You

2,800 alumni and friends
generously gave **8,552 gifts** to
the School of Social Work through the
Victors for Michigan campaign

Raising **\$24.5 million** in support!

Almost 50 percent of the total was earmarked
by donors for student support: Michigan Social Work's
#1 priority and the University's #1 priority

Thank you for your investment in the School,
students and the profession

Together, we can change the world





“This groundbreaking research is changing the mindset of a nation about parenting practices.”

—Lynn Videka, Dean

Professor Andrew Grogan-Kaylor

RESEARCH CHANGES AMERICAN ACADEMY OF PEDIATRICS POLICY ON CORPORAL PUNISHMENT

The American Academy of Pediatrics (AAP) has recently released a policy statement advising parents against using any form of corporal punishment with their children, thanks in part to a 2016 study by U-M School of Social Work Professor Andrew Grogan-Kaylor and University of Texas at Austin Professor of Human Development and Family Sciences Elizabeth Gershoff.

“A 2016 meta-analysis showed that current literature does not support the finding of benefit from physical punishment in the long term,” the AAP statement said in reference to Grogan-Kaylor and Gershoff’s work. Their study, which was a meta-analysis of data representing 160,927 children, showed a link between spanking and detrimental child outcomes.

Physical punishment and verbal abuse are both heavily discouraged by the AAP statement. This new policy is an update to the AAP’s 20-year-old clinical report “Guidance for Effective Discipline,” which already asserted that parents

“should be encouraged and assisted in developing methods other than spanking in response to undesired behaviors.”

Even though some surveys have shown that the majority of parents think spanking is sometimes necessary, surveys also show declining support for corporal punishment, especially among younger parents. Instead of spanking, the AAP advocates that pediatricians discuss effective discipline strategies with parents, such as those described in *Bright Futures Guidelines for Health Supervision of Infants, Children, and Adolescents*, or on HealthyChildren.org.

NATIONALLY RECOGNIZED RESEARCH

ANDREW GROGAN-KAYLOR AND SHAWNA LEE

“Spanking and adult mental health impairment: The case for the designation of spanking as an adverse childhood experience”

Received Article of the Year Award, *Child Abuse and Neglect*

GARRETT PACE, SHAWNA LEE AND ANDREW GROGAN-KAYLOR

“Spanking and young children’s socioemotional development in low- and middle-income countries”

Recognized at the Population Association of America Annual Meeting

JEWISH FEMINISMS,

JOYCE ANTLER

Samuel J. Lane Professor Emerita of American Jewish History and Culture and Professor Emerita of Women's, Gender and Sexuality Studies, Brandeis University; author, *Jewish Radical Feminism*

"It was a dream come true to have two days devoted to discussing the roots of the women's liberation movement with so many movement activists. Many of the speakers were women I wrote about in my book, pioneers who jump-started women's lib. Their stories fill in missing links in accounts of the movement, which unfortunately leave out Jewish women's stories. The issues that fired them are still with us. As a historian, I hoped to provide a living past that highlights women as historical actors and the life experiences that motivated them. Jewish women can be proud of what Jewish activists have accomplished.

"The lesson from the pioneers is twofold: organize, and don't go it alone. Find your community. I told the students, 'Don't wait—create the solution together.' They loved Heather Booth saying that even if you're fearful, you move ahead anyway. Organize, but with love. Find what connects you to each other.

"I was inspired by the students and expect that it was inspirational for them to hear from women who have been making change for the better part of half a century. If we don't know history, we cannot transform it. This conference enabled us to identify with a powerful past and see its relevance to the future."



Joyce Antler, author, *Jewish Radical Feminism*

AMERICAN VISIONS:

PERSPECTIVES FROM FIFTY YEARS OF ACTIVISM

“We had to be there. The world needed us to change it.” So said New York University professor Rayna Rapp of the women’s liberation movement of the late 1960s and early ‘70s. The occasion was a recent event for which Rapp and many of her sisters once again felt a need to be present—Jewish Feminisms, American Visions: Perspectives from Fifty Years of Activism. This conference, conceived by Karla Goldman, U-M’s Sol Drachler Professor of Social Work and Professor of Judaic Studies at U-M’s College of Literature, Science, and the Arts (LSA), was held March 13–15, 2019 at the School of Social Work.

The seeds for Jewish Feminisms grew from a generous anonymous gift, intended to advance thought leadership at the School of Social Work. “We could be ambitious,” says Goldman. “So, what would we do?” A landmark book showed the way. In 2018, Joyce Antler, social and cultural historian and a professor at Brandeis University, had published *Jewish Radical Feminism: Voices from the Women’s Liberation Movement*, described by the Jewish Telegraphic Agency as “bring[ing] to light, for the first time, the ways in which feminist trailblazers were influenced by their divergent and often unspoken Jewish backgrounds.”

“Jewish women who helped to create women’s liberation didn’t reflect openly about their Jewish identities,” Goldman explains, “Even on the left, people might have issues with Jewishness, so Jewish activists escaped into ‘white’ identities and felt silenced.” Goldman and her partners—including U-M’s

Frankel Center for Judaic Studies, U-M Hillel, LSA and the Jewish Women’s Archive in Brookline, Massachusetts—decided to break the silence. The idea of a Jewish feminist gathering took shape, and another generous donation, this one from the Frankel Center, followed.

“Joyce showed that Jewish identities were indeed relevant to these women’s activism,” says Goldman. “Many of the women in her book were invited to the conference and came.” Among these was Antler herself, who said, “It was a dream come true to have two days devoted to rediscovering the Jewish roots of the women’s liberation movement. The stories people told resonated so much with today’s struggles.”

Goldman certainly had that resonance in mind when she imagined the conference. Among the questions Jewish Feminisms asked: “What creates an activist left? How do activists manage outsider

status? Why today are we seeing a rise of antisemitism and misogyny not only on the right but on the progressive left?” The conference was rich not only in answers but in new questions. “There were so many seeds of different conversations,” Goldman marvels. “It was all so rich and resonant.”

Jewish Feminisms kicked off March 13, at the U-M Museum of Art, with a showing of “Heather Booth: Changing the World,” about the celebrated civil rights activist, feminist, political strategist and organizer. Booth herself, now 73, was present. “After the film,” she recalls, “I came onstage and said, ‘Stand up, if you are able, if you are ready to organize and change the world!’” The response was unanimous.

On March 14, Goldman and Antler welcomed a packed house to the conference proper. The panels that followed were an outpouring of riches. First came “From Radical to Feminist,” with Heather Booth joined by Miriam Hawley MSW’66, a founder of and contributor to the original *Our Bodies, Ourselves* (first published in 1970 as *Women and Their Bodies*, a 136-page booklet that sold for 35 cents) and a onetime member of Students for a Democratic Society (SDS). “People I knew from SDS days were on my panel!” Hawley marveled. “And the panels were all interrelated. It was brilliant how Karla arranged it.”

HEATHER BOOTH
President, Midwest
Academy, Democracy
Partners

“The conference created a sense of community. I saw old friends. I made new friends whose insights shaped the women’s movement. We interacted with good spirit, deep commitment and caring. The young people present took inspiration from connecting with people they had heard about. The discussions could have gone on and on. There were stories from Jews of color, from youth and from lesbian feminists. They were heartwarming and moving and sometimes painful to hear. People learned how to be inclusive and to listen. They learned that if we’re going to change the world, we need to organize.

“Young people asked, ‘What do you do in a time like this? What do we do in the face of existential threats every day?’ People are demoralized, but at the conference they were reinvigorated, hearing how, in the past, people pressed on and made progress. We moved ahead in spite of or even because of our mistakes.

“I have special gratitude for Karla. Her care and generosity embodied the best of the social work spirit. I also have gratitude for the volunteers and staff. The collegial way it was put together gave full recognition to everyone.”

Next up was “Periphery and Core: The View from Ann Arbor,” featuring activists who had been here in Ann Arbor during those years. “Joyce’s book focuses on major cities,” Goldman says, “but women’s liberation happened everywhere, including Ann Arbor. Only now, for this first time, we discussed this in terms of race and Jewish identity, as the movement in Ann Arbor was particularly white. As with so many of the panels, we were really creating new knowledge with this one.”

Next came two panels that dealt with participants’ intersecting identities—“Adding Jewish to Feminist” and “Claiming Identities: Lesbian Jews, Radical Politics, and Secular Jewish Culture.” Of the latter, Goldman says, “Jewish activists presented as unmarked white people back at that time, but many Jewish lesbians felt they could no longer hide, so they created specifically Jewish feminist identities.”

As the conference was being planned, key scholars in the Jewish community were joining the #MeToo movement. This led to a special program Thursday evening, “#MeToo in the Context of Jewish Feminism,” which featured a panel discussion and a performance by klezmer violinist Alicia Svigals, who had set to music a poem by Irena Klepfisz (also present) about the vulnerability and objectification of women. A tornado

warning mid-evening hardly stopped the energy. Participants simply moved to a small basement room, creating an even greater, if unplanned, feeling of community.

The final day of the conference led off with an especially sensitive and successful panel, “Feminisms/Jewish Feminisms and the Complication(s) of Israel.” Said Miriam Hawley, “I had never heard such an open conversation about Israel. The open speaking and generous listening let people understand the complexities without taking sides.”

Professor Samira Mehta of Albright College in Reading, PA, then moderated “Contemporary Leaders Consider the Legacies of Feminism.” Mehta had some trenchant observations on complicated intersections within Judaism, observing that “some American Jews won’t talk about race; they have minority status but are less aware of their white-skin privilege. With white skin, you can make choices about self presentation that help preserve your safety.”

Goldman adds that, “The conversations about race weren’t confined to panels on race. Race came up throughout, and you felt the electricity. Cross-race activism remains a challenge, as much today as when Heather Booth worked with Fannie Lou Hamer.” [Hamer, an African American activist, cofounded

SAMIRA MEHTA

Assistant Professor of Religious Studies, Albright College

“I had never heard such frank discussion of the issue in a predominantly white space. Some American Jews will talk about race; ethnicity and religion give them minority status, but they are less aware of their white-skin privilege. Not to diminish the realities of anti-Semitism, but, with white skin, you can make choices about self-presentation that help preserve your safety.

“As Rabbi Georgette Kennebrae noted at the conference, Jews are rightly proud of being greatly represented in the civil rights movement, but the majority were opposed or neutral or supported the cause but did little. Even those who were involved may not have examined their bias.

“I hope the students took away a sense of the diversity of the Jewish community. I hope they saw the many ways we as feminists stand on the shoulders of giants, that the world we live in now is the result of hard work by activists. I would not be able to exist in the Jewish community without the work of women in that room who helped create a feminist Jewish space for me.”



The conference engaged a new generation of activists.

the Mississippi Freedom Democratic Party and represented it at the 1964 Democratic Convention.] Booth was encouraged by Hamer and others in African American communities to take what she learned back to white communities.

“These women moved our society,” says Goldman. “They made our world. Students saw that history is created by people you can talk to. Without those women there might have been no gay liberation, no recognition of toxic masculinity, no #MeToo. Meanwhile, older folks, including some of the participants, were saying, ‘I can’t believe I’m meeting all the people on my bookshelf!’ Even in a depressing time like this, feminist energy was still creating possibility. It was happening in that room!”

As one student said, “An amazing amount was created and put forward by these women!” Emily Kloch, MSW’19 said, “To be surrounded by so many powerful women who have made history and continue to make it was a true gift. Participating in the conference was the perfect way to end my studies at the School of Social Work. I continue to reflect on the connections I made and the stories I heard.”

“The generosity of the donors and the networks of people who allowed us to bring all these folks together were just wonderful. It allowed us to create something truly memorable and historic,” says Goldman.

In conjunction with Jewish Feminisms, American Visions, the Jewish Communal Leadership Program (JCLP), based at the School of Social Work and under the direction of Karla Goldman, hosted a special program, The Jewish Future is Feminist: An Interactive Conversation with Innovative Leaders and Community Organizers. Panelists included Rabbi Lizzi Heydemann, founder of the post-denominational spiritual community Mishkan; Sarah Hurwitz, former White House speech writer; and April N. Baskin, Racial Justice Director of the Jewish Social Justice Roundtable. Said Hurwitz, “It was a profound honor and a total joy to be on a panel with such brilliant, passionate, thoughtful women.”

The JCLP offers a distinctive educational opportunity to emerging leaders committed to helping Jewish communities meet contemporary challenges and address broader social concerns. The five-semester program earns students a Master of Social Work and a certificate in Jewish communal leadership from the University’s Jean and Samuel Frankel Center for Judaic Studies.



Miriam Hawley, MSW '66, a founder of and contributor to *Our Bodies, Ourselves*.

MIRIAM HAWLEY, MSW '66

Activist, Author, Business Coach

"I was involved in politics from the start and joined Students for a Democratic Society (SDS) in its earliest days. It was so thrilling to have this conference sponsored by the School of Social Work. Coming back to the School was mind blowing, because feminism and social justice are woven throughout the place now. There was a great mix of people. I was on a panel with women I knew from the original days of SDS. The panels interrelated. It was brilliant how Karla arranged it. Right there people started emailing and texting each other to continue their conversations.

"There were black, Jewish, lesbian women talking about the intersection of those identities. We didn't talk about intersectionality fifty years ago. And I have never heard such an open conversation about Israel. The open speaking and generous listening let people understand the complexities of the situation without taking sides. Conferences don't often open things up like this.

"I hope the young people present took note of that generosity and possibility that lets us come to solutions—people listening to one another, supporting one another, caring for one another."

DEBORAH DASH MOORE

Frederick G. L. Huetwell Professor of History and Judaic Studies and former director, Frankel Center for Jewish Studies, University of Michigan

"The conference brought together activists from different generations and backgrounds, who were deeply committed to social change. Some of their goals were inflected by Jewish interests and others by explicitly American interests. In my first panel, they knew each other. There was this personal dynamism.

"Karla specifically included women who were concerned about questions of LGBTQ+ rights, and we had a younger generation panel that also spoke, including Jews of color. The young people wanted to know how to advance socially just causes without feeling like nothing's ever going to change. Well, we were older women, who had become activists in the 1960s. We said, 'Yes, there is discouragement, so, you regroup and you rethink. You savor moments of victory as part of the process.' There were so many people at the conference who had made history. The young people understood that they, too, could make history."

JOHN (MSW '71) AND MARY JEAN (BSN '70) YABLONKY

John and Mary Jean Yablonky had careers launched and shaped by the University of Michigan — John at the School of Social Work and Mary Jean at the School of Nursing. Both chose, throughout their lives, to maintain and to build on these U-M connections.

The Yablonkys are honoring their U-M roots by establishing the John and Mary Jean Yablonky Endowed Scholarship Fund at the School of Social Work for students pursuing careers in child welfare. **“Qualified students who have a passion for the work shouldn’t be denied opportunities because of financial need,”** John declares. These students will be heirs to the Yablonkys’ legacy of devotion to youth, social justice and the university’s ideals.

John Yablonky came to Ann Arbor in 1959, the son of U-M journalism professor Ben L. Yablonky. “Growing up in Ann Arbor,” John says, “I had a great affection for the University of Michigan. I never wanted to go to any other school.”

After graduating in 1969, John discussed his future with his father’s friend Roger Lind, a lecturer at the School of Social Work. John had an interest in children and youth. With Lind’s encouragement, he earned a master of social work in administration and policy. He then took a job at Family Group Homes for Youth in Ann Arbor. In 1976 he moved to Detroit’s Methodist Children’s Home Society, where he was responsible for their 70-bed residential treatment program. In 1995 he became executive director at Detroit’s Christ Child House, where he helped to launch an adoption program, until his retirement in 2018. He also served on the School of Social Work’s Community Advisory Board.

Mary Jean Yablonky was a baccalaureate graduate of the U-M School of Nursing and received a Certificate in Anesthesia from the Medical School Department of Anesthesia. Her career began at C.S. Mott Children’s Hospital. She became a pediatric nurse anesthetist and the associate director of the Nurse Anesthesia Program in the Department of Anesthesiology until it closed in 1983. After working at other healthcare facilities in southeastern Michigan, she returned to Mott in 2005, as its first chief nurse anesthetist in the Department of Anesthesiology Pediatric Section, until her retirement. Mary Jean says, “It’s a natural overlap for the two of us to support social work students specifically interested in child welfare.”

John has had a lifelong relationship with U-M social work students. His own field placement at the Washtenaw County Juvenile Court inspired him to become a field instructor, starting at Family Group Homes. “I was impressed with the MSW students I supervised,” he recalls. “They were the best and brightest.” John hired some of those students, and “the best and brightest” inspired the Yablonky Endowed Scholarship.

Says Mary Jean, **“I was the first in my family to go to college, thanks to scholarships from the U-M Alumni Association, and so I always hoped I would be in a position to give back. The university and the School of Social Work both open a lot of doors for young people.”**

For more information on how to set up an endowed scholarship fund contact the SSW development office at 734-763-6886 or ssw.development@umich.edu.





The Real Blue (1998) by Sam Gilliam (U.S. b. 1933), commissioned by the U-M School of Social Work. The four-part work is installed in the School's atrium, where it can be viewed from multiple perspectives, speaking to concepts of equity, diversity and intersectionality.

ART & SOCIAL WORK

“People have been expressing issues of social justice, oppression and privilege in many artistic ways long before the social work profession began more than 100 years ago. We are using these artistic expressions to remind us of, and to collaborate with and to reinforce ideas that, in many ways, have been here long before we have.”

—Rogério M. Pinto, associate dean for research and professor of social work

The Origins of the Art Collection

When the School of Social Work Building opened in 1998, it presented a tremendous opportunity. Previously, the School had been housed in offices across six different campus locations; the new building—the result of Dean Emeritus Harold Johnson’s tireless efforts—brought the community together in a light-filled structure at the center of campus, giving the School’s mission increased prominence.

“When the building was being designed, we wanted a plan to beautify it. At that point, there was a feeling that five percent of the funding of new buildings should be dedicated to art,” recalls Paula Allen-Meares, Norma Radin Collegiate Professor Emerita of Social Work and Dean Emerita. “We had deep conversations within the SSW family about our values, the value of art, and the value a collection could bring to the School.”

Allen-Meares worked closely with Professor Emeritus of Social Work Jessie Gordon and an advisory board which included Professor Emerita Diane Kaplan Vinokur, Former (SSW) Development Officer Deobrah Perry, Allen Samuels, Dean Emeritus and Professor Emeritus of the U-M School of Art & Design and two art consultants, Alice Simsar and Rick Axsom. Together, they created a collection guided by

the themes of *multiculturalism, family and the protection of the vulnerable*. “These themes are the foundation of our profession and these values ground us; they are essential and relevant,” she states. “In addition, the collection of art was strategic: beyond being driven by our professional values, the quality of the pieces and the stature of the artists were also important.”

“The art collection made the School a unique destination; the School became a place to come and walk through,” notes Allen-Meares. Professor Larry Gant, also a professor of art and design at U-M’s Penny W. Stamps School of Art & Design, adds, “This was the first standing art collection within a school of social work in the nation, and it generated a lot of interest and enthusiasm. There’s always a component of faculty, students and alumni fluent or interested in art.”

Abstract Art in the Age of Advocacy

This spring, Gant spoke at the University of Michigan Museum of Art to discuss the works of Sam Gilliam and Al Loving, African American artists who pioneered the use of unstructured material during the mid-1960s.

“What did it mean,” asked Gant, “to be abstract during the civil rights movement?”

Art has been a motivating force and memorable response in times of political and social crisis. Think of the posters, murals and logos that continue to inspire reaction. Gilliam and Loving, however, resisted the call—against a backdrop of tremendous social change—to create representational art or to serve as the “black artists.” Instead, both artists pushed against societal expectations to explore their own vision of color, space and form.

Gilliam’s *The Real Blue* is a four-piece installation commissioned in 1998 for the School’s lower-level atrium. Gant sees in the piece the current issues of social work: identities, configurations and critical intersectionality. “Nothing fits, but it does. The colors are different but they fit; the shapes fit but they aren’t supposed to. What do we take from that? It’s abstract art that doesn’t have answers but compels questions and gets your attention, and that’s a really good intent: it gets students able to sit with ambiguity.”

“It’s okay to think about both art and issues as complex, varying fluid issues,” he adds.

To illustrate this point, Gant describes *Kindred*, the 10-foot bronze sculpture by U-M alum Bill Barrett that sits outside the entrance to the School’s Educational Conference Center. “As you walk around it, you see the configuration of the family changing all the time.



Detail from *Kindred* (2002) by Bill Barrett (U.S. b. 1934) commissioned by the U-M School of Social Work, *Kindred* is typical of Barrett's abstract metal sculptures inspired by the fluid lines and elegance of dance. A gift from the Dorothy and Clinton Purdy Estate, the artist and others.

But nothing has changed, just your perspective.”

Changing perspectives is as necessary a skill in social work as it is in art, and has led, in the case of the SSW art collection, to a new emphasis on collaboration with emerging artists. “To reach people, you need to work beyond representational art, and consider multimedia works, technology and performance,” explains Gant. “These forms have a long history of being created by those who are ‘outsiders’ or whose identities are neglected by the mainstream.”

Cultivating Art as a Tool in Research and Education

“Art for social work has always been a strategy, not an outcome,” says Pinto. For the last several years, he has represented the School in roundtable conversations and at national conferences on the subject to share knowledge and best practices, and discuss ideas about how to further integrate arts within social work research and practice. These dialogues have begun to produce outcomes, which Pinto details.

His project examines how design can be effective in helping people change and maintain behaviors related to their health. Specifically, the project seeks to design objects that are seamlessly integrated into the everyday life of people diagnosed with multiple chronic conditions, and that will both remind them to take medicine and encourage them to more effectively manage their health. This project is a U-M collaboration between Pinto and colleagues at Stamps and Michigan Medicine.

Art is a way to depict, discuss and develop awareness. Pinto is eager to expand this relationship and develop curriculum that encourages the use of arts in social work practice and, especially, in research. He's not alone. Last May, over 100 members of the U-M community gathered for a daylong conversation on arts integration. Organized in partnership with the National Academies of Sciences, Engineering, and Medicine, the conference built on the academy's research that shows that the arts help build connections and encourage innovative approaches.

As we move toward the celebration of the School's centennial, the planning committee is looking to expand the art collection and bring additional new media

performances to campus. In addition, Pinto is working on a new certificate program that would provide students with the knowledge and skills to use the arts as a tool for social work research and education.

"I'm happy that the collection is still inspiring conversations," says Allen-Meares. "Every time I see *Kindred*, I think 'wow.'"

MICHIGAN SOCIAL WORK ART COMMITTEE

Larry Gant, co-chair

Professor of Social Work, School of Social Work, and Professor of Art and Design, Penny W. Stamps School of Art and Design

Rogério M. Pinto, co-chair

Associate Dean for Research and Professor

Lauren Davis

Assistant Director, Diversity, Equity and Inclusion Program

Lorraine Guitérrez

Professor of Social Work, Director, Diversity, Equity and Inclusion Program, School of Social Work, Arthur F. Thurnau Professor and Professor of Psychology, College of Literature, Science, and the Arts

Susan Himle-Wills

Executive Director of Development and Alumni Relations

Thaddeus Jabzanka

Alumnus and President, Alumni Board of Governors

Marvin Parnes

Alumnus and Dean's Advisory Board Member

Lisa Raycraft

Communications and Public Relations Manager

Jerome Rork

Facilities Manager

Richard Tolman

Sheldon D. Rose Collegiate Professor of Social Work, School of Social Work, and Research Professor, Center for Human Growth and Development

John Tropman

Henry J. Meyer Collegiate Professor Emeritus of Social Work

Lynn Videka

Dean and Carol T. Mowbray Collegiate Professor of Social Work

Nicholas Williams

Multimedia Coordinator

HUXTABLE ON STAGE

In an effort to expand the collection, the SSW art committee discussed ways to bring new media performances to the Michigan Social Work community. Enter Juliana Huxtable, stage right. In February 2019, the New York City-based artist, DJ and writer performed for the community at U-M's Lydia Mendelssohn Theatre as part of the university's Rev. Dr. Martin Luther King, Jr. Symposium. Her multimedia performance was built around her spoken word exploration of identity, community and technology, and augmented by compelling lighting design and instrumental accompaniment. The performance was produced for the School of Social Work by Nicholas Williams, SSW Multimedia Designer. The following evening, she discussed her work as part of the Penny W. Stamps Distinguished Speaker Series. Gant taught a mini-course in advance of Huxtable's performance.

"The class exposed me to different ways of viewing art," says MSW student Cuauhtemoc Salinas Martell, "and that's why Juliana's performance was very impactful to me. She was very raw and very identity-focused, and it allowed me to own my identities as a gay student. The different types of light she used—the boldness of the red versus the blue—that's how I feel in my life right now."

Rogério M. Pinto, co-chair of the School's Faculty Allies for Diversity, explains: "Huxtable is fabulous and unique and clearly brings diversity to the university. Her show onstage and the underpinnings are, in so many ways, about the same dialogue happening within academia: social justice in social work, commemorating diversity, and advocating for inclusion and equity."

"Huxtable is one example of where we want to go to develop different types of art," adds Pinto. As a frequent participant in diversity initiatives, Pinto is keenly aware of both the ability of art to explore and encompass different viewpoints and the need to move beyond a white, affluent framework. "Those of us who are, in many ways, representing diversity at this university don't necessarily feel that we express the fullness of our diversity. So many times, the conversation revolves around finding those sweet spots, where we can actually reveal all of who we are."



DAN ROBIN MSW '10: “WITHOUT MY MENTORS I WOULDN'T BE HERE”

Growing up, Detroit native Dan Robin cared for his disabled mother. She died before he received his MSW from the University of Michigan. “That’s the reason,” Robin says today, “why I am talking to you from corporate human resources at Amazon. I wanted to create impact around folks with disabilities. My background is running a business and simultaneously figuring out how to solve a human or social problem. **Every role I have had since my MSW has been about business partnering with a social enterprise; it’s a great mechanism to achieve our goals. The School of Social Work at U-M provided a foundation for me to do that.**”

Critical to launching Robin on his path was mentorship from Anita Bohn, MSW’88. They met when Robin was an undergraduate, and Bohn was Student Initiatives Director at U-M’s Ginsberg Center for Community Service and Learning (she is now Organizational Development Lead for Student Life). Bohn’s support helped Robin succeed at the School of Social Work. He was mentored as well by Terry Axelrod, MSW’71, also a onetime lecturer at the school, who in 1996 founded Benevon, a Seattle nonprofit organization management company. Robin met Axelrod when she returned to the campus to speak. “Then, sometime later, I got a call from her,” he says. “She said, ‘How can I help you along your career path?’” Axelrod brought Robin to Seattle to meet her colleagues and other leaders in social enterprises that supported people with disabilities.

Back in Michigan, Robin opened a Detroit office for an Ann Arbor-based nonprofit management organization. Mentoring continued

to make a difference. Anita Bohn introduced him to Sean de Four, MSW ’01 and a current lecturer at the School, who hired him at Judson Center, a local foster care and adoption agency. Robin became their employment director, and that was his introduction to disability employment issues. He called leaders in Seattle for advice, as a large social enterprise has been working on these very issues with Amazon. The CEO invited Robin back to Seattle to manage that business—to be, as Robin puts it, “embedded in Amazon, like a Trojan horse, going to operations leaders and exploring how we could benefit the enterprise by employing more people with disabilities.” Amazon eventually invited Robin on board for a national strategy to employ such individuals. “In two-and-a-half years we built the program from the ground up,” he says.

Among those at the School of Social Work Robin credits with inspiring and positioning him to do this work, Professor David Tucker stands out. Robin calls him “very business-minded but always showed power in caring; he came off as a tough guy but had a heart.” Tucker taught Robin about shared value—looking for what benefits businesses can get from communities. “Showing organizations the value in that is key to my success,” Robin says. “Social workers negotiate needs really well. We have this sense of caring. At the same time, I sit here in a huge corporation that is unlike me. Keep in mind: this is not a charitable exercise for Amazon. It is performance driven. It is, however, my willingness to sit with people who are not like me, who may disagree with me, that helped us create one of the strongest corporate disability employment programs in the world.



Dan Robin, MSW '10, Leader, Alternative Workforce Strategy for Worldwide Operations, Amazon

So, I encourage social workers to sit with people who disagree with you. It’s the hardest thing, but it is worth it. It’s how you change the world.

“I credit the School of Social Work and their alumni for my success,” Robin says. “Without those mentors—who remain mentors to this day—I wouldn’t be here.

Social workers often don’t network, so I didn’t know how to do that till I reached the real world. I am here, though, because of alumni from that program. I hope that other social work students will reach out and connect with alumni, faculty, staff and visitors to their schools, and with those in other U-M units.”

JANNA BROMM MSW '18: "THE BEST PART WAS LISTENING AND UNDERSTANDING"

"I wanted to create sustainable change for communities," says Janna Bromm. "The macro focus at the U-M School of Social Work came up when I looked at academic programs, so I made a campus visit and I loved it!"

"U-M's program was eye-opening," Bromm recalls. "I was familiar with for-profit businesses and other traditional ways to create change. The SSW Community Organizing program showed me how those models might not be inclusive. I learned to welcome more diverse voices to the room. This is the approach I use today in my career in consulting."

Bromm's first field placement was at U-M Dearborn's Office of Metropolitan Impact. But the big eye-opener was her second field placement. Courtesy of the National Community Scholars program, she traveled to Whitesburg, KY, population 1,900, about 200 miles southeast of Louisville, to work with Appalshop, a nonprofit that empowers local people tell stories through visual and performing arts.

"Until I went to Kentucky," Bromm says, "I didn't understand the challenges of rural America. In Letcher County, Kentucky, people from all walks of life, from the right and the left, were talking about politics and the economy." Some issues were practical, such as lack of broadband internet, and others were systemic, such as the lack of opportunities for economic development in eastern Kentucky. (Interested readers may listen to the "Coal Stories 4" episode of NPR's *Embedded*.)

"The community in Whitesburg was open to hearing different perspectives," she says. "The best part of my experience that summer was listening and understanding, for

example, why people voted as they did in the last election. Hearing all that helped me be more empathic, understanding and well-rounded."

Upon her return to the midwest, Bromm found her field placements had positioned her well for a job with the office of community engagement at Indiana University - Purdue University Indianapolis. There, she helped to summarize and analyze data around promotion and tenure and community engagement, and she interviewed faculty and staff about their community engaged research. "We had conversations about what healthy community partnerships look like," Bromm recalls. "The result was a better picture of how deep and how robust IUPUI's community partnerships were."

Now, Bromm says, "I couldn't have imagined landing a consulting job!" — with Thomas P. Miller & Associates in Indianapolis. The firm consults with local and state governments, educational institutions and others to help them integrate workforce, economic development and evaluation. Clients include Wayne Metropolitan Community Action Agency in Detroit; the Village of Pewaukee, Wisconsin; and Brown County, Indiana. "Miller had a job opening in economic development and community resiliency," Bromm says. "I had experience with inclusive change, empowering people to speak up, leading focus groups and doing qualitative analyses."

Since joining Miller in spring 2019, Bromm has been writing proposals, pulling qualitative and quantitative data, and organizing it. "We want community engagement to be a prominent piece of what we do, so I am part of those meetings," Bromm says. "I help rework systems so that they better fit each community we work with. The firm wants to



Janna Bromm, MSW '18, Project Associate: Economic Development and Community Resiliency, at Thomas P. Miller & Associates

create sustainable change and make decisions based on what is best for each individual organization, city or group. This is place-based work, and I really enjoy it.

"A lot of what I do now comes right out of my management courses at the School of Social Work. I think of Clinical Assistant Professor Katie Doyle and her project management class. For example, my team had not heard of liberating structures" [management tools/techniques to help employees be more engaged and efficient]. "So, I can discuss how to use them with our clients. It's awesome to see my education at work!"

**IMPACT OF THE
HOWARD AND JUDITH
SIMS ENDOWED
FELLOWSHIP FOR
YOUTH & CHILDREN**

“This scholarship gave me financial stability. I can focus on my program and put my best self forward. A scholarship like Sims helps students like me get the education they need to make a difference.”

**Tyhesia Simpson-Van Beek,
MSW '19**

TYHESIA SIMPSON-VAN BEEK FINDS EMPOWERMENT AND STABILITY THROUGH HER SIMS ENDOWED FELLOWSHIP

Tyhesia Simpson-Van Beek was born in Chicago and lived there with her siblings until the age of seven. They were then separated, and she spent the next four years in foster care, where she often suffered abuse. She finally settled with adoptive parents in Iowa at age 11. Simpson-Van Beek's new parents were also willing to adopt her siblings, too, so the family was finally reunited.

At George Washington University in Washington, D.C., Simpson-Van Beek thought she would become a psychologist, "but there was too much focus on the brain and not enough on social interaction," she says. "I told a career counselor I wanted to empower minority children to overcome the stresses they face in social service systems." The counselor suggested a major in Human Services and Social Justice.

"My interest is based on lived experience," Simpson-Van Beek points out. "I struggled with my identity in a

family of a different race, but my faith and passion helped me through." Lived experience also motivates Simpson-Van Beek's interest in service provision. "When I was growing up, my family volunteered through our church. I was always active in service-oriented activities." In college, Simpson-Van Beek's service learning requirement included being a teaching assistant in a D.C. elementary school. Studying abroad in South Africa, in a suburb of Cape Town, she helped a project to promote entrepreneurship in tourism to provide financial resources for the community.

Simpson-Van Beek also contemplated graduate school. She returned from South Africa and found that the U-M School of Social Work had sent her information. "**When I saw they had a child welfare scholarship,**" she says, "**I knew that's what I wanted to do. I saw the opportunities they had to offer.**" She grins. "**Plus they were number one. I thought, Why not go to the best place that will give me the knowledge**

to address tough issues, develop skills and pursue my career goals?"

Simpson-Van Beek describes those goals: "The first step is to become a licensed clinical social worker, then to go into private practice. I also want to do research and write a book on the realities of adoption. I want to start my own nonprofit to address child welfare issues, so a family has multiple needs met in one place. Further down the line I also want to do political work."

Of the impact of her Sims Endowed Award, Simpson-Van Beek says, "The greatest thing is having stability. I can focus on my program and put my best self forward. **A scholarship like Sims helps students like me get the education they need to make a difference.**"

THE POWER OF ENDOWMENT

Endowed gifts build lasting financial strength and provide permanent support for student scholarships, teaching, research and an abundance of other academic programs and activities. Earnings from your gift grow over time to fund your philanthropic priorities. This is a wonderful way to create your legacy at the School of Social Work.

You can support students like Tyhesia Simpson-Van Beek with an endowment gift. For additional information contact the SSW development office at **734-763-6886** or ssw.development@umich.edu.





BERENICE CASTILLO: EXAMINING THE LIVES OF AMERICAN YOUTH

“I reached out to faculty and staff,” says Berenice Castillo of how she navigated as a first generation undergrad at the University of California, Santa Cruz. “I was fortunate to have support from those who could guide me through the process.” Castillo majored in psychology, with a minor in Latin American and Latino/a studies. Today, she is a candidate in the U-M School of Social Work’s Joint PhD Program in Social Work and Developmental Psychology.

After UC-Santa Cruz, she earned her Master of Social Work at the University of Southern California, concentrating in community organizing. When she researched PhD programs, she saw that **“the social work faculty at U-M had lots of overlap with my research interests. It is the top social work school in the country, of course, and one of the few with a joint option for the PhD. With my bachelor’s in psychology and my MSW, it was a perfect fit.”**

Now in her fifth year, Castillo received scholarship support from the **Jerald and Virginia Bachman Fellowship**, which supports a U-M graduate student in social science, social work and/or education who is studying the lifestyles and values of American youth or young adults. Bachman Fellows work with

the faculty and staff of Monitoring the Future, an ongoing project at U-M’s Institute for Social Research, which studies the behaviors, attitudes and values of adolescents in the U.S. Support from the Bachman Fellowship will help her carry out research, attend two conferences central to her professional development and work on two primary author manuscripts. She is also a recipient of a **W. K. Kellogg Family Endowed Fellowship** for doctoral students at the School of Social Work who have research interests in the well-being of children, adolescents and their families. She also received the Rackham Graduate School’s **Bobbe and Jon Bridge Award** for engaged scholarship on child welfare and the **Faculty Allies For Diversity Fellowship** from the School of Social Work.

“I have been researching adolescence since my undergrad years,” Castillo said. “I find adolescents interesting developmentally, particularly common behaviors around substance use. I applied for Bachman specifically to study variation within Hispanic subgroups, such as Puerto Rican and Mexican youth.” Her research focuses on changes in substance use behavior over time, nationally, among adolescents. In her application for Bachman, she noted that, while some 25 percent of K-12 youth in

the U.S. today are Hispanic, Hispanics continue to be underrepresented in research, and that most substance use literature is based on Western, educated, industrial, rich and democratic (WEIRD) samples. Castillo’s dissertation will identify Hispanic adolescent health disparities and mechanisms to improve health and well-being of Hispanic adolescents who engage in substance use or demonstrate externalizing behaviors. Calling Castillo “one of the best students I have worked with at the University of Michigan,” her social work advisor, Andrew Grogan-Kaylor, says she “stands out for her ability to analyze complicated datasets with advanced statistical techniques, and even more impressively for her ability to use these advanced quantitative tools in answering real-world questions about child and adolescent development.”

Looking to her future, Castillo would like a career in academia, in a research institute or research school, as a professor. “Seldom have I seen a doctoral student with such a keen sense for asking key questions,” says William Elliott III, professor and director of the Joint Doctoral Program. “Castillo combines this with solid conceptual and empirical skills. She initiates worthwhile studies herself, rather than waiting for others to lead.”

DISSERTATIONS DEFENDED



NKEMKA ANYIWO

Social Work and Psychology
“We gon’ be alright’: Racism, Media, and the Sociopolitical Development of Black Youth”



JOHN DOERING-WHITE

Social Work and Anthropology
“In the Shadow of the Beast: Violence and Dignity along the Central American Migrant Trail”



PETER FELSMAN

Social Work and Psychology
“Improvisational Theater for Psychological Health”



HUIYUN KIM

Social Work and Sociology
“Housing Insecurity and Low-Income Housing Policy in the United States”



MIN HEE KIM

Social Work and Sociology
“Geographic Distribution of Aging and Health-Related Resources in Urban Neighborhoods: Implications for Health Care Delivery to Community-Dwelling Older Adults with Physical and/or Cognitive Impairment”



PATRICK MEEHAN

Social Work and Anthropology
“Making Change Where it Counts: Social Work and Elected Office”



PAIGE SAFYER

Social Work and Psychology
“M(other) Nurture: Exploring the Influence of Maternal Care on the Development of Infant Emotion Processing, Regulation, and the Emotional Brain”



PINGHUI WU

Social Work and Economics
“Demand Shocks, Shift in Welfare Regime, and the Well-being of Workers and Their Families”



The
**Clarita
Mays**
**Memorial MSW
Scholarship Fund**

was established in memory of Clarita Mays, MSW '86, an important member of the social work community for over 30 years, who passed away on July 16, 2018.

Clarita served as the School of Social Work's Assistant Dean for Multicultural Affairs/Student Services from 1992-1999, was a long-time staff member in the Office of Student Services, and a loyal alumna. She was dedicated to increasing the diversity of our student body, making an MSW education accessible to those who could least afford one and mentoring social work professionals throughout their careers. Clarita had a strengths-based orientation and always saw the best in people. She was also committed to social justice and to empowering the disempowered by fostering understanding.

Gifts to the Clarita Mays Memorial MSW Scholarship Fund are currently being matched dollar-for-dollar by the School of Social Work through October 31, 2019, or until matching funds are depleted. The fund supports students who have demonstrated a commitment to working with community-based organizations in urban settings and who embody Clarita's values and ideals.

You may give online at leadersandbest.umich.edu/find/#!/give/basket/fund/732625 or complete and mail the enclosed gift envelope or call the SSW Development Office at **734-763-6886**.

The **CASC program** is a multidisciplinary 16-credit minor, which allows undergraduates to choose courses from a wide range of electives, and provides a framework for understanding and promoting community action and social change. Since its founding in winter 2010, over 720 students from colleges and schools across U-M have completed the program, making it the second most popular minor on campus.



CASC STUDENT DANIEL LÓPEZ BUILDS CONNECTIONS BETWEEN SOCIAL JUSTICE, ADVOCACY AND CREATIVITY

Daniel López graduated in August 2019 with a sociology major and a double minor in Community Action and Social Change (CASC) and Latina/o Studies. As an artist, a Latinx and someone who is undocumented, López is quite cognizant of his unique set of intersectional perspectives and experiences. He is a passionate researcher, maker and advocate who looks to create opportunities for inclusion.

“I loved my experience in the CASC program. The first class I took was an amazing and welcoming environment,” he says. “I was able to open up about my various identities and about being undocumented. The respect I received from my peers was different: they were understanding.”

The CASC program’s customizable approach allowed López to engage his artistic talents. He submitted a charcoal drawing of Cesar Chavez as a project for one class. In another, “Latina/o Theatre for Social Change,” he helped produce “Dear University of Michigan,” a play about the experiences of undocumented students. “I never thought I could actually take a theatre class that talks about social justice issues, but I did and I was able to advocate for my community and share about my experiences in a different way than I’ve done before.”

López leveraged the skills he learned through CASC and applied them to every facet of his college life.

Inspired by the Raza Arts Media Collective—a 1970s-era U-M student Latino/a arts organization—López co-founded *Latinidad Magazine*, a print and digital magazine for the U-M Latinx community. In November 2018 they published their first issue, entitled “On the Border of Humanity.” Now a registered U-M student organization, *Latinidad Magazine* will continue to publish and bring people together to celebrate identity and creativity.

“Our mission is to provide the Latinx community with a platform to share their artistic skills and for them to gain leadership experience,” he says. “I see this as a milestone in our community: *Latinidad Magazine* gives the Latinx community another social option outside of Greek life or La Casa.”

In addition, López worked with SCOPE—the Student Community of Progressive Empowerment—a student organization for and by undocumented students that supports undocumented and Deferred Action for Childhood Arrivals (DACA) students at the University.

SCOPE’s successes have been measurable and meaningful. U-M developed a new website for

undocumented students and strengthened training so that staff is able to speak knowledgeably on the issues facing undocumented students. López specifically advocated to ensure that the challenges facing undocumented transfer students are addressed. “It is important that undocumented students and transfer students are included in conversations on how to make U-M a more inclusive college. My experience differed from someone who came here as a freshman and is not undocumented.”

López has made an impact that extends beyond the School of Social Work. He’s created new artistic endeavors and advocated for improved services. In recognition, he was awarded a 2019 MLK Spirit Award, which honors undergraduate students who best exemplify the leadership and extraordinary vision of the Rev. Dr. Martin Luther King, Jr.

“CASC has allowed me to connect my identities, my activism and my art. Through CASC, I was able to learn about social justice issues while using my art and creativity skills in different ways.”



Eileen R. Heisman



Perry Ohren



Jen Rubin



Beth Spencer and Laurie White



Brittany Williams

ELLEN BLOCK, MSW '07, PhD '12, has published her first book, *Infected Kin: Orphan Care and Aids in Lesotho*, 2019, Rutgers University Press. The book is based on her doctoral dissertation, which received the Rackham Graduate School's Dissertation Award.

ROXANNA DUNTLEY-MATOS, MSW '98, PhD '11, received the Women's Empowerment Award from the Mexican Consulate in Detroit during an International Women's Day celebration in March 2019. She was also selected in October 2018 by the state of Michigan's Hispanic Latino Commission as one of the 50 Top Latinas in the state for her scholarly and community organizing achievements. She was nominated for her leadership efforts during the Flint water crisis and her humanitarian musical missions with Puerto Rico and Mexico.

EILEEN R. HEISMAN, MSW '78, the President and CEO of the National Philanthropic Trust, was awarded a Distinguished Alumni Award from Carnegie Mellon University College of Fine Arts on Friday, May 17, 2019 at the 69th Annual CMU Alumni Awards Ceremony in Pittsburgh, Pennsylvania. Heisman received her bachelor's degree from Carnegie Mellon in 1976 before completing her MSW at the University of Michigan School of Social Work in 1978.

JOHN KNAPP, MSW '04, is currently serving as the superintendent of the Mogadore Local Schools in Summit County, Ohio. Prior to this position, he received training and professional experience as a building administrator and teacher in two other districts. He is thankful for his time of learning and growth at the University of Michigan School of Social Work, as it provided him with skills and knowledge that assist him every day in making decisions that reflect holistic approaches toward student success.

NANCY KRISEMAN, MSW '82, has a private practice specializing in working with older people and their families. She has published three books: *The Caring Spirit Approach to Eldercare: A Training Guide for Professionals and Families*, *The Mindful Caregiver: Finding Ease in the Caregiving Journey* and *Meaningful Connections: Positive Ways to Be Together When a Loved One Has Dementia*.

JAU-YU LIN, MSW '98, is a social work supervisor in a High-Risk Family Service Project with the Yo-Yuen Social Welfare Foundation located in Taipei, Taiwan. Since 2014, she has worked with a team of eight to help 700 vulnerable families in Taipei by empowering and intervening in situations involving combined mental illness and substance abuse issues. She appreciates the University of Michigan School of Social Work sending *Ongoing* overseas over the past 20 years, giving her encouragement to keep devoting enthusiasm to the field of social work.

JAMES MISCHKE, MSW '79, worked with the Navajo Nation as they designed and built a culturally indigenous and self-determined social work program. During his 31 years serving Navajo education, Mischke was awarded the Rolex Award for Enterprise, the Burlington Northern Teacher of the Year Award and a Fulbright Hayes Fellowship for international travel and research in minority education. In retirement, Mischke published *The Raven and The Dove* (History Publishing Company) a memoir recounting his experiences as field maintenance sergeant on B-52 bombers out of the two largest bomber bases in east Asia during the Vietnam War. Mischke is a disabled American Veteran.

PERRY OHREN, MSW '90, has been the CEO of Jewish Family Service of Metropolitan Detroit (JFSMD) since 2011. He joined JFSMD in 2004, serving first as the Director of Older Adult Services and then as the Chief Program Officer. He has worked for the Jewish Federation in Detroit as its NORC Director, helping older adults to age in place, and before that, for Detroit's Jewish Vocational Service, supervising and managing a variety of programs and services including refugee employment services, supported employment services and school-to-work transition. He currently serves as the Chair of the Board of the NJHSA.

JEN RUBIN, MSW '91, recently published a book, entitled *We Are Staying: Eighty Years in the Life of a Family, a Store and a Neighborhood*. The book is a memoir of Radio Clinic, a New York City small business her family-owned for 80 years, and tells the story of the political economy of urban American through the life of the business. *We Are Staying* is also an immigrant story, a grandfather-father-daughter story, a story of the unique character a family business brings to a neighborhood and a reflection on what has been lost as stores like these disappear. Details on the book can be found at <https://www.rubinjen.com/we-are-staying--the-book.html>.

BETH SPENCER, MSW '83 and **LAURIE WHITE**, MSW '86, are the owners of Dementia Care Books in Ann Arbor. They published a new book, entitled *Moving a Relative & Other Transitions in Dementia Care*, which can be found at www.dementiacarebooks.com.

JESSICA WIEDERSPAN, MSW '08, PhD '17, is a researcher with Y Combinator. Her dissertation, "How the Ideology of the American Dream Persists in an Era of Economic Insecurity," was cited in a *Washington Post* article entitled "Donald Trump's grotesque fraud." The article can be accessed at https://www.washingtonpost.com/blogs/post-partisan/wp/2018/10/03/donald-trumps-grotesque-fraud/?utm_term=.a2accef3dbaf.

BRITTNEY WILLIAMS, MSW '17, program director at Michigan Medicine – Housing Bureau for Seniors, coauthored a workshop abstract that was accepted for presentation at the 37th GLMA Annual Conference on LGBTQ Health. The workshop, entitled "Forgotten Identity: Dementia in the Aging LGBT+ Population," seeks to educate providers on the unique needs and experiences of LGBTQ individuals navigating a dementia diagnosis, and suggests best practices that are more responsive to those needs and experiences.

SUSAN ZINN EISINGER, MSW '66, has continued to use her skills and knowledge of social services in the community since retiring. She volunteers with CASA (Court Appointed Special Advocates) in the family court and is also the field supervisor for an MSW student. She is on the grant-making committee of a women's Giving Circle that pools money and makes grants to programs that increase the self-sufficiency of women and girls. Additionally, she has stayed politically active locally and last fall put in a 17-hour day working at the polls.



Join Us for the Next **ALUMNI WEBINAR**

The Alumni Webinar Series offers alumni the chance to connect and continue to learn, regardless of their location. The webinars feature distinguished alums speaking to their expertise; previous topics covered include "Culture of Philanthropy" and "Understanding and Treating the Condition of Poverty." These sessions offer continuing education hours and are free for Michigan Social Work alumni.

To learn more: ssw.umich.edu/r/alumni-webinars

Faculty

Adrienne B. Dessel | PhD, University of Tennessee September 12, 2018

Alumni

Charlotte R. Baron | MSW '72, October 25, 2001

Frances B. Wyatt | MSW '50, July 4, 2010

Lois L. Childress | MSW '74, March 18, 2013

Gail S. Marcot | MSW '80, February 22, 2017

Marguerite S. Gray | MSW '72, March 11, 2017

M. Marzell Fisher | MSW '76, April 9, 2017

Lynn A. Crawford | MSW '82, April 11, 2017

Mary Belle Roberts | MSW '50, May 11, 2017

Gerry M. Moquin | MSW '71, August 26, 2017

Ramon J. Kramer | MSW '56, October 1, 2017

Shannon M. Okoh | MSW '00, December 9, 2017

Sharene P. Menson | MSW '79, May 6, 2018

Susannah C. Lynch | MSW '62, May 15, 2018

Jane L. Barney | MSW '70, July 7, 2018

Phyllis W. Ponvert | MSW '82, August 8, 2018

Wayne E. Hanson | MSW '68, August 26, 2018

Alfonso Argumedo | MSW '88, August 28, 2018

Eileen P. Foley | MSW '67, September 7, 2018

Jennie P. Weller | MSW '73 September 7, 2018

Bernadette Mooney | MSW '71, September 10, 2018

Suzanne R. Ross | MSW '87, September 17, 2018

Eleanor R. Feller-Sussman | MSW '57, September 18, 2018

Marcella M. Jones | MSW '83, September 22, 2018

Pamela R. Miller | MSW '98, October 1, 2018

Eugene G. Bell | MSW '74, October 9, 2018

William J. Hutchison | MSW '69, October 19, 2018

Paul E. Moran | MSW '79, October 20, 2018

Thomas L. Coffey | MSW '61, November 2, 2018

Martha K. Kimball | MSW '80, November 2, 2018

Stewart Bruce Kingsbury | MSW '74, November 19, 2018

Mildred F. Knapp | MSW '67, November 20, 2018

Marcia B. Anderson | PhD '68, December 9, 2018

David Y. Czamanske | MSW '74, December 12, 2018

Kimberly A. Castner | MSW '68, December 26, 2018

Michael E. Preston | MSW '67, December 27, 2018

Sonja R. Briski | MSW '94, January 15, 2019

Gene Monroe | MSW '66, January 18, 2019

Tony J. Rothschild | MSW '72, January 21, 2019

Max Javit | MSW '54, January 23, 2019

Ellen F. Thompson | MSW '68, February 1, 2019

Dolores V. Brabbs | MSW '80, February 4, 2019

Mildred Lobb | MSW '93, February 13, 2019

Martha J. Sullivan Green | MSW '81, February 15, 2019

Yehekel "Zeke" Hasenfeld | PhD '70, February 27, 2019

Joan M. Horak | MSW '65, March 1, 2019

Judy A. Darling | MSW '00, March 3, 2019

Susan Chandler | MSW '75, March 9, 2019

Virginia A. Sorenson | MSW '61, March 18, 2019

Kathryn S. Bell | MSW '56, March 19, 2019

Richard J. Naturale | MSW '74, March 28, 2019

Denise M. Logan | MSW '81, March 30, 2019

Roberta D. Geib | MSW '68, April 1, 2019

Wayne J. Keim | MSW '87, April 9, 2019

Lealyce A. Kammerud | MSW '71, April 21, 2019

Margaret L. Guthrie | MSW '70, April 26, 2019

David L. Duboff | MSW '89, May 1, 2019

Clarence B. Olmsted | MSW '53, May 1, 2019

Jane A. Fucek | MSW '58, May 12, 2019

Catherine M. Marcus | MSW '54, May 29, 2019

Katrina Marie Fischer | MSW '19, June 6, 2019

Richard J. Lung | MSW '62, June 14, 2019

Rosemary Metz | MSW '07, August 15, 2019

Notices of deaths received before August 21, 2019



Dr. Aminifu Harvey (center, in red) and participants.

NEW LEADERS IN AFRICAN-CENTERED SOCIAL WORK HOST DR. AMINIFU HARVEY

In October of 2018, the New Leaders in African-Centered Social Work (NLACSW) program hosted a two-day visit from Dr. Aminifu Harvey, a pioneer in bringing Afrocentric theory to the field of social work. His visit included a reception and small dinner, and a public discussion where he used traditional methods such as storytelling to discuss the history, legacy and descendency of the diverse cultural issues affecting Black/African American communities through a social work lens.

Michigan Social Work's NLACSW Scholars Program is designed to help MSW students develop the skills and training necessary to build culturally responsive social work practices in and with Black/African American communities. The curriculum builds on Michigan Social Work's 30-year affiliation with the National Association of Black Social Workers (NABSW), which began with the late Howard V. Brabson, former president of the National Association of Black Social Workers (NABSW) and Associate Professor Emeritus of Social Work.

Developed in 2015 by Associate Professor Emerita Leslie Hollingsworth, the program seeks to better serve the Black/African American population by providing students with a course of study that is culturally specific and affirmative. "We work to serve from a place of understanding," says Admissions Coordinator Nyshourn Price. "The more you have a background and history of a people, the better you can give and serve."

Each year, the NLACSW program accepts a cohort of eight students who are dedicated to working within the Black/African American community. Students can choose from all practice methods and areas. The program receives support and guidance from an active community board; monthly cohort meetings and special events enrich students' experience.

"Anyone interested in working with Black/African American communities is welcome in this program, and anyone working within these fields should have a culturally rich toolbox," says Price.

Keynote Speaker David R. Williams of Harvard's T. H. Chan School of Public Health with Robert Taylor, Harold R. Johnson Professor of Social Work, Sheila Feld Collegiate Professor of Social Work, and faculty associate, Research Center for Group Dynamics, Institute for Social Research.



LEON AND JOSEPHINE WINKELMAN MEMORIAL LECTURE ENCOURAGES ACTION ON RACIAL INEQUITIES IN HEALTHCARE

On March 19, at U-M's Institute for Social Research, the School of Social Work held its 33rd annual Leon and Josephine Winkelman Memorial Lecture, a forum for presenting emerging knowledge in gerontology from the social sciences and the helping professions.

David R. Williams, of Harvard's T. H. Chan School of Public Health, delivered the keynote lecture, "Reducing Racial Inequities in Health: Using What We Already Know to Take Action." Dean Lynn Videka hailed Williams, a St. Lucian and American social scientist specializing in social influences on health, as "one of Michigan's own," as he received his PhD in sociology at U-M and served on the U-M faculty for 14 years.

Williams discussed how institutional racism and racial bias exacerbate inequities in American healthcare. He used the term "empathy gap" to describe how health professionals understand Black pain and suffering as less acute or important than pain suffered by whites. Poor health and healthcare for people of color is also tied to poverty, high infant mortality, poor housing and unfair housing policies, aging and ageism. Williams sees a partial solution to these problems in the creation of "communities of opportunity," advanced

by business and nonprofit partnerships that help residents build or preserve affordable housing, thrive and become healthier. Dismantling the culture of racism, Williams said, must be part of the training and mentoring of the next generation of healthcare leaders. "Empathy can be changed," he concluded.

The Winkelman Memorial Lecture Series was established at the School of Social Work with an endowed gift from the Winkelman brothers—Stanley J., John, Frederick R. and Henry R.—as a memorial to their parents, Leon and Josephine Winkelman. Leon Winkelman cofounded the Winkelman's department stores in Detroit in 1928. **Josephine Winkelman was a 1919 graduate of the U-M Social Work program and a social worker at Chicago's Hull House. Words of Jane Addams, cofounder of Hull House, could be an epigram for this year's Winkelman Lecture: "We stand today united in a belief in beauty, genius, and courage, and that these can transform the world."**

Or, as the U-M School of Social work puts it, "Reach out. Raise hope. Change society."

FEDELE F. AND IRIS M. FAURI MEMORIAL CONFERENCE ADDRESSES SUBSTANCE ABUSE IN FAMILIES

The School of Social Work held its 2018 Fedele F. Fauri and Iris M. Fauri Memorial Conference, Uncovering Substance Use in Families: A Child Welfare Lens, on October 26, 2018. The annual Conference honors Dean Fauri's accomplishments in child welfare. The conference addressed children affected by parental substance use. In her welcome, Dean Lynn Videka traced Fauri's history as the first dean of the School of Social Work (from 1951 to 1970), saying, "It is through Fedele Fauri's vision that we are the school we are today."

In her keynote address, U.S. Representative Debbie Dingell called Fauri "an important trailblazer for child welfare." **To today's students, she said, "We need to get more young people like you involved. Too many children have had their futures**

taken away because parents abused substances, including opioids."

Dingell pointed out that the opioid crisis in Michigan is responsible for 230 hospitalizations per 100,000 residents. She also spoke movingly about her own family's experience with opioid addiction. The next speaker, Dr. Fred Wolczyn, Senior Research Fellow at Chapin Hall, University of Chicago, said that, "Children going into the system are younger and younger. Twenty percent of first reports are children under one year, and 60 percent are there because of parental substance abuse."

The afternoon featured two panels, **Critical Issues in Assessment: Medical and Cultural Implications and Interventions, the Courts and a Family's Perspective.** The latter was moderated by Associate Professor

Robert Ortega, who noted, "The Fauri Conference is all about building communities and learning about each other." Fauri's daughter, Greta, who attended with his niece, Lauren F. Thompson, agreed. **"Dad and Mom would be very happy that this is continuing and is so influential,"** said Ms. Fauri. "They worked with people from different fields, different perspectives, from all different walks of life." Said Thompson, **"They wanted to make sure people were taken care of, especially children, no matter who they were or where they were from.** The School's and the university's current emphasis on diversity, equity and inclusion would have resonated with them."

RESEARCH DAY WITH A GLOBAL PERSPECTIVE

Global Perspectives was the theme for Research Day 2019. In her keynote address "Perspectives on Gerontology in Thailand," Professor Emerita Berit Ingersoll-Dayton summarized her life's work in Thailand and discussed the phenomenon of Thai grandparents caring for grandchildren of parents who often must travel to find work.

Attendees learned about how social work students are gaining global perspectives. Mary Ruffolo, Associate Dean for Educational Programs and Rosemary A. Sarri Collegiate Professor of Social Work, reported on the School's Office of Global Activities and highlighted our students' research experiences around the world. Professor William Elliott III, director of the Joint Doctoral Program in Social Work and Social Science, talked to the group about the important and diverse international work done by our PhD students. Research Day ended with small group work discussing interdisciplinary methods, approaches and theories used to conduct global research, and developing research plans with global perspectives.



TODD HERRENKOHL INSTALLED AS THE MARION ELIZABETH BLUE ENDOWED PROFESSOR IN CHILDREN AND FAMILIES

The Marion Elizabeth Blue Endowed Professorship in Children and Families is funded through the generosity of the Ann and Robert H. Lurie Family Foundation.

The Lurie family established this endowed professorship in 1997 to focus attention on research and advocacy that benefit children and families, and as a way to honor Ann's mother, Marion Elizabeth Blue.

On April 30, Todd Herrenkohl was installed as the Marion Elizabeth Blue Endowed Professor in Children and Families.

Herrenkohl's installation address, "Cross-System Collaboration and Engagement of the Public Health Model to Promote the Well-Being of Children and Families," highlighted his research on the ways a public health model deepens connections and work preventively to improve the lives of children and youth.

"The idea," he said, "is to make systems more dynamic, interactive and responsive to the needs of families, and to align services to communities and empower communities to support the families within them."

His research reflects a strong and unwavering commitment to advancing knowledge for programs and services for vulnerable groups. Trained as a prevention scientist with a commitment to social welfare, he is committed to bridging the gap between research and practice in prevention, and examining how it impacts policy.

Herrenkohl leads the Lehigh Longitudinal Study, which spans more than 40 years and has produced numerous articles on child maltreatment, the effects of stress and adversity across the lifecourse and protective factors that buffer against early risk exposure.



WORLD AIDS DAY 2018

On December 3, 2018, the School of Social Work held its first World AIDS Day symposium in association with the Michigan HIV/AIDS Council (MHAC). Rogério M. Pinto, School of Social Work Associate Dean for Research and MHAC member, introduced School of Social Work Dean Videka, who recalled the challenges to those diagnosed with the disease in the 1980s and 1990s, and even today. She and Pinto acknowledged the progress made in the treatment and prevention of AIDS and shifts in attitudes toward those infected with HIV.

Keynote speaker Dawn Lukomski, Michigan Department of Health and Human Services, reported on the success of new HIV prevention and treatment programs in Detroit and Flint, including expanded testing, syringe exchange programs and pre-exposure prophylaxis (PrEP), as well as the use of pharmaceuticals to help prevent disease in those exposed to HIV.

Pinto presented awards to four “local heroes” in Michigan HIV/AIDS work: Levi Berkshire, MHAC member and Community AIDS Resource and Education Services (CARES) in Kalamazoo; Amy Hamdi, an MHAC member who spoke on how her journey began with an AIDS diagnosis after her high school graduation; Leon Golson, MHAC member working with UNIFIED – HIV Health and Beyond in Ypsilanti, who recalled the days when little was known about HIV and prejudice ran high against people with AIDS; and Andre Truss, Acting

Unit Manager of the Michigan HIV/AIDS Drug Assistance Program (MIDAP).

Jeanne White-Ginder, AIDS activist and mother of Ryan White—the young hemophiliac who contracted AIDS in the 1980s and gained national attention for his fight to attend public school—gave a galvanizing speech urging the audience to join her in carrying forward her son’s legacy of determination, education and compassion.

Symposium participants joined in creating panels for a paper “quilt.” The quilt was modeled on the famous Names Project AIDS Memorial Quilt, which honored those they knew who were living with AIDS or who had died from it. The several dozen quilt panels were installed outside the School’s small gallery that houses 10 fine art works that address AIDS and/or social justice. Visitors also toured the School’s works by Keith Haring, Ross Bleckner, William Kentridge and many others.

Appreciating the paper quilt, one student said “It is about understanding and compassion. We have not made survivors comfortable with disclosing. I am thinking especially about the LGBT community as well as sex workers. It is time for us to go further with our vision.”

Those who attended the School’s 2018 World AIDS Day activities left well equipped to further their visions of a world without HIV and AIDS.

Jeanne White-Ginder with Associate Dean for Research and Professor of Social Work Rogério M. Pinto.

EDIE KIEFFER

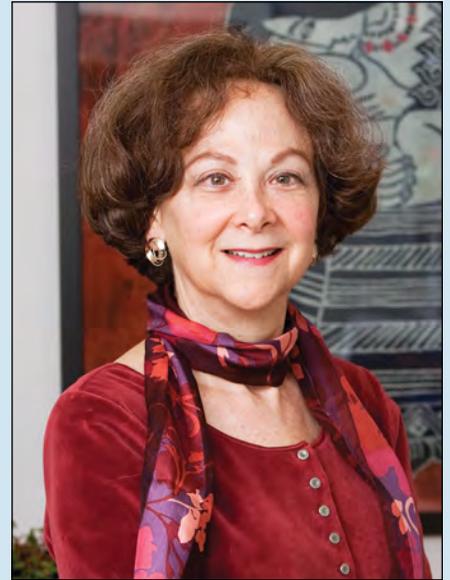
Edie Kieffer is retiring, but you can hardly call it that. Kieffer continues to lead the qualitative interview component of the evaluation of Michigan’s Medicaid expansion; works with community health worker (CHW) integration at Community Health and Social Services Center (CHASS) in Detroit; works to sustain the CHW profession; and mentors young social workers. She’s retiring from teaching, but she remains very much involved in the profession.

After receiving an MPH and a PhD in geography from the University of Hawaii, Kieffer launched her career with an interest in the ways in which obesity and diabetes affect the health of pregnant women and their children, with a focus on native Hawaiian communities. When she moved to Michigan in 1992, she was introduced to CHASS, where she discovered that much of what she learned in Hawaii could help her in working with mothers and babies in Detroit.

Kieffer’s work in southwest and eastside Detroit was conducted with a community-based participatory research approach and CHW involvement. Her projects included Healthy Mothers on the Move, a CHW intervention program aimed at preventing diabetes in pregnant and postpartum Latina and African American women, and the Reach Detroit Partnership, which also employed CHWs to empower people with diabetes to improve their health, and to increase community resources and social support for preventing and managing diabetes. Kieffer explained: “Communities

may be low on money and social and environmental resources, but they have many strengths, including knowledge and skills that they can bring to bear to strengthen community health...Our community-academic research team built on those community strengths.” These projects resulted in improved diet and exercise, blood sugar control, reduced depressive symptoms and other positive outcomes among participants. Some community resources, such as the CHASS produce market, are ongoing.

Kieffer’s experiences with community-based work are the biggest takeaways from her career—social workers collaborating with and listening to communities. Students worked on all of the above projects, and were well trained in community-based participatory research. “Everything about how the research would be conducted, and what we actually did, I learned from community members,” Kieffer says. “Those things I’ve learned from the community, I am now passing on to the next generation.”



“Everything about how the research would be conducted, and what we actually did, I learned from community members. Those things I’ve learned from the community, I am now passing on to the next generation.”

LAURA LEIN

Ten years ago, Laura Lein was at The University of Texas at Austin, examining the ways in which families in poverty in the United States are treated by the programs that are supposed to serve them. In the course of her work, she had traveled with migrant workers up and down the east coast of the United States, met with panhandlers in Austin, Texas and worked with residents of a public housing project in San Antonio.

Then the U-M School of Social Work called. They were searching for a new dean. "It was and still is such an exciting school," Lein said. "Furthermore, I already knew several of the faculty, the U-M provost at that time and a dean at another U-M school. This all made U-M particularly attractive to me. And I welcomed the opportunity to work with and support the School, and its faculty and students."

The School did indeed make an offer, Lein accepted, and she and her husband Benjamin Kuipers, now a Professor of Electrical Engineering and Computer Science at U-M working on robotics and artificial intelligence, came north to Ann Arbor.

From the beginning, Lein felt at home at U-M where, she says, clinical practice and policy work are melded in exciting ways. During her eight-year tenure as dean, she focused primarily on hiring strong faculty. "Our faculty continue to have brilliant ideas, both in their research and in how they teach and mentor students," Lein says. She also oversaw the creation of a new U-M undergraduate minor, Community Action and Social Change (CASC), which can be a way for students to enter the School's MSW program.

While Lein will admit that she played a role in building the faculty and launching CASC, she does not claim these achievements as her own. She believes that every accomplishment during her tenure at the School of Social Work happened because a group of passionate people came together.

Lein is now retiring from academia, but she's still actively working to help those around her. "I hope to become more involved in my own community," she says. She is working with several organizations in Detroit on program evaluation, and she is excited to continue work on a project regarding incarcerated youth returning home. "I'm enjoying very much the time I have now to focus more on each individual activity with which I'm involved."

In addition, just in time for their mother's retirement, Lein's and Kuipers' two daughters moved to the Detroit area in late spring. "It has been wonderful to see them more often and join together in family activities," Lein says.



“Our faculty continue to have brilliant ideas, both in their research and in how they teach and mentor students.”

SHERRIE KOSSOUDJI

Of all the papers she has written, Sherrie Kossoudji's favorite is on the historical roots of migration to the United States. It was never published and came to be called "hysterical" by her and her coauthor as they were repeatedly told the problem was unimportant. But we see now the harsh consequences of ignoring such a phenomenon over the long run. "Even with the longstanding conflicts at the U.S./Mexico border," Kossoudji says, "no one back then expected to see our government pursuing the total destruction of families, lives and communities. But now, in 2019, here we are."

Kossoudji was drawn to immigration work because she comes from an immigrant family herself. Stories she heard of people coming to the United States from Mexico reminded her of her own family stories. "One half of me is Greek," she said. "Like too many immigrant families, my father lived in poverty. From his days as a newsboy on the street to the goats kept in the basement, family stories wove humor into tough times." Emerging from that poverty is a source of family pride.

Kossoudji earned an undergraduate degree in International Studies and Latin American Studies from Miami University, and after spending a semester at the University of Veracruz, embarked on a career examining wealth disparities and the connection between documentation status in the United States and economic outcomes. Kossoudji earned her PhD in economics from the University of Michigan, where she subsequently spent most of her career, with additional work at the University of North Carolina and a fellowship at the Institute for the Study of Labor in Bonn, Germany.

Kossoudji's teaching often tackled the issue of documentation status as well. She organized annual trips with her students to the U.S./Mexico border to

experience firsthand the impact of U.S. immigration policy on the ground. Now retiring, she will continue to give talks about detention and refugees to groups around the world, with a focus on critical refugee issues on the Greek Islands and the similarities in detention and policy shifts in many countries. She also hopes to volunteer on the Greek island of Lesbos, home of one of the most notorious refugee camps in the world (Moria).

In retirement, Kossoudji will also follow the work of the generations of social workers she helped instruct. "I look forward to watching a younger generation of scholars, writers and activists," she says, "as they help to set us on a better path than the one we have followed up to now." To that generation, she says, "When you work on issues that are not the 'trendy' or 'approved' topics in a field, your work can be dismissed or ignored. The most important lesson we can learn is to persevere."



"I look forward to watching a younger generation of scholars, writers and activists as they help to set us on a better path than the one we have followed up to now."

“I WANT TO CHANGE THE WORLD OF JUVENILE JUSTICE.”

“I would like to play a role in development and implementation of juvenile justice programs. I want to remain connected to the population I am serving. I want to work on the ground to decrease juvenile incarceration, making sure youth are supported to be able to become all that they can be.”

Sam Chamberlain, MSW Candidate '19
School of Social Work Scholarship Recipient

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For more information:
ssw.development@umich.edu or
734-615-2581



JOSEPH RYAN
UNIVERSITY OF MICHIGAN
PRESIDENT'S AWARD FOR
PUBLIC IMPACT

Joseph Ryan received the University of Michigan President's Award for Public Impact. The award honors individuals who have offered their academic research and expertise in tangible service of a major public-sector challenge.



LUKE SHAEFER
UNIVERSITY OF MICHIGAN
FACULTY RECOGNITION
AWARD

Luke Shaefer received a Faculty Recognition Award from the University of Michigan. Bestowed every fall by the Rackham Graduate School, the Faculty Recognition Award recognizes mid-career faculty who have made remarkable contributions to the University through scholarly research; excellence as teachers, advisors and mentors; and distinguished service.



TRINA SHANKS
URBAN INSTITUTE FELLOW

Trina Shanks has been named a nonresident fellow in the Center on Labor, Human Services, and Population at the Urban Institute. As a fellow, Shanks will be able to run simulations specifically focused on Michigan and Detroit.



LYNN VIDEKA
EDITH ABBOTT AWARD FOR
LIFETIME ACHIEVEMENT

Dean Lynn Videka is the recipient of the University of Chicago School of Social Service Administration's Edith Abbott Award for Lifetime Achievement. The award honors alumni who have made outstanding contributions that have enhanced the social work profession overall. Her vision at the University of Michigan is one that encompasses robust research, innovative cross-disciplinary collaborations and rigorous engaged education for the next generation of practitioners.



Linda Chatters

TONY ALVAREZ was the recipient of the 2019 SSW Distinguished Lecturer Award.

CRISTINA BARES served as co-chair of 2019 National Hispanic Science Network Conference.

LINDA CHATTERS was listed among the "100 Most Influential Contemporary Social Work Faculty as Assessed by the H-Index" in the *Journal of Social Science Research*.

DAVID CÓRDOVA was selected as the Ambassador for Biomedical Research Conference for Minority Students.

RUTH DUNKLE received the 2018 Association for Gerontology Education in Social Work Career Achievement Award.

ANDREW GROGAN-KAYLOR received the Co-author Article of the Year Award by the journal *Child Abuse and Neglect*.

TODD HERRENKOHL was listed among the "100 Most Influential Contemporary Social Work Faculty as Assessed by the H-Index" in the *Journal of Social Science Research*.

- **TODD HERRENKOHL** was selected as a 2019 Society for Social Work and Research Fellow.

- **TODD HERRENKOHL** was appointed to the Board of Scientific Counselors for the National Center for Injury Prevention and Control at the Centers for Disease Control and Prevention.



Ruth Dunkle



Jamie Mitchell

BARBARA HILTZ was elected the 2019 President-Elect National Association of Social Workers Michigan Chapter.

JOSEPH HIMLE was listed among the “100 Most Influential Contemporary Social Work Faculty as Assessed by the H-Index” in the *Journal of Social Science Research*.

- **JOSEPH HIMLE** received the Michigan Institute for Clinical & Health Research Distinguished Clinical and Translational Research Mentor Award.

SHANNA KATTARI received the 2018 SSW Diversity Equity & Inclusion Impact Award.

SHAWNA LEE received the Co-author Article of the Year Award by the journal *Child Abuse and Neglect*.

JAMIE MITCHELL was named a 2018 Influencer in Aging by Next Avenue.

ROBERT ORTEGA was selected as a National Child Welfare Workforce Institute Advisory Board Member.

DACIA PRICE was selected as the 2019 SSW Student Union Teacher of the Year.

TRINA SHANKS was elected as a Grand Challenges for Social Work Executive Committee Member.

DANIEL SAUNDERS was listed among the “100 Most Influential Contemporary Social Work Faculty as Assessed by the H-Index” in *Journal of Social Science Research*.

KAREN STALLER was the recipient of the 2019 SSW Doctoral Student Organization Award.

- **KAREN STALLER** was the recipient of the 2019 SSW Distinguished Faculty Award.

ROBERT TAYLOR was listed among the “100 Most Influential Contemporary Social Work Faculty as Assessed by the H-Index” in *Journal of Social Science Research*.

RICHARD TOLMAN was listed among the “100 Most Influential Contemporary Social Work Faculty as Assessed by the H-Index” in *Journal of Social Science Research*.

WILLIAM VANDERWILL was named Outstanding Leadership in the Field of Social Work in Sports by the Detroit City Council.

- **WILLIAM VANDERWILL** received the “The Bill Vanderwill Award” which was established in his name and awarded by The Alliance of Social Workers in Sports.

LYNN VIDEKA was selected as an American Academy of Social Work and Social Welfare Fellow.

DAPHNE WATKINS was named the Senior Scientific Advisor for the Campaign for Black Male Achievement.

- **DAPHNE WATKINS** received the Thought Leader Award from The Robert Wood Johnson Foundation.
- **DAPHNE WATKINS** named an Outstanding Alumna at Texas A&M University.
- **DAPHNE WATKINS** was appointed to the Movember Foundation Global Men’s Health Advisory Committee.

BRAD ZEBRACK was selected as a 2019 Association of Oncology Social Work Fellow.



Robert Joseph Taylor



Daphne Watkins



Robert Ortega



William Elliott III

WILLIAM ELLIOTT III'S research on Children's Savings Accounts, "Four policies to help the middle class, and how to pay for them," was highlighted in *Brookings*, the Brookings Institute news service.

- **WILLIAM ELLIOTT III'S** (and coauthor **TRINA SHANKS'**) article "White Americans Should Care About Wealth Inequality, Too" was featured in *New America*.

- **WILLIAM ELLIOTT III** was quoted in the *San Francisco Chronicle*. "Children with a bank account designated for college, with \$500 or less, were three to four times more likely to go to college than those without an account."

- **WILLIAM ELLIOTT III'S** essay "How Do You Weather a Short-Term Financial Crisis?" was published in *New America*.

TERRI FRIEDLINE wrote an op-ed, "Want a Green New Deal? Then Challenge Global Capitalism," for *The American Prospect*. Friedline supports addressing inequities and rising global temperatures with the Green New Deal, which challenges global capitalist activities that amplify racial and gender disparities in how people experience the effects of climate change.

KARLA GOLDMAN discussed with the *Forward* how sisterhoods have been a "launching pad for women's public identities both inside Judaism and in the wider society."



Terri Friedline

ANDREW GROGAN-KAYLOR'S study explaining how socioeconomic factors contribute to the physical discipline of children in Colombia was featured in *Revista Semana*, an important Colombian news magazine.

- **ANDREW GROGAN-KAYLOR'S** meta-analysis of 50 years of research on corporal punishment was cited as key research informing an American Academy of Pediatrics policy update on corporal punishment.

- **ANDREW GROGAN-KAYLOR'S** "Spanking and child outcomes: Old controversies and new meta-analyses" was cited in the American Academy of Pediatrics' new strongly worded policy statement against spanking children and was highlighted in the *The New York Times*.

TODD HERRENKOHL was featured in the *U-M Washington D.C. Update* for his service on the Board of Scientific Counselors for the National Center for Injury Prevention and Control at the Centers for Disease Control and Prevention.

SHANNA KATTARI shared important research on healthcare discrimination experienced by transgender and nonbinary people with *The Conversation*.

EDITH KEIFFER and colleagues' work was part of a congressional briefing on Latina maternal and child health in Washington, D.C.



Andrew Grogan-Kaylor



Todd Herrenkohl



Shanna Kattari



Shawna Lee

SHAWNA LEE'S research (with PhD student Joyce Lee) on "The effect of paternal cues in prenatal care settings on men's involvement intentions" was cited in *Huffington Post*.

ROGÉRIO M. PINTO'S collaborative work "How Social Work Researchers are Tackling HIV Epidemic" was highlighted in *Michigan Research*.

KRISTIN SEEFELDT was quoted in the *New York Times* article "Single Mothers Are Surging Into the Work Force." "Even with increased wages and even with the changes that are being made around leave policy and the like, employees are still at the mercy of their employers," said Seefeldt.

- **KRISTIN SEEFELDT** was quoted in *The Bridge* about recent changes to Michigan's emergency heating assistance program that advocates fear will leave needy residents without the help they need to keep the heat on this winter.

JOSEPH RYAN'S service on the Michigan Committee on Juvenile Justice, which advises the governor, was highlighted by the *University of Michigan Public Engagement and Impact*.



Kristin Seefeldt



Rogério M. Pinto

LUKE SHAEFER was quoted in a *Washington Post* article on universal basic income.

- **LUKE SHAEFER** research on child allowances was included in Nicholas Kristof's column, "A Dummy's Guide to Democratic Policy Proposals," in *The New York Times*.

TRINA SHANKS and co-author **WILLIAM ELLIOTT III'S** article, "White Americans Should Care About Wealth Inequality, Too," was featured in *New America*.

DAPHNE WATKINS discussed her research on black men and boys and the YBMen Project with *XXL Magazine*. The feature explores hip-hop's complicated relationship with mental health and how a new crop of rappers are bringing the conversation to the forefront.

ROLAND ZULLO'S Michigan Department of Transportation (MDOT) analysis is featured in the *Detroit Free Press*.

- **ROLAND ZULLO'S** research on privatizing food service in Michigan prisons was *The Nation's* cover story.



Trina Shanks



Roland Zullo



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Name

(include student/maiden name if applicable)

Year of Graduation

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