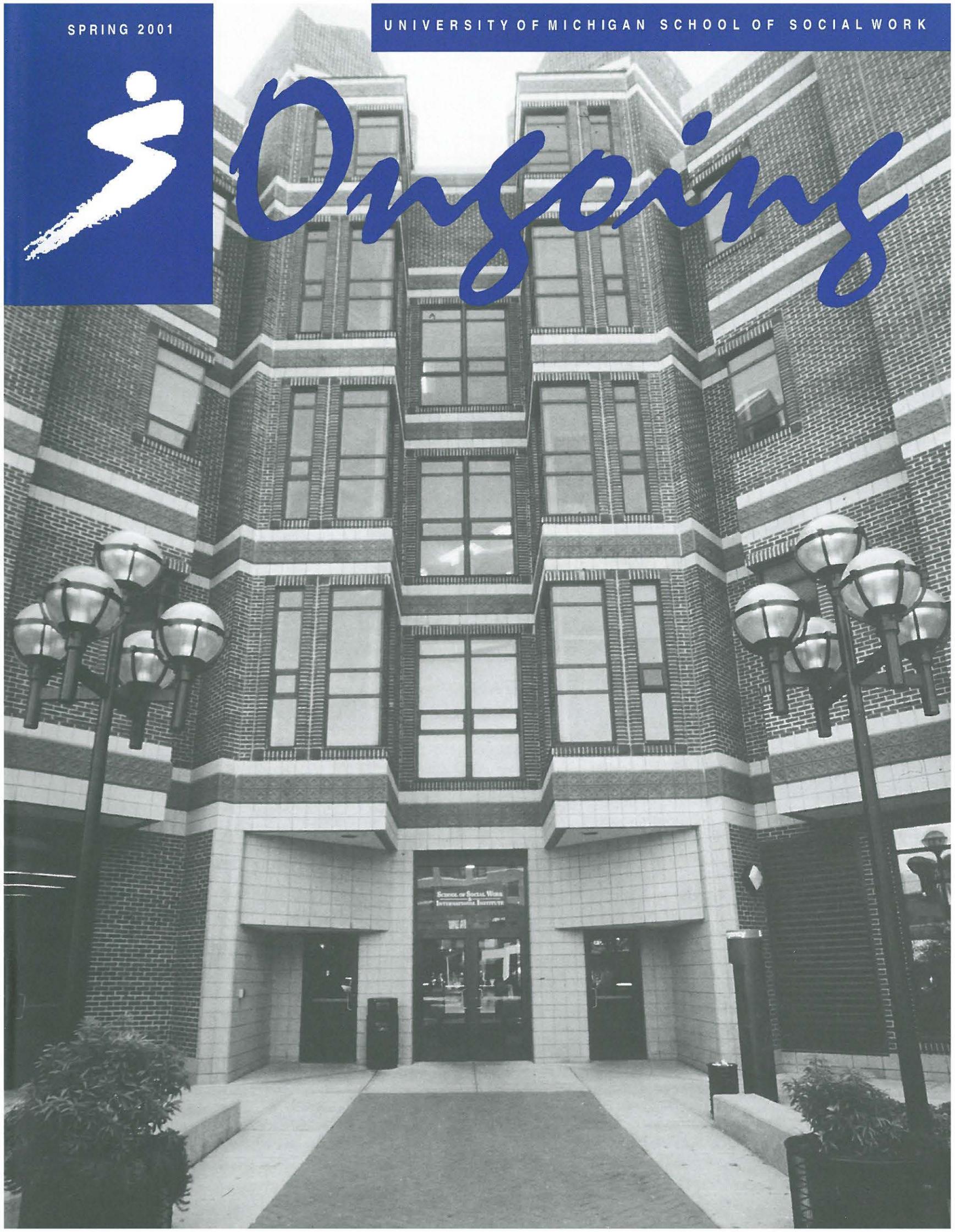


SPRING 2001

UNIVERSITY OF MICHIGAN SCHOOL OF SOCIAL WORK



# Ongoing



## SAVE THESE DATES!

March 14-15, 2001

Jonathan Kozol Lecture  
Co-sponsored by UM Schools  
of Social Work and Education

September 20-21, 2001

UM School of Social Work  
80th Anniversary Celebration  
Keynote Speaker: C. Everett Koop  
More information to come!

As one way of celebrating our legacy, we are inviting all past and present members of the School's family to share opinions and stories illustrating ways in which our School has impacted practice, policy, and knowledge development, and how the School has made a qualitative difference to communities in a changing world. By having contributions of such stories, we all can fully celebrate the history we share. Each story should be 500 words or less, submitted to OERC at the School or via email at <ssw.oerc@umich.edu>. All stories must be received by April 1, 2001.

October 26-28, 2001

Third Bi-Annual "Trapped by Poverty/ Trapped by Abuse" Conference sponsored by the Project for Research on Welfare, Work, and Domestic Violence. For more information, visit [www.ssw.umich.edu/trapped/](http://www.ssw.umich.edu/trapped/)

## Ongoing

Spring 2001

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▲ *STaR 10th Anniversary Celebration participants (l to r) Stanley Frankel, Bob Aronson, and Raviv Schwartz, MSW '95 (see p. 16).*



▲ *(l to r) Visiting Committee Member Julian Rappaport, Paula Allen-Meares, and Visiting Committee Member Sidney Johnson (see p. 15).*

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# Message from the Dean

We send you greetings for the new year with announcements of many new developments within the School. We are pleased to share the School's plans to be an active participant in the University's campus-wide Life Sciences Initiative, which will feature interdisciplinary approaches to discovery and teaching regarding all life systems. Because this bold initiative is not limited to cellular or molecular levels of inquiry, but instead is about life and everything related to its study, we plan to be key players in order to ensure that critical issues—such as ethics, the inclusion of disadvantaged populations in new services, and socioeconomic barriers to health care—all are key topics as this important initiative develops. We are proposing an ambitious program of investment for research and instructional activities to address major issues, including the effects of social environment on health, psychosocial issues related to newly developed genetics services, and environmental and socioeconomic aspects of cognitive neuroscience. This investment will include the recruitment of promising faculty; it will also include development of instructional innovations to increase the knowledge and skills of social workers to best prepare them for dealing with genetically related challenges in vulnerable families and determining appropriate interventions for disadvantaged populations with illnesses. The feature article in this issue of *Ongoing* outlines many areas of our mission that this investment will enhance.

This bold plan is accompanied by other new initiatives and events within the School. We are targeting strategic plans to develop key initiatives in the areas of Poverty, Inequality, and the Family; and in Nonprofit Management, building upon faculty-initiated White Papers. In addition, the arrival of the new year also coincides with the School's 80th anniversary as an academic unit. Our celebration of this milestone will

coincide with the 300th anniversary of the city of Detroit where the school has many partnerships, and will feature a special symposium on September 20-21, 2001. Our kick-off speaker will be former UM and current Princeton President Harold Shapiro, who will offer a historical perspective on the school and the development of professional disciplines such as ours; our keynote speaker will be former US Surgeon General C. Everett Koop, who will discuss the future of health care. These guests will be joined by a forum of national leaders in our field, who will address the future of our discipline in a changing world. The program will include many continuing education opportunities as well. The entire event will be highlighted in the next issue of *Ongoing*, and we encourage all of you to mark your calendars to save these dates.

The new year also brings new faces to our school. Within recent months, we have welcomed Candace Terhune as Director of Administrative Services, and as of this month, Victoria Kohl as Executive Director of Development and Alumni Relations. Their arrivals signal completion of the administrative restructuring within the School that also included the appointment of Nili Tannenbaum as Director of External Relations and Communications. With this new team, the School is now well positioned as we approach the University's upcoming ambitious development campaign; as we target new initiatives in research, instruction, and service; as we develop knowledge to enhance our field; and as we translate our work into activities of impact in policy, practice, and service delivery systems.

The School will also include new space, with the completion of the School's Educational Conference Center. This state-of-the-art facility will greatly enhance our ability to coordinate onsite educational events, including continuing education

courses and timely instructional activities. The Center offers facilities that will allow us greater flexibility in scheduling and in welcoming more visitors to our dedicated building. We encourage you to stop by the Center the next time you visit the School.

We approach the new year with a strong legacy of accomplishment and promise, and with recognition of friends who are no longer with us. This issue includes a memorial tribute to Henry Meyer, who founded and directed the School's outstanding



Gregory Fox

Joint Doctoral Program with love and distinction; as well as a tribute to Professor Emerita Jo Ann Allen. It also includes an announcement of a Dean's Award I initiated in memory of Kevin Heisinger, an incoming student whose life was taken before he had the opportunity to begin his studies. Because Kevin's life was taken by a person with mental illness whom he would have been most interested in helping, and because Kevin's belief in young people's ability to make a difference was inspirational, we decided to initiate this one-time award.

We plan to honor the legacy and accomplishments of these friends as we build our future, and we encourage you all to play a role. In the meantime, we wish all of you the happiest and healthiest of new years! ✨

*Paula Allen-Meares, Martha Purdy Stein, and Earlene Traylor Neal at the SSW Distinguished Alumni Award Ceremony (see p. 14).*



## lifesciencesinitiative

The human body has about 35,000 genes, or sets of instructions, for all life functions. Scientists believe that understanding how these genes relate to one another is the key to understanding the fundamental causes of disease and, thanks to today's vastly improved technology, are close to accomplishing just that. New discoveries are happening at an increasingly rapid pace. For instance, the Human Genome Project, expected to be completed by 2003, is a massive international scientific program to spell out the entire sequence of human DNA. With projects such as this, the world is experiencing a revolution in the biological sciences that will have as great an impact in this century as the physical sciences did in the last one, and the University of Michigan intends to take a leading role in that revolution.

In May 1999, the UM Board of Regents approved a \$200-million investment in a Life Sciences Initiative that will expand, enhance, and integrate life sciences education and research, focusing on cross-disciplinary research. This UM Life Sciences Initiative will focus on five major areas:

- 1) Genomics and Complex Genetics, the study of interaction among genes;
- 2) Chemical and Structural Biology, which looks at the structures of proteins produced by genes;
- 3) Cognitive Neuroscience, which studies neurons and circuits in the brain and their influence on thinking;
- 4) Biocomplexity, which includes the efforts by biologists, physicists, and others who study the evolution and interaction among cells and organisms; and
- 5) Biotechnology, the application of research to develop scientific tools to further research and therapies.

A major part of this initiative is a \$90-million research complex, the Life Sciences Institute, that will be located on Washtenaw Avenue across from Palmer Field. It will include a team of co-directors

and 25-30 new researchers working in the areas of medicine, engineering, dentistry, public health, and others who will be involved in cross-disciplinary life sciences research.

A separate, but related, endeavor is the statewide Life Sciences Corridor. This is a joint effort, headed by the Michigan Economic Development Corporation, which includes the UM, Michigan State University, Wayne State University, and the Van Andel Institute in Grand Rapids. The state of Michigan has pledged \$50 million annually over 20 years from tobacco settlement funds to finance the Corridor.

The University of Michigan is not alone in this undertaking. Other universities across the country pursuing life sciences

initiatives include Harvard University, Princeton University, the University of Wisconsin, the University of Washington, the University of California system, the California

Institute of Technology, and the University of Florida.

### THE RELATIONSHIPS BETWEEN SOCIAL WORK AND THE LIFE SCIENCES

At this point, you may be thinking, "This is all very interesting, but what does it have to do with the School of Social Work?" The simple answer is "A great deal." At our annual retreat in September, Provost Nancy Cantor invited the School's formal participation in this important initiative. As a result, we are proposing to embark on a program of investment for research and instructional activities to enhance and support the University's Life Sciences Initiative, particularly in the identified focus areas of genetics and cognitive neuroscience. This strategic investment will capitalize on the School's leadership in the profession, will distinguish the University's Life Sciences Initiative through the inclusion of key social work contributions, and will enhance the University's goal of campus-wide, diverse activities in this area.

The School recognizes that although its research activities are more likely to employ pens than pipettes, to compare community demographics rather than biochemical reagents, or to analyze socioeconomic variables rather than the sequences of genes, the social work profession can and should play an integral role in the development of key areas in the University's Life Sciences Initiative. Because the Initiative is not limited to cellular or molecular levels of discovery, but is about life and everything related to its study, the School of Social Work represents as integral a partner for this new initiative as units working on DNA synthesis.

## SOCIAL ENVIRONMENT AND HEALTH

The consideration of ethics, the inclusion of disadvantaged populations in study groups, and the recognition of socioeconomic barriers to new developments in health care are all key topics which can benefit from social work expertise and collaboration. There is increasing evidence of the profound impact of our social environment on health and genetics, but this area has only begun to be studied. This is important, because social risk factors for disease can often be modified. Professor **Kristine Siefert**, Associate Director of the School of Social Work Research Development Center on Poverty, Risk and Mental Health, points out that the School is one of few schools to have received funding from the



*Kristine Siefert*

National Institutes of Health to study the social aspects of health and disease. "No other schools have made this a central focus yet, so we are particularly well-positioned to play a leadership role in this area," she says.

One example of existing Social Work research in this area is work conducted by School of Social Work Poverty Research Center faculty, including Siefert, and Professors **Sandra Danziger**, **Sheldon Danziger**, and **Mary Corcoran**, who are collaborating with colleagues in

the School of Public Health, Institute for Social Research, Medical School, Department of Political Science, Department of Psychology, Center for Human Growth and Development, and the School of Public Policy in an interdisciplinary investigation regarding social factors affecting the prevalence of health problems such as hypertension, diabetes, infection, chronic inflammation, obesity, and excessive production of stress hormones among African American and White low-income mothers.

This study, funded by the National Institute on Child Health and Development, examines the extent to which these problems are associated with unemployment, greater job turnover, and welfare use. It also examines whether family and community resources, as well as social programs and policies, reduce the consequences of stress and lessen the impact of physical health burdens on employment. The findings of this study will advance basic scientific knowledge of the relationship between the social environment and health, as well as have major implications for health and social policy.

While some may see research in this area as being ground-breaking work, Siefert says the social work profession has a long history of involvement in the study of the social aspects of health. In the early 1900s, excessively high rates of maternal and infant mortality in this country posed a major social problem. In 1912, Julia Lathrop, Chief of the US Children's Bureau, looked at the social factors involved and established that, contrary to the prevailing wisdom, many of these deaths were related to lack of income rather than medical factors. Social workers used her findings in a hard-fought campaign which resulted in passage of the Sheppard-Towner Act in 1921. "I think it's time for the profession to take a leading role in this area again," says Siefert.

## RESEARCH EFFORTS IN GENETICS

The area of genetics research represents a particularly timely pathway for social work involvement in the Life Sciences Initiative. The vast amount of knowledge generated by research in this area has raised an equally vast volume of issues and questions regarding the use of this information and access to it. Many of these issues may be of particular concern to individuals from diverse or disadvantaged communities who may not have been involved or familiar with this area of research, or whose prior exclusion from research studies may have contributed to disparities in the diagnostic and treatment options available to members of these groups. Similarly, inclusion of members of these populations in earlier studies may have increased stigmatization or have determined discrimination in health insurance, health care, or employment.

Professor **Deborah Wilkinson**, who teaches health policy and health theory at the School, is one of few faculty members in the field to hold a degree in biology. During her time as a pre-med student, Wilkinson studied genetics from a biological point of view before leaving school to be a social activist. Some years later, she returned to school to finish her social work degree and then one in public health, thereby blending her interests in medicine, research, biology, and social activism.

Wilkinson sees genetics and social work as being a natural fit that has been neglected for far too long. "An article written in 1986 stated that social work had missed the boat with regard to providing the psychosocial

*Deborah Wilkinson*



services that go hand-in-hand with genetic counseling," says Wilkinson. "I think it's time for us to get in a dinghy and row out!"

Wilkinson comes by this opinion honestly. Her mother, Professor of Social Work at California State University, Sacramento, Sylvia Schild, wrote the first article about the role of social workers and genetics in the April 1966 issue of *Social Work* titled "The Challenging Opportunity for Social Workers in Genetics." In that article, Schild pointed out that it was social workers—not the geneticists or the physicians—who have the professional training to help people in psychosocial situations, who have a rare opportunity to provide valued service but as yet have barely tapped the surface in making their potential contributions felt:

The social worker has the over-all skills to handle many of the problems involved in providing genetic information. Social workers have a specific contribution to make in terms of team efforts with geneticists and physicians in enabling families to cope with the genetic problems and in coming to grips with value judgements that might interfere with normal needs to bear children.

Schild's theory still holds true 35 years later. Wilkinson thinks that while genetic counselors and geneticists carry the bulk of the load in providing genetic information in terms of testing and explaining risks, they have neither the time nor the training to provide psychosocial services. "We can work as a team," she says. "This is a burgeoning field in which the social worker can meet some unmet needs. We can explain what the risks mean, help people to make decisions to change their lives, and help protect people from potential bias."

Wilkinson asserts that social work collaboration in the area of genetics can have greater importance beyond counseling. It can also affect adoption policy and the use of genetic information in adoption

procedures, access to testing services for underserved and disadvantaged populations, the use of genetic information in the school setting, and identification of gaps in genetic services. Because she believes that genetics crosses over so many aspects of social work practice, Wilkinson thinks that social workers and students need to understand better the bio-psychosocial needs of clients. To this end, she is developing a course that will talk about practice and the ethical, legal, and social implications of genetics in social work.

Although social workers are not likely to conduct bench science research in genetics, they are well equipped to conduct practice-based research, as well as research on the social, behavioral, and ethical aspects of genetics research. One example of work in this area within the School is a large-scale project to develop evidence-based guidelines of psychosocial services for genetics counseling. Little empirical research has been conducted in this area, although the need for such services is acknowledged widely. As more behavioral genetic factors are identified, it will be essential that research be conducted about how these and environmental factors interact and how those interactions can be influenced through interventions. The project will involve collaboration with faculty in the Medical Genetics and Genetics Counseling programs at the Medical School.

## COGNITIVE NEUROSCIENCE ACTIVITIES

Social work-based research in the area of cognitive neuroscience represents another opportunity for investment and collaboration within the Life Sciences Initiative. Long-term psychiatric disorders (such as schizophrenia, bipolar disorder, major affective disorder, and obsessive-compulsive disorder) may occur in small percentages of our population, but affect entire families in the course of treatment and access to

care. Genetic factors appear relevant to individuals' predispositions to such disorders, but environmental factors are required for expression of the illness, and many socioeconomic factors may influence the course and success of treatments.

Although social workers represent the dominant professional service providers to individuals with serious mental illnesses, most definitive research to date has been conducted by psychiatrists and other neuroscientists. As such, there are some major limitations to interpretation and meaning in terms of the dependent and independent variables selected for study, which may not be the most reliable indicators of longer-term outcomes. Professor Carol Mowbray believes that social work researchers can add expertise to developing and selecting more appropriate predictor variables, such as social cognition—especially in tandem with researchers from cognitive psychology. "Sometimes researchers are too narrow in their approach," says Mowbray. "They only look at symptoms, such as responses to perceptions tasks and learning tasks, etc. Having social workers be part of the initiative can help ensure that outcome variables are broader and more meaningful." Another outcome of including social work in this area could be for research breakthroughs to occur more rapidly and have a greater impact on wider segments of society.

Mowbray thinks the door swings both ways in that collaborations in the area of cognitive neuroscience can benefit social workers as well. "Previously, clients' strengths or deficits have not been characterized in a scientific manner. Working with neuroscientists can help social workers to take a more qualitative approach to research and to form more clinical impressions." She firmly believes that the end result of such collaborative research will be findings that are more likely to be useful to society. "Researchers and policy makers have come to



Gregory Fox

Carol Mowbray

understand that you can't just do research and expect it to change the world. To be effective, research has to be translated into practical applications."

## INNOVATIONS IN CURRICULAR DEVELOPMENT

Mowbray is excited about the amounts of information being released regarding the human genome, and thinks the social work profession needs to make more of an effort to stay abreast of the discoveries. "Knowledge is being produced at an exponential rate, much faster than in our parents' generation," she explains. "Social workers need to engage in continual professional development, especially those in health and mental health, which is a big part of social work."

The School of Social Work agrees with Mowbray's assessment. There is no question that social workers need to be well informed in the areas of genetics and cognitive neuroscience as they are increasingly applicable to populations served by social workers. Those practicing in traditional settings are likely to be confronted with issues related to genetic factors and will need to be able to assess how those factors affect the lives of vulnerable families, individuals, and communities. They must be able to develop appropriate interventions that take this information into account. Similarly, new

information about brain structures, genetic loadings, brain chemistry, and neuropsychological functioning is becoming increasingly important for social workers to understand, as social work produces the greatest number of professionals providing services to adults with mental illnesses and other brain disorders, and their families.

For these reasons, the School intends to update and enrich its master's level curriculum with new courses and with new content in existing courses focusing on genetics and social work, cognitive neuroscience, and other biopsychosocial factors affecting professional practice. It also sees a need for additional undergraduate coursework on the social and behavioral aspects of health and well-being, and proposes development of an undergraduate course to address this need, modifying its existing graduate level course for this purpose.

Another exciting development is the interest and enthusiasm being shown by faculty from the Medical Center's Medical Genetics Program and Genetics Counseling Program in collaborating in the School's training in the area of genetics. They have identified a specific need for more social workers trained in genetics, so the School has begun to explore the possibility of developing a certificate program in genetics for social workers. Social workers are particularly well-suited to develop curriculum materials that can be used to educate other health and human service professionals about critical social and ethical issues raised by the integration of knowledge about genomics and gene-environment interactions. For this reason, faculty from the Medical Center programs are interested in having social work faculty contribute to the training of genetic counselors.

Finally, the School is proposing to establish an interdisciplinary training group (including individuals with backgrounds in genetics, law,

education, criminal justice, public health, social science, and social work) to develop a series of educational models for health professionals that will promote cultural competence in the development and implementation of genetic services and in the responsible use of genetic information. This effort will eventually be expanded to include educational interventions for professionals in non-clinical settings, such as the criminal justice system, the child welfare system, school systems, and workplace settings.

## COLLABORATION IS THE FUTURE

The School of Social Work is characterized by national leadership in scholarship and research, reinvention of its profession through innovative curricular development, and the novel use of technology to advance the betterment of communities. The School also has a history of developing faculty-driven, interdisciplinary initiatives which change the ways it approaches discovery, teaching, and service, and which allow it to position itself as a leader, rather than a follower.

At present, no higher education institution investing in life sciences has accompanied this investment with collaborative links to social work, and none of these competing institutions have social work programs as highly ranked as UM's. Investing in this unique opportunity will distinguish the University's Life Sciences Initiative as a particularly bold and effective partnership between the basic sciences, social sciences, and the helping professions. It is a partnership in which the role of social work concerns (such as ethics and access to new therapies by underserved populations) will be an important one, and which will have the power to affect millions of lives. ✨

— Suzan Alexander and  
Nili Tannenbaum

## Research Without Borders: Global and Local Partnerships with Communities



As our way of life becomes increasingly globalized, research collaborations within the School are crossing disciplinary and geographic boundaries. In addition, we are recognizing the need for our collaborations to include individuals beyond the research arena who can develop policies and new practice modalities, and implement reciprocal and meaningful community partnerships. The School's Global Program on Youth (GPY), funded by the W. K. Kellogg Foundation, provides an excellent example of such collaborations. This program, now in its second year, is focused on transforming social work and advancing the well being of youth through a unique and broad-based consortium of scholars, policy-makers, and service providers who work together in "collaboratories" to address pivotal issues related to children and youth in communities throughout the world. With the use of advanced communication technology, GPY has provided an impressive model of collaborative problem-solving.

The program's unique qualities derive not only from its involvement of partners from six different countries on four continents; but also from its cutting-edge linkage between academia, policy, and practice. Instead of having academic researchers analyzing

data in isolation from community practitioners or viewing their research results as an endpoint instead of an opportunity to develop policy, the program bridges a gap between the academic and practice worlds and facilitates the exchange of information between different groups on shared challenges that know no borders. The program's Principal Investigator is Dean **Paula Allen-Meares**; **Cynthia Hudgins** is the program's director. To date, the program has connected twelve researchers directing seven key projects in the areas of violence in schools, mental health in youth, poverty, youth and technology, and youth in communities and schools. The program involves 9 departments within the UM alone; as well as 10 academic partners, 6 policy partners, and 22 service partners throughout the world.

"The lack of attention to translation of research into public policy and to effective delivery of social services are two important areas of focus for the program," according to Allen-Meares. As she notes, the program perhaps more importantly "demonstrates the significant impact higher education and the social work profession can have on the well-being of youth throughout the world by restructuring our mechanisms for interaction with human

service communities at the state, national, and international levels."

Professor **Ron Astor's** project on school violence is an example of a study that has been international not only in its involvement of Israeli collaborators but in the translation of its findings into sites throughout the United States, Europe, and Israel. In this study, Astor and his colleagues "mapped" a number of schools in southeast Michigan, highlighting areas which students and teachers identified as being safe, as well as ones they considered to be potential spots for violence. Instead of only publishing their findings, the team took the study to a higher level by taking their data back to the schools and working with teachers and students to figure out how to make the identified trouble spots safer. Instead of limiting the publication of their results to academic journals, the team disseminated the findings broadly, and as a result, schools throughout Michigan and Israel have made changes to improve the safety of their sites. The results of the study were even read into the Congressional Record by US Senator Carl Levin (D-Mich). This project broadens the study of violence to perceptions of safety, teacher-student relationships, and forms of victimization beyond those that involve weapons to address the most common forms of harm to students.

The project also is a strong example of how academics, practitioners, and policy-makers can come together on an issue of mutual concern, to work towards change to improve the lives of children—at the very heart of GPY's mission.

Other GPY projects in different stages of development which involve international collaborators and study sites include:

■ Professor **Oscar Barbarin's** cross-cultural project on poverty, social risks, and early childhood behavioral and emotional development (involving collaboration with South African researchers and Detroit's Department of Human Services);

■ A cross-national study to help develop youth participation in creating community change in the Americas conducted by Professors **Barry Checkoway** and **Janet Finn** (including youth initiatives in Mexico, Central America, South America, and the United States);

■ Professor **Charles Garvin's** international qualitative study of cultural, historical, and political aspects of problem-solving in conflict reduction among youth groups (including collaborators and study sites in South Africa and Israel); and

■ A "MEXUSCAN" collaboratory comparing the effect of NAFTA on socioeconomic conditions of youth and children of Latina/o working class families in Mexico, the United States, and Canada conducted by Professors **Lorraine Gutierrez** and **Robert Ortega**, and Adjunct Professor **Julio Guerrero**.

GPY projects also have had a demonstrable impact on local communities. Assistant Professor **Michael Spencer's** project has linked the UM School of Social Work and Detroit's Head Start program

through the development of mental health screening and services assessment tools, and the implementation of a centralized data storage and retrieval system on mental health, service utilization, and other information collected from Head Start families. Key community partners in this study have included the Detroit Public Schools, the Perfecting Center, Vistas Nuevas, and Holy Savior. This project is likely to provide these agencies with effective tools to enhance their interactions with community mental health agencies in addressing children's mental health issues.

Another example of an effective grassroots partnership with communities is an innovative collaborative project entitled "EZ Link," directed by Professor **Larry Gant** in Detroit's Empowerment Zone. This is a community-based (rather than University-based) demonstration project with at-risk economically disadvantaged youth, adults, and communities. The project involves partnership with four schools on campus working closely with five sites in Detroit, including the Noble School, Joy Road Missionary Baptist Church, Don Bosco Hall, Aklebulan Martial Arts, and the Family Place. The project provides an environment that has served to help youth to not only complete their secondary education and to gain employment skills, but to become technologically literate, by bringing the Internet and computer technology to individuals who otherwise would be excluded from access, and by empowering organizations to use technology to improve their communities. Gant says the project has resulted in increased student access to computers and technology training, facilitated lower income family ownership of affordable computers and Internet access, and enhanced technology readiness training. He notes that "all elements of the community—children, family, teachers, and residents—are actively



Gregory Fox

Larry Gant



Gregory Fox

Ron Astor

involved in all phases of our project. We teach them something about the role of research and evaluation. They help us interpret and explain findings and suggest different approaches to collecting data and other information. And they buy into worthwhile approaches if they can result in improvements."

Through the Global Program on Youth, the School is creating systems and policies with community involvement and impact that enhance the well-being of citizens in our state, country, and throughout the world. For more information on GPY projects, visit their website at [www.ssw.umich.edu/youth](http://www.ssw.umich.edu/youth). 📖

— Nili Tannenbaum

## Harvey Bertcher

With characteristic modesty, Harvey Bertcher cites his greatest contribution to the social work profession as being a good teacher. Although no one would dispute that assessment, his colleagues consider his contributions in the area of group work to be as significant as his dedication to his students.

In 1949, Bertcher received his BA from Olivet College, a small liberal arts institution in Michigan. He returned to New York for summer vacations and met his wife Gloria while working at the Henry Street

Settlement. Following his undergraduate studies, he earned a masters degree in guidance and counseling at Columbia University Teachers College. For his first job he moved to upstate New York, where he worked as director of youth activities at a Jewish community center in Troy. Two years later he enrolled at the University of Denver School of Social Work and was awarded an MSW in 1955.

Bertcher moved further west to be director of group work for the Hathaway Home for Children in Los Angeles, followed by a year-and-a-half working with street gangs at Special Services for Groups. He then spent two years in Salt Lake City as director of group work at an adolescent treatment center. In 1961 he returned to Los Angeles to enter the DSW program at the University of Southern California. He interviewed at several universities before joining the University of Michigan School of Social Work's faculty in 1964. His extensive group work experience made him an outstanding candidate to join the School's distinguished program in that area.

UM was renowned for its group work program, headed by Robert Vinter and including

Rosemary Sarri, Jane Costabile, Paul Glasser, and Frank Maple. Bertcher contributed to the program's strength with his teaching, service, and research activities. He taught classes in social group work, small group theory, staff development, and research. He also created innovative methods and materials to teach group work skills. He is the author and co-author of several important books, including *Group Participation: Techniques for Leaders and Members*, *Communicating Empathy* with John Milnes; *Staff Development in Social Welfare Agencies* with Charles Garvin; and *Group Composition: A Self-Instructional Program* with Frank Maple.

According to colleague Jesse Gordon, "Harvey was a completely professional teacher of group work—professional in the sense that he was completely dedicated to teaching, not only in what he taught but also in how he conducted his life and work. No detail went unattended, from how chairs were arranged in a class or meeting, to how teaching and learning objectives were formulated and their implementation monitored. He didn't just teach people how to do group work, he embodied it."

One of his innovations was "Tell-A-Group," a support group for people with a common problem who meet as a group on the telephone. These provided a service to individuals who were unable to participate in face-to-face meetings because they lived too far apart, were homebound because of illness or age, or preferred anonymity. In 1988, the first Tell-A-Group in Ann Arbor was started at UM's Turner Geriatric Clinic. Tell-A-Groups have since been formed for people such as the visually impaired elderly, adults with hemophilia, parents of children with cystic fibrosis, and adults with HIV/AIDS.

Bertcher chaired the field instruction committee from 1966-71, and wrote materials and manuals for the field program. He was also involved with the interpersonal practice program where he developed

the Practice Skill Instruction Lab, a pilot program that provided students with opportunities to develop their interpersonal skills. Starting in 1979, Bertcher's service to the School included supervision of the extension program, which at one time comprised fifty courses taught throughout the state of Michigan. He traveled extensively, finding this work particularly stimulating. Bertcher also traveled for the field instruction program, visiting agencies. He said, "Unlike many of my colleagues, I liked the liaison function. I got involved with agencies without getting in the way of the field instruction process!"

He helped found the Michigan Center for Groups and the Association for the Advancement of Social Work with Groups (AASWG). Following his retirement in 1994, Bertcher was on the steering committee for the 1996 AASWG conference in Ann Arbor.

Charles Garvin acknowledges Bertcher's dedication to group work teaching and the field experience, but also emphasized that, "Harvey was always a good colleague who was ever ready to help other faculty. He developed an informal faculty group called 'TLC', which variously meant 'tender loving care' and 'teaching-learning concatenation.'" It was a bi-weekly support group, a forum where professors could discuss problems in the classroom and receive feedback from their peers.

In retirement, Bertcher is building a new home on Ann Arbor's west side. He also is taking classes at Eastern Michigan University in their Elderwise program including courses on the history of Ypsilanti, movies, and genealogy. Bertcher is devoted to his children and grandchildren, regularly visiting his daughter and her family who live in Florida and his son who lives in Ypsilanti. Caring and concern for all—family, students, and colleagues—are the hallmarks of Bertcher's life. ✎

—Robin Adelson Little



Harvey Bertcher

## Integrating Multiculturalism into the Curriculum: Action Steps

The School of Social Work is committed to multiculturalism and social justice. Recently, the School's Multicultural and Gender Affairs Committee recommended that a required course be developed on multiculturalism; a meeting of the School's Alumni Board of Governors stressed the need for increased attention to issues of critical consciousness and multiculturalism; and student forums have emphasized the desire for more course content in this area. Additionally, increasing diversity within the School in recent years highlighted the need for in-depth discussions around intergroup relations and the interconnectedness of racism, sexism, classism, and privilege.

Assistant Professor **Michael Spencer** has advocated for courses dedicated to rigorous theoretical learning and application of multiculturalism and social justice, and development of skilled facilitators of multicultural dialogue and discussion. Spencer believes this knowledge is essential to social workers who engage in cross-cultural interactions in the work force. In Fall 2000, Professor Spencer taught "Training in Interpersonal Dialogue Facilitation: Skills for Multicultural Social Work Practice" for the first time. The course was developed with financial support from the Center for Research on Learning and Teaching, in conjunction with the UM Program on Intergroup Relations, Conflict, and Community (IGRCC), and several SSW community members. During the course, students learned to facilitate dialogue groups through their participation in groups, in-class exercises, and out-of-class facilitation and observation assignments.

Since 1987, the IGRCC has offered undergraduate courses, but the intergroup dialogue model had not been utilized in graduate courses. Students in IGRCC courses had demonstrated more support of actions directly addressing structural and systemic problems among both white students and students of color. Within the School it was felt that improved learning in communication among and between

students would promote skills necessary for social work professionals to address intergroup relations, conflicts, and injustices in society, and would enhance counseling, group dynamics and facilitation, and the ability to identify social policies that affect disenfranchised groups.

In Spencer's winter course on dialogues, the first half of each class focuses on theoretical learning and large-group activities; the second half utilizes models of intergroup dialogue adapted for graduate social work students. Spencer says, "(Right now) the course is experimental. Students were recruited from the SW 709 course, as well as the existing SW 620 course. I tried to look for natural leaders as well as trained students, many of whom were just looking for an opportunity like this to come along. We hope that the training course, dialogue course, and supervision course will be part of the curriculum as a program on dialogues in cultural diversity and social justice. I hope that one day it might even be a certificate program. I believe there is strong support here for innovations in multiculturalism."

A public dialogue was held in December around the recommendations made by the Multicultural and Gender Affairs Committee in Winter 2000. Facilitated by Professor Spencer and five MSW candidates from his class (Aaron Kaufman, Andrea Lee, Sarah Phillips, Meghan Schatz, and Carly Southworth), faculty, staff, and students gathered to discuss integrating multiculturalism. After an initial gathering in McGregor Commons, students, faculty, and staff used caucus groups to discuss challenges to integrating multiculturalism into the curriculum, unmet needs surrounding the issue, and how individuals and institutions might affect processes toward incorporating multiculturalism.

Several common themes emerged from the dialogues. All parties agreed that political correctness is not effective in addressing multicultural issues and in fact can serve to gloss over pertinent issues



Gregory Fox

Michael Spencer

without addressing them sufficiently. Another commonality between the discussions was ideological conflict in the classroom and in the School; it was agreed that ideological discomfort can often enhance learning and that internal conflict is just as important as external conflict to the learning process.

The dialogue closed with a discussion of how community members can support one another in the shared goal of integrating multiculturalism. Students mentioned how meaningful it was for them to see faculty rallying around social justice issues and participating in student-sponsored events. Faculty members highlighted the importance of opportunities to learn from one another and increase tolerance for the ambiguity that inevitably occurs when multiculturalism and the intersection of multiple identities (such as race, gender, and/or class identities) are discussed.

Next steps include a summary of the evening's conclusions to be forwarded to the Multicultural and Gender Affairs Committee, and future public dialogues about multiculturalism. ✨

— Terri D. Torkko

## IN MEMORIAM

# Henry J. Meyer

More than two hundred friends, colleagues, and family members gathered on December 10 to remember Henry J. Meyer. The memorial service was a celebration of the life and work of a remarkable man, distinguished by both his intellectual achievements and his humanity. The audience included many graduates of the Joint Doctoral Program in Social Work

and Social Science, which Meyer founded in 1957 and directed until 1970. Speaker after speaker commented on his professional accomplishments, but they all emphasized his kindness, warmth, and hospitality.

Meyer received three degrees from the University of Michigan in the 1930s (BA, MA, PhD) and then joined the faculty at Washington State College in Pullman, WA. During World War II, he worked for the National War Labor Board and subsequently for the Wage Stabilization Board. He resumed his teaching and scholarly pursuits as a sociologist at New York University from 1946-57. Meyer researched the effects of social work services on girls at inner-city high schools, the links between families and school systems, evaluations of mental health and family service programs, and family and population policy and planning.

In 1957, Meyer returned to Michigan to launch the doctoral program that was the first of its kind in integrating social work with social science disciplines. It was not an easy task to link the two—social scientists were ambivalent about becoming involved in applied work, and the professional social work community was skeptical of academicians. But Meyer persevered, creating a program whose roster of alumni reads like a virtual “Who’s Who” list that includes deans and directors of schools of social work, distinguished academicians, and leaders in human service organizations.

Meyer retired in 1978, but the word “retirement” is hardly an accurate description of how he spent his later years. He and his wife Suzanne traveled extensively. He taught a seminar on social science research methods and their assessment in journalistic reporting for UM’s College of Literature, Science, and the Arts. Meyer was a frequent visitor to the SSW, attending doctoral brown bag seminars, lectures, award ceremonies, parties for faculty and staff, and other events. Only one month before he died, Meyer attended the Doctoral Student Organization conference “Spinning Disciplines: Social Work and Social Science in Historical Perspective” (see page 13) and the School’s annual Fauri Lecture (see page 14). Professor Sheldon Danziger, who is the first Henry J. Meyer Collegiate Professor of Social Work, commented that Meyer’s retirement was one of “intellectual rigor.”

Professors Emeriti Phil Fellin and Rosemary Sarri were in the first cohort of students in the Joint Doctoral Program and they both spoke at the memorial service, remembering those early days. Fellin said that Meyer was a “perfect fit” for the doctoral program and noted his “friendship, leadership, and inspiration.” Sarri recalled his “support, counsel, and criticism.” They both remembered the “non-seminars” held at the Meyers’ home where students and faculty members gathered for meals and fellowship.

Indeed, all of the speakers at the memorial service commented on the warmth and hospitality that Henry and Suzanne showered on them. The Meyers were known for bringing people together with common interests, thereby creating long-lasting friendships.

Edgar Borgatta, emeritus professor of sociology at University of Washington, attended the service and reminisced about the work he and Meyer did together in New York in the 1950s. With Wyatt Jones, they

co-authored *Girls at Vocational High: An Experiment in Social Work Intervention*, a book that featured a pioneering evaluation study that analyzed the effects of social work services on the lives of girls at inner-city high schools. Another important book was *School, Family, and Neighborhood: Theory and Practice of Community Relations*, co-authored with Edward Litwak, a professor at the School.

Pat Gurin, Chair of the UM Department of Psychology, emphasized the two striking characteristics of Meyer’s life: his intellectual vision and his humanity. She said that the students in the Joint Doctoral Program remain “the most intellectually engaged students I have met at the University of Michigan, and they owe everything to the dreams of Henry Meyer.” Gurin also described Meyer as “a special kind of academic—a mix of Southern kindness and Jewish humanism.” She insisted that one couldn’t celebrate Henry’s life without also celebrating Suzanne, who was his partner for sixty-four years. Gurin, echoing the sentiments of so many others, concluded with “What we all miss is not his accomplishments, but his gentle soul and his friendship.”

— Robin Adelson Little

In 1988, the Meyers endowed a scholarship at the School—the Henry J. Meyer Scholarship Fund. This is an annual award to a student who writes a publishable paper exemplifying the integration of social work and social sciences. The Meyer family has requested that donations in his memory be made to this fund, or a charity of your choice. Contributions to the Scholarship Fund should be mailed to the Office of Development and Alumni Relations, 1080 S. University, Ann Arbor, MI 48109-1106.

D.C. Goings



Henry J. Meyer

## SSW COMMUNITY SUPPORTS WHITE RIBBON CAMPAIGN

Inspired by committed men at the UM School of Social Work, the School community supported the 2000 White Ribbon Campaign—Men Working to End Men's Violence Against Women (WRC) activities. WRC was founded in the wake of the Montreal Massacre. On December 6, 1989, Marc Lepine entered the Polytechnique, an engineering school in Montreal, and killed 14 female students before turning the gun on himself. In a note left at his apartment, Lepine explained that he had been rejected by the school and thought it was female students' fault, who he felt did not belong in the male-dominated engineering field.

WRC's most visible work during White Ribbon Week was the ribbon distribution. Many male SSW students, faculty, and staff members participated in distributing nearly 7000 white ribbons to men who pledged never to commit, condone, nor remain silent about violence against women. A vigil was held on the campaign's concluding night that included commemoration of the Montreal Massacre victims, as well as recognition in collaboration with the Silent Witness Project of local survivors and women who died resulting from men's violence.

In the weeks before ribbon distribution, WRC hosted several ribbon-making events, including presentations by Professors Rich Tolman and Daniel Saunders on their work around this issue, and a pizza party during a football game. There were also screenings of the film "Dreamworld II" and opportunities to discuss men's violence toward women and what men can do.

In addition to the School of Social Work, sponsors at UM were: Community Service Commission of the Michigan Student Assembly, Institute for Research on Women and Gender, Sexual Assault Prevention and Awareness Center, Law School, Women's Studies Department, School of Public Health, and student organizations.

## SWAM SPONSORS MULTICULTURAL FILM SERIES

Social Workers Advocating for Multiculturalism (SWAM) sponsored a semester-long film series with the Building Momentum Project, funded by the Center for Research on Learning and Teaching (CRLT) and the Gilbert Whitaker Fund for Teaching. Films were shown weekly with each selection

co-sponsored by a SSW student group, addressing a range of topics. Groups co-sponsoring films included the Association of Black Social Work Students, Rainbow Network, Social Welfare Action Alliance, Coalition of Asian Pacific Islander Social Work Students, Student Organization of Latino/a Social Workers, and Women's Action Coalition. Another series is planned for Winter 2001.

## STUDENT UNION ELECTIONS

In November, officers were elected for the SSW Student Union, with terms beginning in Winter 2001. New officers are: Amy K. Paterson Sandie, President; Cindy Joseph, Vice President; Carly Southworth, Secretary; Sarah Thankachan, Treasurer; Debbie Allen, Social Chair; and Jacque Stephens-Burke and Michael Ollom, Student Representatives.

## SSW STUDENTS ORGANIZE AFFIRMATIVE ACTION DEMONSTRATION

On November 17, three student organizers realized the outcome of their efforts around Affirmative Action. Masters degree candidates Andrea Lee, Nyshourn Price-Reed, and Aubrey MacFarlane organized a busload of faculty, staff, and students who demonstrated at the Federal Courthouse in Detroit during opening statements in support of Affirmative Action. Prior to the trip, a banner was available in the McGregor Commons for the SSW community to sign indicating their support for Affirmative Action at UM. Media outlets in Ann Arbor and Detroit carried the story and some featured interviews with the SSW organizers, an excellent example of the SSW community translating its rhetoric into action.

## DSO SPONSORS INTERDISCIPLINARY SCHOLARSHIP CONFERENCE

The SSW Doctoral Student Organization (DSO) sponsored a conference on Interdisciplinary Scholarship in Social Work and Social Science in September. Mayer Zald, Professor of Sociology, Social Work, and Business Administration, gave the keynote address, "Spinning Disciplines: Social Work and Social Science in Historical Perspective."

In her opening remarks, Dean Allen-Meares described the Joint Doctoral Program as "the only truly interdisciplinary program linking social work and social sciences in the United States and a prototype for other joint graduate programs that are being developed."

The joint doctoral program was founded in 1957 under Henry Meyer's direction, at a time when professional social work nationwide was searching for academic credibility and greater intellectual linkages within the social sciences. By the end of the 1960s, the SSW had become the nation's largest school of social work with the broadest range of professional studies, the most diverse disciplinary span of faculty, and the first joint doctoral program of its kind.

True to the interdisciplinary history of the program, the conference featured faculty discussants and student presenters from the

Gregory Fox



DSO Conference presenters (l to r) Paula Allen-Meares, Sara Goodkind, Mayer Zald, and June Howard.

range of disciplines, including social work doctoral candidates E. Summerson Carr (Anthropology), David Crampton (Political Science), Peter Gluck (Anthropology), Diane Miller (Psychology), Charles Lord (Anthropology), Carol Plummer (Psychology), Lynn Nybell (Anthropology), and Izumi Sakamoto (Psychology). The closing faculty discussion included all disciplines in the joint program, represented by Ruth Dunkle (Joint Social Work Doctoral Program Director), Patricia Gurin (Psychology Department Chair), Howard Kimeldorf (Sociology Department Chair), Conrad Kottak (Anthropology Department Chair), and Daniel Levin (Political Science Department Chair). The discussion was moderated by David Tucker, Professor of Social Work.

The conference was sponsored by Rackham School of Graduate Studies, the Dean's Office of the School of Social Work, and the Departments of Anthropology, Economics, Political Science, Psychology, and Sociology. ➤

# Around the School

## MARTHA PURDY STEIN HONORED AT ALUMNI SOCIETY ANNUAL MEETING

The School of Social Work Alumni Society hosted its annual meeting on September 22. Three faculty presented workshops: Larry Gant, on geographical information systems and social work applications; Deborah Wilkinson, on genetics, testing, ethics, and policy; and Sallie Foley, on sexuality concerns across the lifespan.

Martha Purdy Stein, '80, received the Distinguished Alumni Award. The nominators all remarked on her exceptional career and service to the University of Michigan. Prior to her studies at the School, Stein worked at Washtenaw County Community Mental Health, the Center for Women's Policy Studies in Washington, DC, and Southwest Detroit Community Mental Health Services. Following her graduation, she worked for the Michigan Department of Corrections at the Huron Valley Women's Facility, where she designed vocational, personal planning, and counseling programs for all female prisoners in the state.

In 1985, she moved to Los Angeles, where she worked for the California chapter of NASW. She then worked for thirteen years at the Aviva Center, a residential treatment agency for adolescents and their families where she was director of community services. In 1990, Stein moved to San Francisco where she worked for the Children's Home Society of California. Since 1991, she has been the program director of Milestones, a co-ed, adult, alcohol and drug treatment program for parolees, which has been cited for "best practice" by the American Correctional Association.

At the award ceremony, Dean Paula Allen-Meares thanked Stein for her recruitment efforts on behalf of the School. Stein's support of the School is echoed by her family's generous gift of artwork in the new building. Stein is about to take on a new challenge. She has joined the Peace Corps with the assignment of urban youth development in South America. We wish her much success in this new endeavor.

## ROSENBAUM PRESENTS FAURI/MEISTER LECTURE

This year's Fedele F. and Iris M. Fauri Memorial Lecture in Child Welfare was

presented in conjunction with the School of Nursing's Susan B. Meister Health Policy Lecture. The speaker was Sara Rosenbaum, Harold and Jane Hirsch Professor of Health Care Law and Policy and Director of the Center for Health Services Research and Policy in the George Washington University School of Public Health Services. Rosenbaum is known nationally for her work in health law for people in lower socioeconomic strata, health care financing, managed care, and maternal and child health. She has been named one of America's 500 most influential health policy makers. Rosenbaum's topic was "Child Health Policy and the Next Presidency."

Rosenbaum reviewed statistics demonstrating that approximately 70% of children have continuous insurance coverage. She outlined the breakdown between private insurance and public coverage, either from Medicaid or state programs. One of Rosenbaum's major points was that discussions about child health policy focus on coverage and insurance, and exclude two important issues: access and community benefits. She noted that access varies greatly by income, race, ethnicity, and geography, and she asserted that "Of the forty-nine million Americans at risk for medical underservice because they live in areas with high health problems and limited providers, twelve million are children." Rosenbaum articulated her belief that community benefits, such as clinics in school, services for children in childcare or Head Start, and preventive health interventions should be funded as a public good.

*Sara Rosenbaum*



Gregory Fox

Rosenbaum's talk underscored the importance of collaborations between the School of Social Work and other units involved with issues surrounding children and families, the issues that marked Dean Fauri's career. To receive a copy of the talk, contact Denise Diggs-Taylor at 734/647-7281 or visit our web site—[www.ssw.umich.edu](http://www.ssw.umich.edu).

## DEAN ANNOUNCES MERIT AWARD IN HEISINGER'S MEMORY

On August 17 in the Kalamazoo bus and train station, incoming MSW student Kevin Heisinger was killed by a person with mental illness who had not been taking his medication. Heisinger was returning home after meeting with members of the School of Social Work staff. Although many in our community had not yet had the opportunity to get to know him, the School was struck by the tragic irony involving his death at the hands of an individual he would have been most interested in helping in a professional capacity.

Dean Allen-Meares has announced a one-time Dean's Merit Award in Heisinger's memory to recognize formally his special qualities. The award recognizes a student who best embodies the qualities that exemplified Heisinger's commitment to disadvantaged youth and his belief in their ability to make a difference in their communities.

## LUTTERMAN FALL 2000 VISITING RESEARCH SCIENTIST

Ken Lutterman, retired Associate Director of the Division of Services and Intervention Research at the National Institute for Mental Health, was a visiting scholar at the SSW in Fall 2000. During the term, he taught a doctoral seminar entitled "Clinical Services Research: Quality, Effectiveness, Outcome," hosted several faculty development seminars, and consulted on proposal development with faculty and students. Additionally, he lectured on mental health policy in several MSW classes, shared information on the US/South Africa bi-national commission meetings in which he has participated with Dr. David Satcher over the past four years, and talked with groups about the exciting contri-



*Visiting Committee member Lawrence Gary and Dean and Professor Emeritus Phil Fellin at the Visiting Committee's closing reception.*

butions social workers have made in providing effective community care for persons with severe and persistent mental illnesses.

"The University of Michigan is truly a great university—great administration, wonderful faculty and students," Lutterman says. "It has been a delight to work with the faculty and students in the School of Social Work. During my time here, I have also consulted with the Department of Psychiatry and Washtenaw County Mental Health on the development of their new integrated health and mental health program. David Neal, Carol Mowbray, Kathy Reynolds, Tom Carli, John Greden, and others are implementing some of the most effective ways of organizing and providing care to persons with mental illnesses—ways that have largely been developed by social workers. The use of multiple family groups that include patients has proven to be successful in reducing relapse rates from over 65% to less than 10% over two years. The integration of physical and mental health and the implementation and testing of an evidence-based practice model are important steps in the development of more effective mental health care. It is exciting to see this kind of vision and leadership."

## VISITING COMMITTEE ADVISES DEAN

In October, the UM School of Social Work Visiting Committee gathered in the Harold R. and Marion Johnson Conference Room to advise Dean Allen-Meares. A presentation by Craig Smith, Campaign Consultant from John Brown Ltd., Inc., about the School's role in the Campaign for Michigan started the day. Research presentations by Sheldon Danziger and Kristine Siefert regarding poverty, risk, and mental health; by Richard

Tolman about domestic violence in the lives of women on welfare; and by Robert Taylor and Jamie Abelson about the National Survey of African American Mental Health served to highlight for the committee some of the research underway in the School. Members of the Visiting Committee who attended the meeting are: Professor Lawrence E. Gary, Howard University School of Social Work; Dean Nancy R. Hooyman, University of Washington School of Social Work; Sidney Johnson, National Committee to Prevent Child Abuse; P. Lindsay Chase-Lansdale, PhD, Northwestern University Institute for Policy Research; Karen B. Aldridge, Program Officer, Charles Stewart Mott Foundation; Yeheskel Hasenfeld, PhD, University of California Los Angeles Department of Social Welfare; Julian Rappaport, University of Illinois in Urbana-Champaign Department of Psychology; and Earlene Traylor Neal, UM School of Social Work Alumni Society Board of Governors' Liaison. Following the meeting, a reception with faculty and staff was held.

## TUCKER NAMED DIRECTOR OF THE JOINT DOCTORAL PROGRAM

Professor David Tucker has accepted the position of Director of the Joint Doctoral Program in Social Work and Social Science, effective June 1, 2001. Tucker will replace

Professor Ruth Dunkle, who has been Director since June 1996, and is leaving the directorship to resume her faculty position and co-direct two gerontological training grants: one from the National Institute on Aging on the PhD level, and one from the Hartford Foundation on the MSW level. Dunkle says that this "was one of the most rewarding jobs I have had in 25 years of academic life—and I really mean that. What I particularly enjoyed were the students. They always had such wonderful ideas—about their own work, but also about how to make things better in the program."

## WADE NAMED ASSISTANT DEAN OF HOSPITAL SOCIAL WORK

Kathleen Wade, MSW, ACSW, CSW, has been named the University of Michigan Assistant Dean of Hospital Social Work. She was previously Assistant Vice President at Beth Abraham Health Services in New York. In addition, she has extensive administrative and clinical experience and has published articles and presented at national conferences on AIDS, bereavement, violence in the family, and team building. She received her masters degree in social work from New York University and she is a PhD candidate in Social Welfare at the City University of New York.

## DEAN ALLEN-MEARES NAMED "WOMAN OF THE YEAR"

Paula Allen-Meares, Dean and Norma Radin Collegiate Professor of Social Work, was named the 2000 recipient of the University of Michigan Women of Color Task Force Woman of the Year in Leadership. The awards are designed to recognize outstanding achievements by women of color at the University of Michigan. A ceremony and reception were held on December 7.



*(l to r) Edith Lewis, Mieko Yoshihama, Paula Allen-Meares, Sandra Danziger, Leslie Hollingsworth, and Kristine Siefert at the WCTF awards ceremony.*

## PROJECT STAR CELEBRATES 10TH ANNIVERSARY AND LAUFFER'S RETIREMENT

A double celebration was held in October at the Jewish Community Center of Metropolitan Detroit.

Friends and supporters of Project STaR (Service, Training, and Research in Jewish Communal Development) gathered to celebrate the program's 10th anniversary and pay tribute to its founder, Professor Armand Lauffer, on the occasion of his retirement from the UM School of Social Work. The evening reception was also part of the inaugural Project STaR alumni institute, a two-day program of

workshops and meetings for alumni and current students coordinated by Project STaR alumna Robin Axelrod.

Professor Lauffer founded Project STaR with the support of many benefactors from the metropolitan Detroit and Ann Arbor Jewish communities, including Herb Amster, Bob Aronson, Bill Berman, Judge Avern Cohn, Sol Drachler, Sam and Jean Frankel, Stanley and Judy Frankel, Dr. Conrad Giles, Ambassador David Hermelin, Lawrence Jackier, Carol and Irving Smokler, Joel Tauber, Gerald Cook, and the Ben N. Teitel Charitable Trust; and grants from the Max M. Fisher Jewish Community Foundation and the Wexner Foundation. Project STaR's mission is to train leaders for the Jewish community who work in federations, community centers, synagogues, and other organizations in the United States and throughout the world.

Bob Aronson, Chief Executive Officer of the Jewish Federation of Metropolitan Detroit, was the

master of ceremonies for the program. He welcomed the guests and thanked them for their support of STaR, which he and others described as the premier program in Jewish communal service in the United States.

Dean Paula Allen-Meares recognized Lauffer's outstanding achievements as a social work scholar. She pointed to his significant contributions to social work research in nonprofit fundraising and resource allocations, community self-help, and ethnic identity as a source of social activism.

Dean Allen-Meares also articulated her vision for the future of Project STaR, which includes creating partnerships across other academic units at UM, developing collaborations with peer programs at other institutions, expanding the national and international range of field placements for students, developing faculty and student exchange programs, creating a continuing education program for Jewish community professionals and volunteers, and facilitating interactions between Project STaR and other School initiatives which could impact Jewish communities.

Larry Moses, President of the Wexner Foundation, presented the keynote address. He complimented

Bob Aronson, the metropolitan Detroit Jewish community, and the University of Michigan for understanding the importance of training leaders. Moses described the American Jewish community as being at a crossroads, where external fronts of survival and acceptance have been accomplished, and it is time to focus on the inner fronts of strengthening educational, cultural, and spiritual institutions.

Project STaR alumni Kari Grosinger Alterman, Andrew Echt, and Jeff Levin then introduced Armand Lauffer. Levin announced that STaR alumni have raised almost \$7,000 toward the new travel and internship program in Kiev and Israel that begins in May 2001. The program concluded with remarks from Lauffer, who described his recent work in the former Soviet Union. He offered personal thanks to Project STaR supporters for their ongoing commitment to the program.

The STaR alumni institute attracted thirty-four alumni and fifteen current STaR students. Larry Moses was the scholar-in-residence and he presented two workshops on leadership. Other presenters included John Tropman, Professor of Social Work, Bob Aronson, and Rabbi Rich Kirschen.

— Robin Adelson Little

Larry Moses, Chacona Johnson, and Bob Aronson at the Project STaR event.



Armand Lauffer

## Bill Pickard '65

### ALUMNI PROFILE

Bill Pickard is a successful businessman and active philanthropist in Detroit. He credits his achievements to hard work, faith, and his social work education. He says, "The School of Social Work helped me to get a sense of what is important as a human being. What I learned about people, organizations, small groups, and leadership has helped me in life."

He was born in LaGrange, GA, in 1941. When he was in high school the family moved to Flint and he earned his BA at Western Michigan University. When he graduated from Western, Pickard wanted to "change the world." His goal was to become the president and chief executive officer of the National Urban League. With that in mind, he decided to undertake an MSW in community organization and enrolled at the School in 1964.

Pickard has vivid memories of classes and teachers. Patricia Rabinowitz, Edwin Thomas, Jack Rothman, and Richard English were great influences on him. He also remembers a challenging class he took with Edward Litwak. Pickard was struggling in the class and feeling discouraged, so he took a drive on a snowy night towards Kalamazoo. He paused at a rest stop and had a long talk with himself, convincing himself that he could successfully meet the challenges of the MSW curriculum. He returned to Ann Arbor and worked even harder.

Shortly thereafter, Pickard heard Whitney Young, then president of the Urban League, speak on campus. Young was staying at the Bell Tower Hotel and Pickard went to the hotel early one morning to ask Young for financial aid so that he could complete his MSW. Young met with him and told him whom he could contact for assistance. Pickard followed through and was awarded the Urban League's Eugene Jones Fellowship, which required him to work there following graduation. In 1965 Pickard moved to

Cleveland. After two years at the Urban League he was named executive director of the NAACP in Cleveland. Although committed to the struggle for civil rights, he found himself feeling "burned out" and questioning where he was going in his life.

In 1969, Pickard entered the PhD program in higher education administration at The Ohio State University. He recalls thinking, "I'll get my PhD, have a job as a professor, and then dabble in business on the side." Following graduation he taught at Cleveland State University but also moved into the business world, buying McDonald's restaurants in Detroit. He founded Regal Plastics in 1986, a company that manufactures diversified injection molded plastic products for automobiles and trucks, such as auto shrouds, gearshift knobs, and heater components. Today, Pickard is Chair and Chief Executive Officer of Global Automotive Alliance, a \$250 million business conglomerate with over 2,000 employees in Michigan, Georgia, Oklahoma, and Canada.

Pickard's talents have been recognized nationally. On the recommendation of HUD Secretary Jack Kemp, President Bush appointed Pickard to the Federal Home Loan Bank Board in 1990, as well as to the National Advisory Committee on Trade Policy Negotiations. He is deeply committed to the City of Detroit and is involved in several commercial development projects. He is also an active member of several civic and nonprofit boards, including the Community Foundation for Southeastern Michigan, the Henry Ford Health Care Corporation, the Detroit Renaissance Corporation, Hartford Memorial Church, and the Detroit Symphony Orchestra.

When Pickard has a difficult problem to solve, he still gets in his car, but now he drives to Ann Arbor. He takes a walk by the Frieze

Building and the Bell Tower Inn and strolls across the Diag.

Pickard credits his business successes with being able to lead people, a skill he learned as a social work student. He says, "In corporations, problems boil down to HR—human resources." He would like to see more social work students in field placements in the for-profit sector. He



is clearly interested in the intersection of academia and business.

Pickard has given back to the School and the University of Michigan in innumerable ways. He has named a classroom in the SSWB in honor of his father and mother and was a generous donor to the building fund. He serves on Dean Paula Allen-Meares' development advisory committee, and with his wife, Vivian, has been a tireless supporter of the School. In October, Pickard received the Distinguished Service Award from the UM Alumni Association—the highest honor given to alumni. The School of Social Work is truly honored to count Bill Pickard as one of its graduates. ✨

— Robin Adelson Little

*(l to r) Steve Grafton, Vivian Pickard, Bill Pickard, Paula Allen-Meares, and Richard Rogel at the UM Alumni Association reception honoring Pickard with its highest award.*

# Class Notes

## Regents of the University

David A. Brandon,  
Ann Arbor  
Laurence B. Deitch,  
Bloomfield Hills  
Daniel D. Horning,  
Grand Haven  
Olivia P. Maynard,  
Goodrich  
Rebecca McGowan,  
Ann Arbor  
Andrea Fischer Newman,  
Ann Arbor  
S. Martin Taylor,  
Grosse Pointe Farms  
Katherine E. White,  
Ann Arbor  
Lee C. Bollinger,  
*ex-officio*

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1963

James Dillon Troester's article, "A Parent Support Group Project in Special Education" was published in the March 2000 issue (Volume 10, Number 1) of the *Journal of Child and Adolescent Group Therapy*.

1965

William Pickard received the UM Distinguished Alumni Service Award for 2000 on October 12, 2000. To learn more about his career, see the Alumni Profile on p. 17.

1967

Martin Abramowitz has held numerous management positions in public welfare and Jewish communal work in New York, Boston, Jerusalem, and Montreal. Currently, he is Vice-President for Planning and Agency Relations for Combined Jewish Philanthropies, Boston's Jewish Federation. He would like to hear from other students from the class of 1967; his email address is [martina@cjp.org](mailto:martina@cjp.org).

Sarah Mitchell was appointed by President Clinton to the Ticket to Work and Work Incentives Advisory Panel. She is the Executive Director of New Jersey Protection and Advocacy, Inc., the designated protection and advocacy system for the State of New Jersey. Prior to that, she was Division Director for the New Jersey Department of Public Advocacy and the President of the board of the National Association of Protection and Advocacy Systems.

1968

David A. Schwartz is working in the largest orthodox Jewish mental health agency in New York City, where he conducts family therapy, teaches, and provides training. The families cover the spectrum of observant Jewish life, from modern orthodox to Hassidic.

1969

Francine Schwartz works at Magellan Behavioral Health in Columbia, MD. She is clinical care manager, providing consultation and precertification review to various accounts for mental health and substance abuse. In addition, she has a private practice specializing in behavior therapy, occupational issues, and midlife issues.

1971

Michael Cortes has been named Director of the University of San Francisco's Institute for Nonprofit Organization Management.

1975

David Bauman is an independent psychology consultant in the Rio Grande Valley in McAllen, TX. He incorporates nutritional therapy in his practice.

Janet Olszewski has been appointed Director of Government Programs for M-Care in Ann Arbor. She is responsible for the Medicare and Medicaid products. She is a former member of the School's Alumni Society Board of Governors.

T. Jaime Chahin had his award-winning documentary "The Forgotten Americans" broadcast on PBS in December. Currently, he is the Dean of Applied Arts at Southwest Texas State University.

1978

Kathleen Buescher lives and works in St. Louis, MO. She is the Board Chairman of the Missouri Alliance for Children and Families and the Secretary/Treasurer of At Ease Home Care, a subsidiary of Provident Counseling.

Cindy Kishman works at the University of Chicago School of Social Service Administration. She is a field educator, providing training to state child welfare employees.

1979

Joan Berman Segall has a private practice in Palo Alto, CA. She works in the areas of child therapy, evaluation and treatment, high-conflict divorce, loss, and depression. She also helps parents around issues of child development and parenting.

1981

Bonnie Anderson had her photographs displayed in a one-woman show sponsored by the Ann Arbor Art Center as part of Detroit Focus 2000, a regional artist's alliance and cooperative. Her work is social documentation, primarily in gelatin silver print. The exhibit, entitled "Overlays," was at the Michigan Heart and Vascular Institute at St. Joseph Mercy Medical Center.

1982

Barbara Bradley lives in Bloomfield Hills, MI, and is Director of Conscious Aging Psychological Services. She provides individual, family, and group psychotherapy for elders and their caregivers, in and out of nursing homes. Barbara is concentrating on spirituality in death and dying, as well as in living, whatever the age and/or circumstances. Barbara has three sons and six grandchildren and enjoys traveling, gardening, and commercial real estate, where she applies her social work negotiating skills! She still has friends from her UM days and warmly remembers Merle Dinsmore and Lorraine Cook.

1983

Karen Baker is in independent private practice in Ann Arbor, providing psychotherapy and psychoanalysis to adults and adolescents. Her areas of interest are loss, depression, anxiety, and the effects of trauma upon the individual and his/her development. She has particular interest in working with gay, lesbian, and bisexual people. Karen is the Chairperson for the Michigan chapter of the National Membership Committee of Psychoanalysis in Clinical Social Work and is member-at-large with the Michigan Psychoanalytic Council. She is the Past President of Parents, Families, and Friends of Lesbians and Gays (PFLAG) in Ann Arbor.

Amy Ellwood has been appointed by Governor Kenny C. Guinn to be a member of the State of Nevada Board of Social Work Examiners. Her appointment began August 28, 2000 and ends June 30, 2003.

Annette (Fellin) Gerten is the author of the lead article in the July 2000 issue of *Social Work in Education*, "Guidelines for Intervention with Children and Adolescents Diagnosed with Conduct Disorder." Annette lives in Inver Grove Heights, MN.

Doris Parker Roberts is in private practice in Roswell, GA. She and co-author Margaret J. Brown recently published *Growing Up with a Schizophrenic Mother* (McFarland & Company, Inc.). Doris is also a board member for the Georgia Association for the Advancement of Social Work with Groups.

1985

Amy Lewis Bergen is the Director of Maps-Adoption Resources of Florida, an agency engaged in domestic/international adoption and humanitarian aid. She is heading up a humanitarian trip to Vietnam in 2001. Amy lives in Tampa and is the proud adoptive mom of Ally from the People's Republic of China.

1987

Mildred "Liz" Gallaspy is Program Director for an adoption agency in Atlanta that focuses on finding homes for children ages 3-14 with special needs. She also works as a clinical social worker with psychiatric patients at an inpatient treatment facility.

1989

Kathleen O'Shea-Miller is employed as a clinical social worker on the inpatient psychiatric unit at Porter Adventist Hospital in Denver, CO. She also supervises other social workers and serves as a field instructor for Colorado State University MSW students.

1990

**Joanna G. Samuelson** lives in Newtown, PA. Since graduation she has worked in the field of mental health treatment and HIV/AIDS. Now, she is enjoying staying home with her toddler.

1991

**Dana Horowitz** is the director of the Georgia Ovarian Cancer Alliance in Atlanta. Prior to that she lived in Israel for seven years, working on women's health issues.

1993

**Andrew Zelno** passed the AASSWB clinical level exam and was awarded the LCSW credential in April 2000. He was awarded the Field Instructor of the Year Award from Michigan State University School of Social Work in May 2000. Drew is now employed with Cumberland County Community Mental Health in Fayetteville, NC, as the clinical specialist for sexually aggressive youth and their families. He is also a member of the North Carolina state task force that is developing services for high risk deaf and hard-of-hearing youth who exhibit sexual aggression. Drew is an adjunct faculty member at Webster University in its counseling program. His email address is: zelno@alumni.umich.edu.

1994

**Gregory Dowler** has worked as a clinical social worker for Clinton County Mental Health in Plattsburgh, NY, for the last six years. He is also an adjunct lecturer in psychology at Plattsburgh State University of New York and a field instructor in their BSW program.

**Earlene Traylor Neal** had an article, "African American Gerontology Network" published in *Health & Social Work*, vol. 25, no. 2, May 2000. The article was co-authored with Marvella E. Ford and Donna L. Cochran. Earlene is the president of the School's Alumni Society Board of Governors.

1996

**Michelle Avery Ferguson** is working at Oakes Children's Center in San Francisco, a day treatment program for severely emotionally disturbed children, children with autism, and their families. She provides play therapy, family therapy, and socialization groups. Michelle also supervises a teaching team and interns.

1997

**Sherri (Slotman) Spitzley** is working as a planning engineer at UUNET Technologies/MCI Worldcom in Ann Arbor. She

oversees the installation of high speed internet connections for global corporations. She and her husband, David, live in Ypsilanti.

**Magda E. Konig** is Program Services Coordinator for End-Stage Renal Disease (ESRD) Network 4, one of several government organizations that oversee quality care at dialysis units. She spends her free time attending Jewish singles events and enjoying her pets.

1998

**Lisa Haberbush** works for the Counseling Center of Wayne and Holmes Counties as a home-based therapist for children and families in a rural community (Wooster, OH). She is also a board member for a local food pantry/low income assistance agency.

**Norman Lancit** is working with children and families at Children's Hospital of Michigan.

**Sang Eum Lee** is a candidate in the PhD program in social welfare at the UCLA School of Public Policy and Social Research. Her research interests are in aging, the relationship between formal and informal caregiving, caregiving for the elderly in family settings, and caregiver issues.

**Andrea Pocz** is working in New Bedford, MA, at New Bedford Child and Family Service. She is in the school-based program which brings therapists into the schools to work with parents who cannot come to the agency. She also works in two elementary schools.

**Natalya Timoshkina** is in the doctoral program at the University of Toronto. She was working on a research project on migrant sex workers from Eastern Europe and the former Soviet Union.

1999

**Charles Enright** has joined the staff of the Nathan Weidner Children and Advocacy Center in Bay City, MI as Interim Director. Along with his MSW, Charles has a law degree from Detroit College of Law. He also works part-time as a family therapist at Lutheran Child and Family Service in Bay City.

**R. Daniel Reid** is a clinical social worker with the liver and kidney/pancreas transplant programs at the University of Michigan Health System.

## IN MEMORIAM: JO ANN ALLEN

Associate Professor Emerita Jo Ann Allen died December 16, 2000, at her home. She was born in Troy, Ohio, in 1927. After attending Ohio University, she earned degrees from the University of Colorado and the University of Michigan. She joined the University of Michigan School of Social Work faculty in 1967, where she enjoyed teaching. She wrote numerous professional articles and book chapters, and presented workshops at state and national professional conferences. In addition to teaching, she had a clinical practice at the Ann Arbor Center for the Family for twenty years, where she was the core member of the Family Therapy Training Program.

Professor Allen was a member of the American Academy of Family Therapists, the National Association of Social Workers, and a supervisor for the American Association of Marriage and Family Therapists. She is survived by her life partner, Joan Bild, four siblings, and many nieces, nephews, friends, and colleagues. A celebration of her life was held on January 13.



Jo Ann Allen

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## NEW BOARD OF GOVERNORS MEMBERS

Two new members will serve on the SSW Alumni Board of Governors from 2001-2003. Tamera Burgess, '94, works in the United Auto Workers Employee Assistance Program at Delphi Automotive Systems in Flint, MI. Beverly Howard, '76, is a clinical social worker at UM Hospital.

## In Memoriam

1942

Kenneth A. Peterson  
July 22, 2000

1957

Ray Hanthorn  
July 5, 2000

1964

Ralph Patterson  
December 4, 2000