

ONGOING

University of Michigan School of Social Work

Spring 2017

A portrait of Lynn Videka, a woman with brown hair, wearing red-rimmed glasses, a dark blue sweater, and a patterned scarf. She is smiling and standing in front of a bookshelf.

LYNN VIDEKA:

Continuing the Tradition of Excellence

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Our Students Change the World

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Lynn Videka

EDITOR
Marci Lash

DESIGN AND PRODUCTION
Michigan Creative:
Martin Soave

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

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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

Looking to the past to see the future

The University of Michigan proudly celebrates its bicentennial throughout 2017 by delving into its 200-year history, marking its many accomplishments and defining its future.

Our School of Social Work proudly contributes to the achievement of the mission of the University through the faculty's investment in knowledge development for the prevention or solution of social problems, and through our educational programs that emphasize leadership, ethics and a strong sense of community engagement. We will be celebrating the history of the University through several events during the year. Homecoming weekend (October 26–28) will be the focal point of the celebration with lectures, concerts, exhibits and a public fair of cutting-edge projects and initiatives that demonstrate how the University is making a positive impact on society, both locally and globally. Please visit the U-M bicentennial website for more information (bicentennial.umich.edu).

As we commemorate U-M's 200th birthday we also are hard at work, creating a blueprint for the School's future—a strategic plan that will chart the course of the School over the next five years, and one that will help the School realize its full potential as the leader in social work practice and education. I am interested

in hearing from you about the School's future in the context of the changing environments of higher education, social work practice

and our society. I recently sent you an invitation to join the conversation via an email with the subject line "SSW Strategic Plan Input." If you have not received the invitation, contact ssw.development@umich.edu.

I invite you to join me in the University and School bicentennial celebrations, and to chart SSW's future through the strategic plan—always leading, forever valiant.

Go Blue,

Lynn Videka, Dean
Professor of Social Work



Diversity, Equity + Inclusion

Provides Supportive Learning for All

Professor Lorraine Gutiérrez begins 2017 as the inaugural director of the Office of Diversity, Equity and Inclusion (DEI) at the U-M School of Social Work. As a national leader in diversity and social justice, Gutiérrez joins other prominent DEI leaders across campus to lead this important initiative, which was introduced last fall by U-M President Mark S. Schlissel.

The Diversity, Equity & Inclusion Strategic Plan is a collective vision for change created through a campuswide, grassroots process. With Gutiérrez at the helm to implement the strategic plan, SSW continues to build on U-M's heritage of diversity, equity and inclusion, with the understanding that we can make our greatest contribution to knowledge by building an environment in which all our community members can flourish.

Implementing a five-year strategic plan sounds like an enormous undertaking. Why is this important now?

This is part of an overall University effort, and the resources and the energy come from an external force led by President Schlissel. As a School we've looked at these issues historically, but we can do more. As the top-ranked social work school, we're doing a good job, but that doesn't mean we couldn't do a better job. Issues emerge over

time that we need to address, such as increased intolerance toward Muslims since 9/11, or more awareness of gender and gender identity. As social workers, we understand the need to learn and teach diversity, equity and inclusion to our students, staff and faculty. It is our responsibility to be sure every individual has the opportunity to be heard, to contribute and to excel.

Where do you begin?

The University's DEI strategic plan lays out some excellent starting points. The first step was establishing the Office of Diversity, Equity and Inclusion, and Dean Videka appointed me to lead the office. The next step is hiring a program manager to effectively implement and communicate the details of the plan, and teach one class each semester. We'll also have two student employees to ensure positive communication throughout the school.

The development of the strategic plan was very inclusive and we have guidelines that relate to scholarship and hiring to cut across these dimensions. For example, students want faculty to be able to handle difficult conversations in the classroom, and that means all faculty must be trained to manage those conversations. We have that faculty training in the works, and we'll also develop training with staff to help better engage the entire School.

This sounds like a lot of change; is it?

Potentially this could be a lot of change, but change tends to take place over time, so the outcomes may not be immediately noticeable. We may bring in resources for faculty development that could be transformational.

Some faculty are not as aware of the dynamics with our students' generation, particularly with the massive cultural changes with how people experience gender or race so we need to be able to understand their views. A peer mentoring process for faculty and students will likely play a large role in integrating more

DEI content into coursework. All of us could have better tools to do this and we want faculty to know that this is a supportive environment to help them learn new skills related to DEI.

There is a lot to do and we need to deal with the whole person in our classroom.

Can you give us an example of what cultural change does in a classroom?

There is a range of perspectives in every classroom, but overall U-M SSW has a young student body. We need to understand the implications of this demographic for teaching and worldviews. For example, many students are grappling with gender identity and students expect an introduction to lead with pronouns: My name is Mark Brown and my pronouns are he, his, him.

Is the concept of academic freedom changing?

All of higher education is dealing with issues of academic freedom and how it relates to DEI. In social work, it is our job to prepare and protect our clients, ourselves and ultimately the profession for living in a challenging and complex world. There has been a lot of discussion of safe space and many are advocating the idea of a "brave space," which is a place where you can feel safe to share different and sometimes-conflicting ideas.

Communication seems to be a large component of DEI.

We want education to involve respect, and there is an element of personal responsibility in this approach. All of us should keep in mind the goal of our message



Lorraine Gutiérrez, Director of the SSW Office of Diversity, Equity and Inclusion

and think about how we can communicate so that people can hear each other.

What is the ultimate outcome of the DEI program?

Our strategic plan is working toward better preparing our students to deal with working in a society that is increasingly becoming more racially and culturally diverse. The majority of the people social workers work with is different from

them on various dimensions, possibly all dimensions.

If social workers are better prepared, this may help deal with burnout and attrition from the profession. We'll have more stability in our field, which will result in better services. We all have to engage in lifelong learning. Policies will continue to be in a state of change and we're committed to leading in the path forward.

DEAN VIDEKA SHARES BROAD VISION FOR SCHOOL OF SOCIAL WORK

Solutions Require Innovative Adaptation, Technology and Strong Community

We caught up with Dean Lynn Videka as she zeros in on her strategic plan and settles into her new home at the University of Michigan School of Social Work. Videka's thoughtful insight provides a glimpse at her broad vision for the SSW, future generations and social work as an integrative science.

When asked about the greatest challenges in social work, Videka points to the Grand Challenges for Social Work, which was developed by the American Academy of Social Work & Social Welfare to represent a dynamic social agenda. The Academy is focused on improving individual and family well-being, strengthening the social fabric and helping create a more just society.

"These articulate the societal grand challenges for social work and many of them involve equality in our society and the diversity of our population," Videka explained. "These are the grand challenges that have always formed the purpose for the social work profession... and they're enduring."

Videka believes the greatest advantage in today's world is access to information, because it allows professionals to focus on facts in a more precise and informed way.

"Increased data evaluation and evidence-based practice is driving our thinking, which ultimately enables us to determine and focus on the priorities of today."

As an example of how challenges for social work have changed over time, Videka referred to opioid use, which wasn't on the

social worker's radar two decades ago. However as the population aged and the availability of opioid medications increased, data points to opioid abuse as an emerging issue that limits well-being and health.

"Watching the evolution of this data helps us make better progress," Videka said. "We need to be critical readers of the data so we can respond to issues in a more immediate way. The ability to access the facts is more critical than ever before."

As the Dean's broad vision focuses on the future, she also is mindful of U-M SSW's history of being a leader and innovator in the social work world, and she plans to continue that proud tradition.

"The societal context and agenda that launched us as a social work school are different from the context for social work today," Videka said. "This means we need to study and teach our students about the most progressive, contemporary and sophisticated solutions to the challenges we face in today's societal context. We need to develop the conceptualization of what's sustaining the problems we focus on, and how those problems can be solved."

Videka cited access to healthcare as an example of

an ongoing challenge. Even though access to healthcare is improved with the Affordable Care Act, which provided an estimated 20 million people with health insurance, there are still as many as 29 million Americans—about 1 in 10—who lack coverage.

"I encourage daily reading and review of all types of media. Being sensitized to the broader view of the world is one of the many privileges of being educated."

"We need to create new solutions as the lack of access to healthcare problem manifests today, and we need effective and progressive alternatives as the policy context is changing," Videka said. "To do this we need to organize information and apply adaptive technology, which is new for social work. Solving social problems requires innovative adaptation, and that includes technology."

Videka acknowledges that our social problems are broad and deep, and the School needs to make careful choices about our focus. She sees the potential for U-M

School of Social Work to lead the profession, nationally and globally, in meeting the Grand Challenges and improving human well-being and working for social justice in the world. The School is conducting a strategic plan with its faculty, students, alumni and friends of the School to define its future strategic directions and impact. Videka believes that the best way to achieve the School's impact is through collaboration and strong community connections. Her ability to strengthen connections among people to create community provides a steady compass to work within and lead U-M SSW.

"Building community and working in a cooperative way is important and should connect with both local and global levels," Videka said. "In order to have real effect, we cannot lose sight at a local level. If we're concerned about poverty, we should have an engagement agenda with local and regional communities. President Schlissel has defined community engagement as a priority and I want U-M SSW to be a leader in that domain."

Videka is working on partnerships for the betterment of Washtenaw County and Detroit, and specifically mentioned her visit to the Midnight Golf program, which is geared toward helping youth in low-income communities succeed in college.

"We're creating field partnerships to help Midnight Golf reach more students,"



Videka said, “and our students will gain experience with a social innovation in launching new and creative ways to support positive youth development. Midnight Golf measures their success with support for low-income students to graduate from college.”

Partnerships also have been created with sister schools such as Eastern Michigan University, to build student exchanges. Such cross-school partnerships have the potential to achieve a greater impact within our communities.

“The partnerships with local and regional communities make us stronger,” Videka said. “Divisiveness leads to people feeling demoralized and unsure about being supported to succeed. There are a lot of challenges to the values we hold dear to social work. We need to work with allies to achieve our goals.”

Videka recognizes the more than 8,000 U-M SSW alums as the embodiment of power within our community. “Our

alumni are vital to the U-M SSW community. They help us increase our impact on the world, with U-M’s strong values of orientation and deep critical thinking. Alumni have an important role in reaching our goals for innovative solutions, and we want them to remain connected through events, continuing education and frequent visits to our website” [ssw.umich.edu].

Videka admits that there are things we need to work on within the School including creating a safe environment for everyone and overcoming the divisive and debilitating aspects of language, whether it’s intended or unintended. And that, she says, takes a lot of effort. She sees a need to create a positive sense of community along with dealing with current issues. This is an example of “knitting our own social fabric.

“Fundamental to building a strong community is learning how to respectfully disagree without shaming or using hurtful language,” Videka said. “This can get discouraging because there is no final answer for how to achieve that, there’s only continual effort in striving to do that. U-M SSW students have the power to rise to a new personal best and to be the leaders who will inspire others to move forward.”

Videka is moving forward in her new leadership role with a focus on Diversity, Equity and Inclusion (DEI) at SSW. It is her intent to support constant

attention to diversity, equity and inclusion as a core aspect of the School’s goals.

“I will work hard to increase the diversity in our School community because it will open our eyes to other points of view,” Videka said. “The more diverse we are, the more potential we have to learn how to thrive and deal with the issues diversity raises. Faculty, students and staff need to be richly diverse.”

Videka said the DEI agenda is her responsibility and she will never allow it to slip to the low end of the priority list. It sets the stage for opportunities for the School to grow and to achieve its mission.

“Every day, I read about what’s happening in the world, and I realize that it always comes back to the need for diversity. It’s vital to use media in a smart way to keep in sync with what’s happening in the world. I encourage daily reading and review of all types of media. Being

sensitized to the broader view of the world is one of the many privileges of being educated.”

12 Challenges

The Grand Challenges for Social Work represent a dynamic social agenda, focused on improving individual and family well-being, strengthening the social fabric and helping create a more just society:

1. Ensure healthy development for all youth
2. Close the health gap
3. Stop family violence
4. Advance long and productive lives
5. Eradicate social isolation
6. End homelessness
7. Create social responses to a changing environment
8. Harness technology for social good
9. Promote smart decarceration
10. Reduce extreme economic inequality
11. Build financial capability for all
12. Achieve equal opportunity and justice

“Solving social problems requires innovative adaptation, and that includes technology.”

PAVING THE WAY

MEDITATION IN SOCIAL WORK



Martha Kimball, MSW '80

More than 20 years ago, Martha Kimball, MSW '80 responded to a search for a clinical social worker led by Dr. Melvyn Rubenfire, director of Preventive Cardiology with the University of Michigan Health System. He was looking for a cognitive behavioral specialist to work with patients and families who experienced stress, anxiety and depression, which preceded or followed a heart attack.

Rubenfire recalls Kimball asking if he had the courage to step out of the medical model, and then she proceeded to teach him about mindfulness

meditation. She gave Rubenfire several books to read about therapeutic techniques, including those by Jon Kabat-Zin, founding executive director of the Center for Mindfulness in Medicine, Health Care, and Society at the University of Massachusetts Medical School.

“I figured if she had the chutzpah to push me to read those authors, she could likely convince our team and patients to listen and learn,” Rubenfire said.

“She captivated the patients and staff with each lecture and series of group discussions, and convinced many of our patients and staff to take the dive into meditation,” Rubenfire said. “At least 50 percent of those who participated in our Coronary Alternative Treatment (CATS) program continued meditation for many years and credited Martha for changing their lives.”

Meditation, Kimball explains, “teaches one to quiet the anxious mind by a practice of focus on the present

moment, most often by a steady disciplined observation of the breath and letting go of thoughts.”

“Martha’s ability to bring together mindfulness meditation and western medicine demonstrates a social worker’s ability to integrate a philosophical diversity to the benefit of those in need,” said SSW Dean Lynn Videka. “When we’re bicultural, we become more integrated as we move toward solutions.”

Meditation and western medicine work hand in hand, and the model just keeps growing. It’s been introduced in large companies and almost every hospital in America.

“Martha’s ability to bring together mindfulness meditation and western medicine demonstrates a social worker’s ability to integrate a philosophical diversity to the benefit of those in need.”

— Dean Lynn Videka

“I am grateful for the solid foundation and support I have always received from U-M School of Social Work,” says Kimball. In the final year of my graduate program my son was diagnosed with cancer, my mother-in-law died and I couldn’t make the last tuition payment of \$250. The school forgave my debt and I have repaid the \$250 every year since.”

Kimball says that “thanks to the emotional support of my fellow students and the assistance I received from the School, I successfully graduated with my MSW in 1980 and went on to have a dynamic and fulfilling career integrating my passion for social work and mindfulness meditation.”

The School of Social Work Annual Fund provides critically needed financial support for our students.

Your gift to the annual fund provides scholarships and emergency assistance making it possible for students to complete their professional social work training.

To learn more about how you can make an impact visit our website ssw.umich.edu/give or contact the Office of Development and Alumni Relations at **734.763.6886**.

Thank you!

CASC MINOR BENEFITS STUDENTS ACROSS CAMPUS

Alex Kime, CASC student

Ann Arbor native **ALEX KIME** is a senior working on a Creative Writing and Literature major and a double minor in CASC (Community Action and Social Change) and Intergroup Relations Education. His interest in social justice began at the Neutral Zone, a youth-driven teen center in Ann Arbor, dedicated to promoting personal growth through artistic expression, community leadership, and the exchange of ideas, where he now works and has coordinated the poetry program for three years.

During his time as a teen at the Neutral Zone, Kime was actively involved with the Students Educating Each Other About Diversity (SEED) program, which used social-identity focused dialogue to think about personal experience and structures of power.

"I was really lucky to have had an opportunity to explore social justice before I got to U-M," Kime said. "My time at the Neutral Zone gave me time to think about what area of social justice I wanted to work in and I was grateful to have the time and space to help define a possible career path."

Soon after coming to U-M, Kime joined the CASC minor and eagerly became a facilitator for CASC's DECLARE retreat, where students identified the need for a space to bring together the service learning people who do hands on work and those who practice social justice in theory.

"The CASC minor is a great part of campus and I love the flexibility of the program," Kime said. "I've had an opportunity to talk to and learn with a wide variety of students ranging from pre-med to finance, and there's a lot of value to bringing all types of people who are doing social change work together."

Though the physical space for the DECLARE retreat changes

locations semester to semester, and many of those who participate are CASC minors. This past fall those who attended were not required to be in the program, something Kime noted as a positive change.

As a result of his involvement with the DECLARE retreat, Kime also had the opportunity to facilitate a Campus Connections workshop through the University's Summer Bridge Program, which helps new undergraduate students transition to university life and in this case, begin thinking about the CASC minor.

"We had a lot of interesting conversations with the Bridge participants about language and social justice jargon," Kime said. "There is so much that's normalized in our language and it's important to introduce alternative language in a non-destructive way, from a point of understanding."

Kime was admitted into the U-M School of Social Work during his junior year and he says it was a relief to have that acceptance solidified.

"I am incredibly grateful to know where I'm headed next year, to have it out of the way," Kime said.

He chose Social Policy and Evaluation as his primary concentration with community organizing as a sub-concentration.

"I want to continue developing my understanding of social issues in this very complicated world," Kime said, "and the University of Michigan School of Social Work is the best place for me to learn that."

The Community Action and Social Change (CASC) minor is for students interested in developing knowledge, skills and experiences in social justice and community involvement. More than 600 students have completed the program since 2010, and more than 120 CASC alum have pursued the MSW program.



“I’m going to change the world by connecting Detroit youth to jobs, resources and a future.

“I was born and raised in Detroit. I love Detroit, but I see people in my neighborhood struggling to stay in their homes. They need resources and people who are genuinely working to advocate for them. I want to use my skill set as a social worker with students, families and teachers who need help.”

Deja Anderson, MSW student

DEJA ANDERSON DREAMS BIG

“When someone creates a Social Work scholarship,” she said, “they help make a difference in the lives of others. You invest in a social work student, and they go change the world, without the worry of having to pay back a loan. Thanks to my scholarship, I’m free to focus on the vision I had when I applied here: providing people with the hope and the resources to build better lives.”

Anderson is more than just “interested in” Detroit. Deja Anderson is Detroit.

“Born and raised in Detroit,” she says with a big smile. “I graduated from Renaissance High School, and my parents have lived in the same house, in the Six Mile and Greenfield area, for 16 years. I’ve seen our neighborhood go from being family-oriented to people struggling to stay in their homes. Resources are needed to provide residents with quality education, adequate living conditions and better job opportunities.” Anderson’s wish to be part of the solution was shaped by her mother, grandmother and aunt, who are, respectively, a registered nurse, a professor of nursing and a rehabilitation counselor. Anderson began helping others as an intern case manager for Midnight Golf, a Wayne County-based program that teaches young people life skills through the game of golf. “I loved working with Detroit youth,” Anderson said. “I helped them find jobs and encouraged them toward a better way of living.”

Anderson came to U-M as an undergrad in 2012. Having loved case management, she found the School of Social Work’s minor in Community Action and Social Change (CASC) a perfect fit

(her major was Psychology). “CASC inspired me to apply to the School of Social Work for my MSW,” she said, “and to create change in a community I’m passionate about.

“I love Detroit—people on the move, always doing things, no matter what the statistics say—but Detroit youth are struggling due to failing schools. I want to use my skill set as a social worker with students, families and teachers that need help and resources.” With a field placement in Detroit, Anderson is already at work. She’s loving her classes, too. “I enjoy being able to interact with theories and concepts that move social work forward,” she said. “I love hearing perspectives from others.

I enjoy analyzing how policies and procedures affect communities and how we as social workers can be advocates.”

The Arthur Johnson Endowed

Scholarship has been critical to Deja’s trajectory. “I was looking at a huge loan,” she recalled. “I had to find scholarships. I searched online, and the Johnson Scholarship was the first one I found.” The scholarship is given based on the personal statement in a candidate’s application, and of course Anderson’s statement was about Arthur Johnson’s favorite city!

“CASC inspired me to apply to the School of Social Work for my MSW,” she said, “and to create change in a community I’m passionate about.”

Arthur L. Johnson Scholarship

The Arthur L. Johnson Scholarship was established with a gift from Richard and Susan Rogel of Avon, Colorado, to honor Arthur Johnson upon his retirement as President of the Detroit Chapter of the NAACP. The best way to honor Arthur’s “love of people, his love of education and his love of the city of Detroit was to provide a scholarship to the School of Social Work for a student who is interested in practicing social work in the city of Detroit.”

If you would like to make a gift to support our students and honor Arthur Johnson’s legacy, please visit ssw.umich.edu/give or call the Office of Development and Alumni Relations at 734.763.6886.

CONVERSATIONS ACROSS SOCIAL DISCIPLINES REIGNITED

Written by David Pratt

*Conversations Across Social Disciplines (CASD) was introduced in 2004 by students in the University of Michigan School of Social Work's joint doctoral program. As scholars seeking advanced degrees in two separate but related fields, they wanted the *Conversations* to help create models for collaboration across social science disciplines.*

By 2011, a shifting academic schedule had made the *Conversations* difficult to maintain, but these forums for interdisciplinary discussion and problem-solving were missed by faculty and students. Last year, Professors Beth Reed, Letha Chadiha and Berit Ingersoll-Dayton—all of whom knew CASD founders Joe Veroff and Katherine Pavelka Luke—helped raise funds to revive this program. Pinar Üstel and Anne Blumenthal, doctoral students in Social Work and Sociology, had a topic that fascinated them; they applied to hold a *Conversation*, and their proposal was accepted. They went to work and quickly found discussants.

To the delight of all, the *Conversations* was reborn Friday October 7, 2016, here in our Educational Conference Center. **(The entire *Conversation* can be watched online at ssw.umich.edu/events/list/2016/10/07/51956-conversations-across-social-disciplines)** Below, Üstel and Blumenthal discuss with *Ongoing* the evolution and the success of the new *Conversations*.

PINAR ÜSTEL: *Conversations Across Social Disciplines* originally existed long before Anne and I were here. Students, faculty and guests from different disciplines got together to exchange views on research questions, tools and methodologies. Due to increased demands and the beginning of continuous

enrollment, the program was not renewed by students. Faculty expressed a sense of loss, and some older students who remembered CASD felt a space for collaboration was missing.

ANNE BLUMENTHAL:

Ethnography is not a methodological approach often used in social work research and we wanted to interrogate why this was. At the time we were both taking a class taught by Sandy Danziger and Alex Murphy called, "From Ethnography to Social Policy." We wanted to hear more from scholars coming from a social work or sociological background that we respected discuss how this methodological approach might enrich social work practice

and interventions. The re-launch of CASD, initiated by Berit Ingersoll-Dayton and other senior faculty, provided us this forum. We were lucky. Everyone we invited said yes! Alex joined, of course, and Karen Staller, who isn't an ethnographer but who uses an ethnographic perspective. Luke Shaefer joined; he comes from a quantitative public policy background, but some of his recent work was ethnographic. Roi Livne had just been hired in Sociology when we started planning, but we knew his work and knew we wanted to hear what he had to say.

PINAR: We thought hard about what to ask them. We sent a list of topics and ideas and got their feedback, then we fine tuned. The day of the event I was so nervous that I don't



remember it too well! But people told us later it was good! It was great to have in-depth conversations with four academics we so respected and do that in front of an audience. They treated us like colleagues. That was very cool for me, something I learned a lot from.

ANNE: We watched the audience to see how questions and responses were landing. These were methodological questions Pinar and I could discuss all day, but would the audience get into it? Seeing attentive faces was a nice affirmation. One question we asked was whether or not you need to have policy or practice orientation when you are doing social work research. If so, how will that affect your research methods and the way you explore your questions?

PINAR: Another question was about the ethics of doing research from within communities, and the politics

Conversations Across Social Disciplines is made possible by financial support from the Joseph Veroff and Katherine Pavelka Luke Fund (see sidebar).

of representation. These were questions that our panelists had had to answer before, in the context of their own research. They had made decisions about offering policy solutions; or about whether or not using masking their data—that is, making names of people, places and organizations in the research anonymous in the writing stage. We wanted to hear the solutions that they had come up with and discuss the implications.

ANNE: We hope that other friends and colleagues take the opportunity to continue CASD. We are looking forward to being in the audience, next time!

PINAR: Even better if the event is organized around a theme that we never think about. We need to keep our perspectives broad and learn what inspires other members of our community.

VEROFF-LUKE MEMORIAL FUND RESTARTS THE CONVERSATION

This reactivation of *Conversations Across Social Disciplines* program is sponsored by the Joseph Veroff and Katherine Luke Memorial Fund, established to honor the memories and to promote the core values of two highly respected and well-loved School of Social Work colleagues, Joseph Veroff and Katherine Pavelka Luke, both enthusiastic supporters of the Conversations.

JOSEPH VEROFF, (1929–2007) had a long, distinguished career here as a social psychologist, a professor of psychology, and research scientist at the Institute for Social Research. He was a strong supporter of our joint doctoral program.

KATHERINE PAVELKA LUKE, (1974–2009) received her PhD in Social Work and Sociology from U-M in 2009. Her scholarship and advocacy focused on promoting positive relationships and reducing antecedents to violence in relationships. She was in particular a catalyst for generative mentoring and collaborative scholarship.

Joe Veroff and Katherine Luke represented different generations, interests and disciplines, but they shared many personal and scholarly characteristics, and were very generous to all with their time and resources. We hope to continue to pay tribute to them and celebrate their work through annual *Conversations Across Social Disciplines*.

You have the opportunity to support this special program. In addition to helping the next generation of joint PhD students, your gift also will pay tribute to Joseph Veroff and Katherine Pavelka Luke, who left us far too soon.

Make a gift at

giving.umich.edu/give/798931

WATKINS TAKES HELM OF JOINT DOCTORAL PROGRAM



Written by David Pratt

On a morning in December 2016, Professor **DAPHNE WATKINS'S** office is full of boxes. They are neatly, almost artfully arranged against a wall, and change is in the air. On January 1, Watkins will succeed Professor Berit Ingersoll-Dayton as director of the Joint PhD Program in Social Work and Social Science, and she is in the process of switching offices with her colleague.

What does Watkins look forward to about her new job? “The newness of it!” she exclaims. She praises Ingersoll-Dayton. “Berit has done an amazing job setting up the doctoral students for success, so I can just come in and further elevate the program.”

Still, times change, and in consultation with Ingersoll-Dayton, Watkins identified three areas of emphasis going forward. Ours is a joint program, with students doubling in Social Work and one of five other social sciences. Watkins wants to streamline what she calls the “jointness” of the experience. “Working at the intersection of two disciplines, our students may experience an identity crisis, personal and professional. They deliberately chose a joint program, so we must affirm with them and for them, that they are in social work, but also in the other social science.”

Then there’s the matter of the job market. Productivity still matters, and Watkins wants to ensure that our students are “super competitive.” She acknowledges that, “Publications are necessary to solidify your intellectual position, and now there are so many different ways to publish and contribute to the field: practice tools, commentaries, conceptual papers, manuals, and so on.” Steering students toward these opportunities will be a part of Watkins’s mission.

Finally, there is reinforcing culture and community among doctoral students. “Berit set an amazing precedent,” Watkins says. “We have very talented students and I’d

like to see them help each other more and rise together, so that they can all be successful.”

When asked what makes our joint PhD program a natural fit for her, Watkins says she has always been an interdisciplinary scholar. Though she does not hold an MSW degree, she has brought her training in anthropology and public health (with post-docs in psychology and medicine) to bear on her research and teaching here.

“I have an interdisciplinary background and now I direct an interdisciplinary program” Watkins said. I bring pearls of wisdom from each discipline to my research, scholarship, and service. I myself had an identity crisis as a young person. People would ask, ‘What do you want to be when you grow up?’ I knew what I wanted to do, but I didn’t necessarily know what I wanted to be. Today I study black men’s mental health, but not solely within any particular discipline. I want to improve the lives of black men, period, regardless of my discipline.”

The doctoral students themselves are excited. “Daphne’s an amazing communicator, very responsive,” says Anne Blumenthal, soon to be a PhD candidate in Social Work and Sociology. “I took her mixed-method course; I think the perspective of someone who does mixed methods is wonderful to have. She comes with the tools to understand the econometric and the ethnographic. And she will focus on student needs in relation to professionalization. I’m really excited to work with her.”

DISSERTATIONS DEFENDED

Over in Berit Ingersoll-Dayton's office, boxes are also stacked. Ingersoll-Dayton describes leaving her post as "bittersweet," but the identity of her successor is definitely "sweet."

"Daphne has done a fantastic job working beside me," Ingersoll-Dayton says. "She's gotten to know all aspects of the program and how to work with the large number of stakeholders—over at Rackham and in the five units we are joint with. She will collaborate well. I am very enthusiastic about her leadership and vision. She will take the program to the next level. It's very fitting that she's taking the helm as the program is turning 60. Her vibrancy, excitement and vision make her the perfect person to keep the program strong."

In parting, Ingersoll-Dayton has one more set of stakeholders to acknowledge. "I want to thank all the alumni who have been such a tremendous source of support," she says. "They meet with our students, provide mentorship, come back to do lectures and talk about dealing with their joint identities. They have also provided us financial support, creating scholarships or contributing to existing funds."

It sounds as though Daphne Watkins's vision of community and of "everyone rising together" is already underway. We look forward to following her progress!



BABE KAWAII-BOGUE
Social Work and Psychology

Multiracial Perspectives:
Multiracial Young Adults'
Experiences with Racial
Microaggressions and Coping
Strategies



NA YOUN LEE
Social Work and Political
Science

Understanding Interracial
Closeness, Racial Policy
Attitudes, and Children's
Academic Achievement
through the Prism of Racial
Frameworks

Tenure track position at the
University of Mississippi



ABIGAIL WILLIAMS-BUTLER
Social Work and Psychology

The Role of Relational
Permanence in Positive
Outcomes among African
American Adolescents in
Foster Care

Postdoc, followed by a tenure
track position at Rutgers
University

SANDY DANZIGER: HOME LIFE ENRICHED BY WORK LIFE



When Sandra (Sandy) K. Danziger, Edith A. Lewis Collegiate Professor of Social Work reflects on her 30-plus-year career in social work and public policy, the first thing she talks about is her immense sense of gratitude.

She acknowledges her deepest gratitude to her family and says her children, Jacob and Anna, have enhanced her life in so many ways, from the moment each of them took their first breath.

“Our children helped my husband, Sheldon, and me find the endless joy that empowered us to manage work and family life,” Danziger said. “The kids may not have always appreciated the dinner table conversation about the political and economic injustices of the poor, but they also taught us how best to support their growth and development over the years and go along for the ride as they launched into adulthood.”

Danziger’s work has focused on poverty and public policy research and the effects of public programs and policies on the well-being of disadvantaged families and poverty policy and social service programs. Her current research examines welfare program approaches to addressing barriers to employment among single mothers, and she takes special pride in the mentoring she does with doctoral and MSW students.

“I like to think that all the grad students and postdocs who hung out with our family over the years provided a bevy of great role models,”

Danziger said. “And now we have lovely children-in-law and wondrous granddaughters, who teach me anew that every child deserves the village of support that our grandchildren get from their families and communities every single day.”

Her gratitude comes with a high level of awareness, big demands and plenty of hard work.

“I pushed at my ceilings so much,” Danziger said. “I always expected to fight for my career and I’ve been so happy doing what I wanted to do at the University of Michigan. Each time I exceeded my expectations: finishing my doctoral degree, landing a great academic job, getting tenured....I knew I wasn’t going to rest on my laurels. I felt so proud to be able to do work that is satisfying and gratifying.”

She admits to being energized through the ability to combine research and family during her career at U-M.

“I was enabled to stop fighting for legitimizing my career,” she said. “I got to fully be me in all the arenas I care about and enjoy doing the best work I could.”

Danziger has loved her academic career and says her retirement is really the first time she’s ever left school.

“I am not going so very far off track post-retirement, as I continue to co-author with former and current students, and I am signed on to consult with and advise the Poverty Solutions Initiative,” she said. “I am committed to keeping up with, learning from and supporting U-M’s terrific research and training firepower in these critical fields.”

She’s excited to think about investing and providing support in program initiatives on a consulting basis and she won’t stop being engaged.

“I’m on more dissertations and papers than ever before,” she said. “I bring a seasoned perspective and I can still make a contribution where I think I give the biggest impact. I get to have the best of all these worlds...at a more relaxed pace.”





LARRY ROOT:

EMOTIONAL LABOR REFLECTS 38 YEARS OF SELFLESS INVESTMENT



Professor Lawrence (Larry) Root, PhD, began his higher education journey as a football-playing, religion and philosophy undergraduate at Haverford College. Root was a conscientious objector during the Vietnam War, and as his alternative service, he worked for two years in the New Jersey prison system, which was the beginning of his social work career. His master's thesis for his social work degree at Bryn Mawr College addressed prison work release programs, which culminated in two journal publications before he completed his master's degree.

Root earned his PhD from the University of Chicago School of Social Service Administration. He joined the faculty at SSW in 1978, while still completing his dissertation. He recalls being caught up in the tensions of establishing a research career, managing a full teaching load and starting a new family.

"The faculty often socialized, and we did a lot of in-home entertaining with family," Root said. "Trying to balance work and family was a big challenge for me and faculty bonds formed this way helped us to blend the two."

During his career, Root has been involved with a broad range of employment issues, including fringe benefits and social policy, programs and services for workers, international labor standards

and work-family balance. For 15 years, he directed the University's Institute for Labor and Industrial Relations. He has been project director or principal investigator for research and demonstration projects funded at more than \$24 million. These came from the federal government and the private sector and included the departments of Labor and State, the UAW-GM and UAW-Ford joint programs, Ford and GM, the Alfred P. Sloan Foundation and Traveler's Insurance.

When asked about his most satisfying accomplishments, he has particular fondness for his work on urban entrepreneurship in southeast Michigan and being part of the campus anti-sweat shop program. He chaired the President's Advisory Committee on Labor Standards and Human Rights, which focused on labor conditions in factories producing UM-licensed goods throughout the world. This and other international experiences were put to good use when he directed the School's Office of Global Activities.

A well-attended retirement party held in Root's honor brought together family, faculty, staff and students to celebrate his distinguished career. His wife Margaret, who recently retired as professor of the History of Art, and children, Katherine and Ben, were all in attendance. Professor Karen Staller, his friend and colleague, hosted the event, providing an impressive list of Root's many accomplishments.

"Larry's record of service, in general, and his leadership, in particular, is extensive," Staller said. "He has helped ensure sound leadership transition by serving on the Presidential Search Committee that led to hiring President Mary Sue Coleman, for which he received the Regents' Medal for Distinguished Service. Larry has also served on two Search Committees for deans for the School of Social Work including chairing the most recent one that has brought Dean Lynn Videka to campus."

At the University level, in addition to his work on the sweatshop issue, Root chaired

committees on the Faculty Grievance Policy and the Economic Status of the Faculty. He also served on the President's Commission on the Information Revolution, thus repeatedly being called into service by both the president and the provost. He is a faculty mediator for the University's Mediation Services and served as a member of the Advisory Committee for the Faculty and Staff Assistance Program (FASAP). He has twice served on the University's Advisory Committee on Intercollegiate Athletics, including chairing the Academic Performance Committee, and looking after the interests and aiding in the success of student-athletes. Taken as a whole, these efforts involve the better and fairer treatment of those within the University community and improving working conditions broadly.

"This list reflects an aspect of Larry's track record but it does not speak to the real emotional labor he has invested for the benefit of the school and university," Staller said. "I'm talking about something much less tangible than listing committees or service activities. I cannot think of a single faculty member who has invested more time, love or energy in taking care of all of us. He collects extensive advice before taking a position and entertains alternative solutions. He considers the consequences, short and long term. He balances concerns that may involve ethical dilemmas or political quandaries."

Staller went on to say, "All these acts large and small support community wellbeing and make this a kinder and better home. Larry's contributions reflect a selfless investment in tending to the university family. But this pervasive orientation toward others is neither as overtly visible, nor routinely rewarded, as it should be. I fear such service is most noticed in its absence. In the end, his retirement will leave a gaping hole in this University family not easily filled."



HELP US MEET PICKARD'S CHALLENGE

SSW alumnus Bill Pickard, MSW '65 surprised the attendees at the Larry Root retirement celebration by presenting Dean Lynn Videka with a check for \$50,000 to establish the Larry Root and Harold Johnson Emergency Loan Relief Fund for our U-M MSW students. Pickard extended a challenge to raise an additional \$50,000 the fund. You too can honor Professor Larry Root and former School of Social Work Dean Harold Johnson and provide critically needed support for our students. Help us meet Pickard's challenge and support our students.

Make a gift today, using the enclosed envelope, or contact the School of Social Work Development Office, ssw.development@umich.edu or call 763-6886 for more information.

Thank you!

DEBRA K MATTISON

Clinical Assistant Professor of Social Work

As a clinical medical social worker and certified oncology social worker, Debra Mattison has spent most of her career working with chronically ill patients. Dealing with loss and grief has been a core part of that work.

Much of her clinical experience has involved helping cancer patients transition from diagnosis through treatment to health—or as is sometimes the case, from diagnosis through treatment to death.

In her class, *Death, Loss and Grief*, Mattison helps students understand that loss and grief is about more than just death—and that dealing with and supporting people who have experienced loss and grief is what social work, in all its many forms, is ultimately about.

“Loss encompasses traumas, broken relationships, abuse or living with a chronic condition that you have to make peace with. It also includes ambiguous loss that isn’t seen by others—loss of hopes and dreams, loss of the world as they knew it, loss of feelings of comfort and safety.”

Mattison’s students confront their own mortality and fears about death and loss, and in doing so, learn to be better at identifying and making connections with clients.

“The majority of my students are at an age where death seems very far off. They come away from this class much more aware of their own mortality and with a better understanding of life and death as part of a holistic continuum. Grief and loss are universal experiences, but you have to understand your own feelings about them to help others understand and cope with theirs.”

For Mattison, finding a connection with clients in clinical practice work is as important as the techniques, research and theory behind evidence-based practices.

“People are hungry to be seen and heard. They hope we will see and hear what others have not been able to. The most powerful interventions we do from a clinical standpoint happen when we make that connection and provide a safe space to be truly seen and heard.”

Mattison brings 35 years of full-time clinical medical social work experience to her teaching, leveraging hard-earned connections with clients, outside experts and community service agencies to bring the real world into her classroom.

But the true strength of clinical faculty, she says, is that they bring the voice of the client. “That’s the voice we most need to hear.”

Mattison is dedicating this next phase of her career to preparing a new generation of social workers for where the profession is headed: Integrated Health Care and Interprofessional Education.

“Healthcare continues to evolve in looking at the client in a more holistic way. We’ve known for a very long time that the mind, body and spirit are connected, but we have not always delivered care with that in mind. Social workers are uniquely positioned to be an integral part of these care delivery innovations. It’s one of my great passions to help our students be prepared to assume leadership in this area.”

Mattison is actively involved with the U-M Center for Interprofessional Education. Along with other U-M professors, she has been part of a teaching team training students from five of the University’s health science schools in a team-based clinical decision-making class with students from the schools of Dentistry, Medicine, Nursing, Pharmacy and Social Work. This class won a U-M Provost’s Teaching Innovation Prize in 2015.

“Students learn to be better clinicians by training side by side with students from

other disciplines. They learn how to collaborate and communicate, and what each health professional brings to the interdisciplinary team. That translates into better care for clients and their families, which is our ultimate goal.”

Named an Interprofessional Leadership Fellow in 2016 by the Michigan Center for Interprofessional Education (IPE), Mattison continues to work on projects to expand IPE learning opportunities.

“Interprofessional Education and Integrated Health models are going to change healthcare delivery, and that’s very exciting for both our students and the clients we serve.”

Mattison earned her BA in Psychology from the University of Indiana in South Bend, and her MSW from U-M. In addition to *Death, Loss and Grief*, she teaches a number of other courses, including *Advanced Clinical Social Work Practice in Integrated Healthcare and Behavioral and Psychosocial Aspects of Health, Mental Health and Disease*.



“Clinical faculty bring the voice of the client into the classroom. That’s the voice we most need to hear.”

Debra Mattison

WHAT'S
THE VOICE
WE MOST
NEED TO
HEAR

JAMIE MITCHELL

Assistant Professor of Social Work

Good communication between doctors and their patients plays a critical role in the delivery of quality healthcare. But according to research by Jamie Mitchell, PhD, who co-directs the Gender and Health Research Lab (GendHR) at U-M, many African American men may find it difficult to effectively communicate with their doctors, and that could be impacting their overall health—especially as they get older.

Mitchell is conducting a two-part Primary Care Communication Study funded by the National Institute on Aging at the National Institutes of Health with support from the Michigan Center for Urban African American Aging Research (MCUAAAR).

The study looks at how communication patterns between older African American men, their families and their doctors might be impacting the care they receive. Mitchell hopes her research will lead to developing intervention tools to support these older African American men in getting the best healthcare possible.

“When patients can communicate their healthcare needs and preferences, advocate for themselves and have confidence to ask questions and get answers about their care, they tend to get better care overall, across all socioeconomic and educational levels. But my research shows that some African American men may be less likely to effectively express

their needs, are hesitant to ask for further explanations and feel less empowered to make decisions about their own healthcare.”

In the first part of her study, Mitchell used existing archival footage of pre-consented, video-recorded primary care visits between African American men and their primary care physicians to observe, analyze and map patterns of doctor-patient and family communication. Subsequent individual interviews are currently being conducted with older African American men in Detroit who were recruited from MCUAAAR’s participant resource pool.

“One of the things we’re looking at is whether African American men’s communication styles match with doctors’ expectations. From the doctor’s perspective, the gold standard of patient involvement is someone who is actively engaged, asks questions, expresses concern, is somewhat assertive about their needs and provides information in a way that contributes to their care.”

Mitchell coded the conversations between doctors and patients, looking at every word the men used, breaking them down into verbal behaviors which were then categorized to help tell the story of how doctors and patients related to one another, in ways that both helped and impeded doctor-patient communication. Although physical health was

the original focus, mental health emerged as a theme in the conversations being observed.

“When we saw them say things like, ‘I’m stressed out all the time,’ ideally it should elicit further probing. But we found that doctors tended to pivot away from that subject and really preferred not to talk about mental health. The context and depth of conversation these men are having with their doctors about mental health is not there. We saw a lot of missed opportunities.”

A key finding of Mitchell’s study so far is the role that women play in the doctor-patient communication dynamic. When female companions—spouses, adult daughters, friends—were observed accompanying men to their primary care visits, the men asked significantly more questions than those who come alone, and female companions usually come with their own list of questions for the doctor. In phase two of her study, Mitchell will take a closer look at how female companions impact the doctor-patient dynamic and patient follow-up.

Mitchell has always been passionate about healthcare, originally training to become a pediatric oncology social worker at St. Jude Children’s Research Hospital while earning her MSW at the University of Tennessee. After becoming aware of

the burden of health disparities faced by African American men, she knew she’d found an area that needed her attention.

“Being a sister, wife and daughter to African American men fuels my passion for researching this population. I have an opportunity to impact health outcomes for the men in my life who I care so deeply about and many others.”

Mitchell teaches Diversity and Social Justice in Social Work. Her innovative approach in the classroom involves immersing students in current events via podcasts and something she calls “culture shock”: a weekly curated collection of local, national and international headlines culled from digital and social media. “My vision is that this is a constantly changing, responsive course based on the content of the society in which we live at that moment. I want my students to be aware of and have the tools to engage with what’s happening in the world, and connect those events to the mission we have as social workers, our code of ethics and our commitment to social justice.”



“Being a sister, wife and daughter to African American men fuels my passion for researching this population. I have an opportunity to impact health outcomes for the men in my life who I care so deeply about and many others.”

Jamie Mitchell

I HAVE AN
OPPORTUNITY
TO IMPACT
HEALTH
OUTCOMES

A close-up portrait of Rogério Meireles Pinto, a man with dark, wavy hair, smiling warmly. He is wearing a dark sweater over a light-colored collared shirt. The background is dark and out of focus.

“To realize our social work code of ethics, we must go beyond treating individuals for mental health or welfare issues. We must empower our clients to engage, socially and politically; To create and assure social justice— not just in their communities, but in every corner of the world.”

Rogério Meireles
Pinto

**WE
MUST
EMPOWER
OUR
CLIENTS**

ROGÉRIO MEIRELES PINTO

Associate Professor of Social Work

Written by Anne Farris

Rogério M. Pinto knows how it feels to be disenfranchised, persecuted, stigmatized and oppressed. Born in Brazil in 1965, he grew up under the military dictatorship that ruled the country from 1964 to 1985.

"I have seen how those in power come up with well-crafted rationales for oppressing people. The outcome is never good. It is horrific; it is bloody. We absolutely need to fight for social justice. Everything that I've done as a researcher, as a teacher and as a social work practitioner has been inspired by this idea: 'How do I help people who are suffering?' This is what keeps me up at night. This is the driving force behind everything I do."

Pinto immigrated to the United States and settled in New York City in 1987, bringing with him a passionate belief in social work as a profession, grounded in the concept of social justice. He earned a PhD in Social Work from Columbia University and served as an associate professor at the school from 2010 to 2015, during which time he designed and taught courses in community-based participatory

research and in advocacy practice.

Pinto believes social work students in every concentration and in every practice method must be taught to think socially and politically, and to help their clients learn to think the same way.

"I teach my students to empower their clients to think of themselves as political beings, as people with opinions and rights, so that they can make an impact in their own lives, the lives of their families and the lives of their communities.

"Everything social workers teach, all the services we offer are meant to create an environment of social justice and equality, where people do not fight one another but come together to create prosperity for all. I have great hopes that our profession and that this school of social work will lead the way in educating those who do great social justice work and produce great research that will guide practice."

Pinto himself conducts research on interprofessional collaboration, looking at how practitioners from different backgrounds in different healthcare systems can collaborate in order to discover and provide evidence-based services to decrease health disparities among

underserved communities. These concepts come together in Pinto's Interagency Collaboration Implementation, aka Project ICI, the first longitudinal study aimed to explain how interprofessional collaboration can help practitioners overcome barriers to implementing evidence-based HIV prevention services. This five-year grant, funded by the National Institute of Mental Health, involves more than 300 HIV prevention counselors, program managers, educators and coordinators from 36 health and social service agencies in New York City.

"The wave of the future is collaboration. Finding ways to study and inspire collaboration may be difficult at times, but collaboration across disciplines has and will continue to facilitate practitioners' abilities to deliver research-informed services. The needs of vulnerable populations are so multi-layered that no one professional can develop all the training, strategy and practice that will meet each of their needs. It takes humility to understand that. Social work has always been interprofessional and collaborative. It's impossible to do all we do without this approach."

Pinto points out that researchers have been developing evidence-based interventions that have great potential to narrow the health disparity gap. Nonetheless, there is a significant lag between research findings and their integration into practice.

"Those who may most need evidence-based services may be receiving outdated and less rigorous services. By the time interventions can be fully implemented, they may no longer represent the pressing needs of vulnerable populations. Clients need evidence-based services now. My scholarly work is thus contributing to narrow the gap between research and practice."

Pinto says he chose the University of Michigan in large part for its engagement between professors and students, and its commitment to diversity, equity and inclusion.

"My gay identity and my identity as an immigrant are central to who I am and to the work that I do. U-M's Diversity, Equity and Inclusion Strategic Plan is of the utmost importance to me. It will be one of the major models for the country. I hope that my research, aimed to help vulnerable populations, will also demonstrate the beauty and necessity of diversity, equity and inclusion in scientific research."

Pinto and his partner, David Pratt, moved to Ann Arbor in the fall of 2015, trading city life for a suburban house and a leafy, peony-filled yard. Here they enjoy, cooking and eating vegetarian foods, and attending diverse cultural events. "We're so in love with the idea of being closer to the earth."

ADDIE WEAVER

Assistant Professor of Social Work

Rural residents in Michigan's most economically disadvantaged areas have a significant need for mental health services, yet face substantial barriers to accessing them, including a lack of mental health professionals, high rates of uninsured and underinsured residents and the high cost associated with obtaining care from distant providers.

The biggest problem, says Addie Weaver, a mental health intervention and services researcher, is a chronic shortage of mental health professionals working in these rural areas. More than 70 percent of rural counties don't have a practicing psychiatrist, and the majority of rural counties don't have a practicing social worker or psychologist.

The scarcity of mental health providers is a social justice issue she's working hard to change—and one that resonates on a deeply personal level.

"I was raised in rural Pennsylvania where we had very few options for mental health care. Anyone I knew who struggled with mental health issues had to travel long distances to find treatment, placing a tremendous physical and financial burden on them and their families. This issue has always been on my radar."

An important part of Weaver's research includes finding ways to meet people in places where they're already going and integrating mental health care services in those settings.

"For many people, especially in rural areas, the church remains the heart of their community. That's important because in my opinion, delivering treatment in a place that is not only accessible and acceptable, but sought out for comfort in difficult times, can make a significant impact on public health and go a long way toward reducing health disparities."

Weaver is collaborating with Hillsdale-area providers, pastors and community stakeholders to better understand the feasibility of a program delivered in a church setting. This community-based approach emphasizes intervention development with respect for and in alignment with community-identified need and the rural context, as well as standard group programming offered in church settings.

So far, community stakeholders' reception to a church-based depression intervention has been overwhelmingly positive.

"Clergy have told us that this intervention would likely help them more effectively serve

their communities. They have their own toolkits, but parishioners often seek help for emotional distress that clergy identify as beyond their existing skillsets."

Ultimately though, acceptance by rural residents is the most crucial factor.

"If the program doesn't address the needs of rural residents, or if they are resistant to receiving mental health services in this setting, then it's not going to be successful."

Weaver says that she and her team have a good grasp of the types of evidence-based treatments that are successful, so her focus is on implementation in different types of naturalistic, community settings to understand how interventions can be sustained over time and ultimately increase the capacity of communities to offer mental health care for people in need.

After earning her PhD from the University of Pittsburgh in 2011, Weaver was named a Curtis Center Postdoctoral Fellow, where she was mentored by Curtis Center Director Joseph Himle.

"What drew me here was the opportunity to work with Himle and other U-M faculty who are so active in mental health

research, which is a distinct strength of our School of Social Work. Himle's Treatment Innovation and Dissemination lab is aimed at doing the work I want to do: developing and testing evidence-based treatment for delivery in non-mental health community settings to address disparities and close the unacceptable gaps between research and real world practice."

"The level of mentorship I've had from senior faculty here has been truly exceptional. It's made all the difference in preparing me to pursue my research agenda and I have a strong commitment to paying that forward."

Weaver teaches Introduction to Social Welfare Policy and Services and Evaluation in Social Work, and is currently evaluating a residential treatment program for pre- and postpartum women with substance use disorders in rural northwest Ohio for the Substance Abuse and Mental Health Services Agency (SAMHSA) at the U.S. Department of Health and Human Services.



“For many people in rural areas, the church is the heart of their community. Delivering evidence-based mental health care, in that setting, could make a significant impact on public health and reduce access disparities.”

Addie Weaver

MENTAL HEALTH CARE COULD MAKE A SIGNIFICANT IMPACT

DISTINGUISHED ALUMNI AWARDS

The Distinguished Alumni Award recognizes School of Social Work alumni whose achievements exemplify the values of the School of Social Work and who have made an exceptional impact on the profession, the community and/or Social Work education. The award is presented annually to three alumni during the University-wide reunion weekend each fall.

A volunteer committee of the SSW Alumni Board of Governors is charged with overseeing the nomination and selection process for this Award.

The 2016 awardees were recognized by Dean Lynn Videka during the School of Social Work All Class Reunion Lunch on Friday, October 21, 2016.

“SSW’s three distinguished alumni have all made important contributions to humankind — in science and education, in service and in improving health equity. Their legacy can’t be measured only by personal success, but rather by how others have been inspired to take action.”

—Dean Lynn Videka

RONALD A. FELDMAN, MSW '63, PhD '66

Ruth Harris Ottman Centennial Professor for the Advancement of Social Work Education Dean Emeritus Columbia School of Social Work

“When I was a first year master’s student at Michigan, Professor Ed Thomas suggested that I apply to the School’s joint PhD program. At the time I didn’t even realize that a doctoral degree was available in social work! I followed his advice and have been grateful ever

since. Michigan’s doctoral program in social work and a social science has always provided the best possible preparation for a career that promotes research, knowledge development and teaching to advance the quality of social work practice. Throughout my own career I have emulated Ed by recommending Michigan’s program to countless students — and many now are my colleagues at America’s best universities.”



MARVELLA E. FORD, MSW '87, PhD '92

*Associate Director, Cancer Disparities
Hollings Cancer Center
Professor, Department of Public Health Sciences
Medical University of South Carolina
Charleston, SC 29425*

“My deep desire to study health disparities research at the University of Michigan was primarily due to losing all four of my grandparents to death before I was born. Participating in the Joint Doctoral Program was life-changing for me. The program prepared me well for a

career of grant-funded applied research. I am grateful to stand on the shoulders of all of the giants in the health disparities research field! My parents laid the foundation for my focus on discovering solutions to the health disparities that impact our nation. They also taught me that no one succeeds alone. My strong network of family members, church family, friends and collaborators has definitely strengthened my career. We are all stronger together.”

JESSIE FULLENKAMP, MSW '10

*Education and Evaluation Director
Ruth Ellis Center
ruthelliscenter.org*

“The most valuable and sustaining part of my education while at the University of Michigan School of Social Work is the importance of positionality and intersectionality. Knowing

yourself, understanding how your social identities have had a profound impact on experiences of privilege and oppression is always applicable to your work. Also, recognizing how the intersection of an individual's social identities offers unique perspectives which strengthen our work.”



FAURI LECTURE CREATES NEW DYNAMIC

Written by David Pratt

The School of Social Work held the 2016 Fedele F. Fauri and Iris M. Fauri Memorial Conference, *Implementing Trauma-Informed Practices in Schools*, Friday November 18, 2016, at U-M SSW. The daylong conference, held in collaboration with the U-M School of Education, addressed efforts to make schools safe for all children, in particular those who have been traumatized—for example, by physical, emotional or sexual abuse or by family dysfunction. Research highlights the impact that maltreatment and other adversities have on children’s school behavior difficulties.

The Conference honors former Dean Fedele Fauri’s leadership and his accomplishments in child welfare. Dean Lynn Videka welcomed an overflow crowd. She called Fauri “a transformative leader who laid the foundation for our being the leader among American schools of social work.” The Dean noted that Fauri helped shape the macro practice identity of the school and dedicated his career to issues of child welfare. Much current social welfare legislation is in fact the product of Fauri’s work.

The conference opened with a keynote, “Trauma-Informed Inclusive Learning,” from clinical psychologist Gerald L. Cox of St. Louis. “The problems arising from childhood trauma have a financial cost and a cost of human potential,” Cox said. “This conference is extremely important because it brings together educators and social workers, giving us the opportunity to marry mental healthcare and the education system. Together, we can help kids be emotionally available to learn.”

The day’s first panel, “Implementation: Trauma-Informed Inclusive Approaches,” showcased local efforts to implement trauma-informed practices in Michigan schools. Beth A. Sherman, clinical assistant professor of the School of Social Work facilitated. Panelists included: Beverly Baroni,

principal of the Clara B. Ford Academy in Dearborn Heights; Mindy Nathan, director of the Alternative Education Achievement Authority of Michigan; and Peri Stone-Palmquist, executive director of the Student Advocacy Center of Michigan.

Shari Saunders of the School of Education facilitated the afternoon panel, “Integrating Trauma-Informed Practices in Schools: What’s the Role of Policy?” The panel featured State Representative Stephanie Chang, a U-M

Social Work alumna; Gerald Cox; Lauren Kazee, Mental Health Consultant, Michigan Departments of Education and Health and Human Services; and Adam Zemke, State Representative of Michigan’s 55th House District, which includes Ann Arbor.

Several members of the Fauri family attended the conference this year. Fedele and Iris Fauri’s son David, a U-M graduate and retired Professor of Social Work at Virginia Commonwealth University, summed up the day:

“The Fauri Lecture has blossomed into a full-blown conference, and a new dynamic has been created. The focus this year on a model of service delivery—trauma-informed learning for children—was right on target for the purpose of the series. The use of the conference format enabled

a practice focus that created opportunities for student interaction with practitioners in social work and education as well as with academic thinkers and doers who are developing new opportunities in children’s learning. Including elected State Representatives on panels brought in the importance of policy implications in new service planning.”

This annual conference is made possible by generous gifts from family, alumni, faculty and friends, and is intended to serve as a forum for the discussion of ideas and proposals to further enhance the well-being of young people.



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BARES, CRISTINA B.

Pascale, A., Sosa, A., **BARES, C. B.**, Battocletti, A., Moll, M. J., Pose, D., Laborde, A., Gonzalez, H., & Feola, G. (2016). E-waste informal recycling: An emerging source of lead exposure in South America. *Annals of Global Health*.

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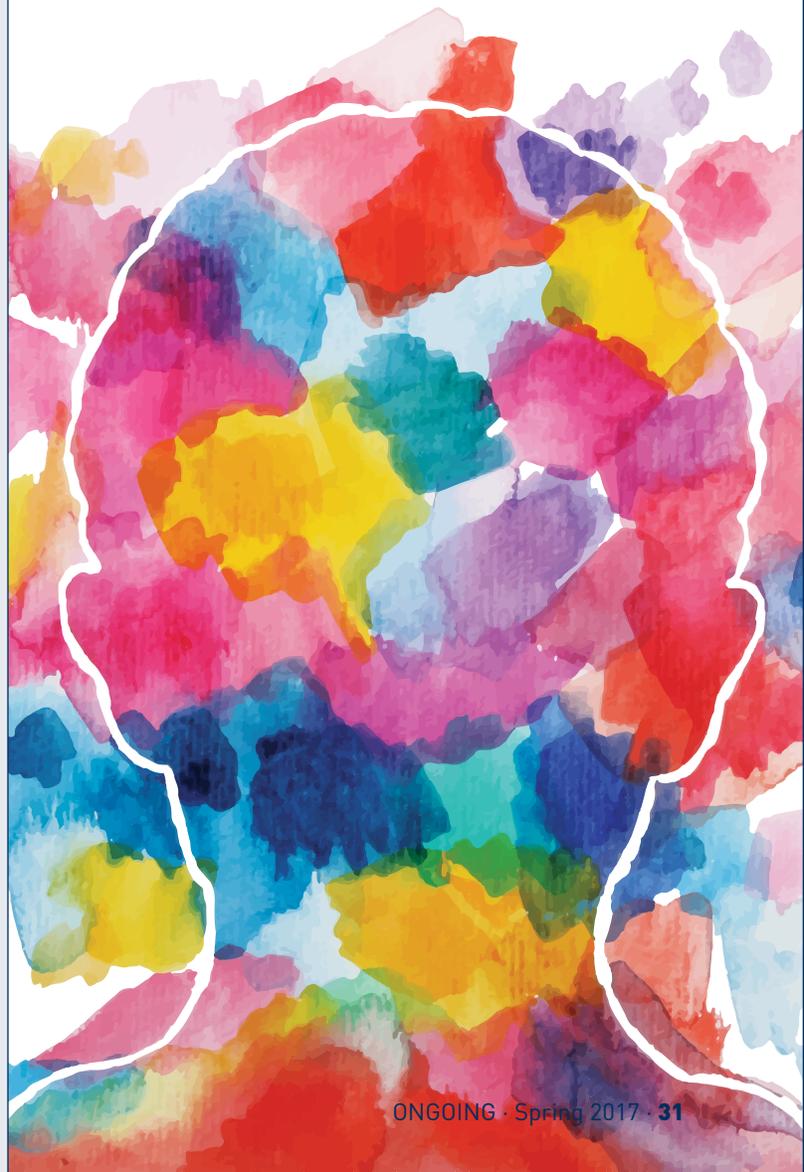
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A close-up portrait of a young woman with long, wavy brown hair, smiling warmly at the camera. She is wearing a dark top and a thin gold necklace. The background is softly blurred, showing green foliage and a bright light source.

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**VICTORS FOR
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PAULA ALLEN-MEARES will be honored as this year's recipient of the Insley-Evans Public Health Social Worker of the Year by the Awards Committee of the Public Health Social Work Section of the American Public Health Association. A reception will be held in her honor during the annual meeting on 11/1/2016.

CRISTINA BARES was accepted into the 2017 University of Michigan Medical School Mentored Research Academy.

CRISTINA BARES, JORGE DELVA and **ANDY GROGAN-KAYLOR'S** book chapter, "An Agenda for Longitudinal Research on Substance Use and Abuse with Hispanics in the U.S. And with Latin American Populations," was published in *Drug Use Trajectories among Minority Youth*.

LINDA CHATTERS, REUBEN MILLER and **ROBERT TAYLOR'S** study on the discrimination toward black men was featured in the *Michigan News* article, "U-M study: Some black men face discrimination on a weekly basis."

CHILD AND ADOLESCENT DATA LAB, directed by Joe Ryan and Brian Perron, received a grant to study performance-based contracting in Michigan's child welfare system. The work focuses on the rates of reunification from foster care, measures of child safety and service costs. The grant is in collaboration with Westat and Chapin Hall at the University of Chicago.

SUSAN CRABB, DAICIA SMITH and **MARY ELDREDGE** (Field Educators) received a grant for their Transforming Learning for the Third Century - Networks for Engaged Teaching project from The Office of the Provost for Global and Engaged Education and the Center for Research on Learning and Teaching (CRLT). Their pilot, "Engaged Learning to Gain Practical Skills in Core Professional Social Work Competencies," will use student-developed video, concept mapping, case studies and discussion in collegial consultation groups to

determine student improvement in their understanding of the social work competencies.

- **SUSAN CRABB** was selected as the 2016 SSW Distinguished Lecturer for her creativity in teaching and for approaching interactions through a lens of lifelong learning

SANDRA DANZIGER was

- cited in the *Voice of America* article, "U.S. House Speaker Unveils Plan to Fight Poverty"
- cited in the *New York Times* article, "Political Rifts Over Bill Clinton's Welfare Law Resurface as Aid Shrinks"

JORGE DELVA was selected as a member of the Faculty Advisory Committee for the Office of the Provost's Diversity, Equity and Inclusion initiative. Committee members will advise the U-M Chief Diversity Officer on issues and matters related to diversity, equity and inclusion on campus.

- **DELVA** received an MCubed 2.0 grant to study the feasibility of enrolling neonates born to young adults who participated as infants in an iron deficiency study in Chile. The study will assess intergenerational effects of iron deficiency in early life.
- **DELVA** and **ANDY GROGAN-KAYLOR'S** article, "Behavior Problems Among Youth Exposed to Family and Community Violence in Chile," was published in *Family Relations*.
- **DELVA, BRIAN PERRON,** and **MICHAEL SPENCER** were ranked high-impact scholars (SSWR fellows) in the article, "High-Impact Social Work Scholars: A Bibliometric Examination of Society for Social Work and Research and American Academy of Social Work and Social Welfare Fellows," which was published in *Research on Social Work Practice*.

MATHIEU DESPARD, LARRY GANT and **TRINA SHANKS** received a grant from the W.K. Kellogg Foundation to continue work started by the Technical Assistance Center in supporting a longitudinal evaluation of summer youth employment in Detroit. They will strengthen collaboration by establishing community-based learning networks in the areas of resident/organizational capacity-building and neighborhood economic development.

ADRIENNE DESSEL and **LORRAINE GUTIÉRREZ'S** article, "Reducing Heterosexism in African American Christian Students: Effects of Multicultural Education Courses," was published in *Equity and Excellence in Education*.

FALLER

- wrote commentary on the American Professional Society in the Abuse of Children's, "Position Paper on Allegations of Child Maltreatment and Intimate Partner Violence in Divorce/Parental Relationship Dissolution," published in the *Journal of Child Custody*
 - presented "Forty Years of Child Sexual Abuse Assessment: We've Come a Long Way" at the 35th Michigan Statewide Conference on Child Abuse and Neglect.
 - conducted a workshop, "Parental Alienation and Child Maltreatment," as part of the Michigan Poverty Law Program.
- FALLER** gave two presentations at the 21st International Summit on Violence, Abuse & Trauma in San Diego on August 30:
- chaired and presented at a plenary panel, "Responding to the Witch-Hunt Narrative: Politics, Psychology and the Sexual Abuse of Children, by Ross Chelt"
 - presented a paper, "Forty Years of Forensic Interviewing: We've Come a Long Way."



Jorge Delva



Michael Spencer



Trina Shanks



Lorraine Gutiérrez



Daphne Watkins Jacobs

- “Disseminating high-impact social work scholarship: A longitudinal examination of correlates of 5-year citation counts” along with **BRIAN PERRON** in the *Journal of the Society for Social Work Research*.
- “Posttraumatic Stress Disorder in Latina Women: Examining the Efficacy of the Moms’ Empowerment Program” in *Psychological Trauma: Theory, Research, Practice and Policy*.



Edie Kieffer

ANDY GROGAN-KAYLOR’S meta-analysis of corporal punishment received extensive global reach: there were 100 media hits in Spanish, 60 in Chinese, 43 in Portuguese and 23 in India. In addition, his research was included in President Schlissel’s presentation on Academic Priorities on October 5, 2016. His research has sparked conversation around the world, including being cited in:

- the *Le Monde* article, “La France est-elle prête à interdire la fessée?”
- *The Michigan Daily* article, “University study finds spanking harmful for children”
- the *Vox* article, “Parents have been spanking children for millennia. 50 years of scientific evidence says they were wrong”
- *The Washington Post* article, “Video of Georgia school paddling puts spotlight on corporal punishment”
- *The Blaze* article, “Cruz’s Comments to Young Heckler Ignite Spanking Debate”
- the *Scientific American* article, “What Science Says—and Doesn’t—about Spanking: Are kids being spanked for acting out or acting out because they’re spanked?”
- *The University Record* article, “Affection better than spanking in encouraging good behavior”



Shawna Lee

LORRAINE GUTIÉRREZ was selected as a fellow of the American Academy of Social Work and Social Welfare. The Academy is an honorific society of distinguished scholars and practitioners dedicated to achieving excellence in the field of social work and social welfare through high-impact work that advances social good.

- **GUTIÉRREZ** was a keynote speaker at the Latino Social Worker Network Conference on October 14 at the University of Illinois, Chicago.
- **GUTIÉRREZ** was selected to receive the 2016 SSW Distinguished Faculty Award for her scholarship, excellence in teaching and mentoring and outstanding service to the School.

DAPHNE WATKINS was selected as the new director of the Joint Doctoral Program. Her appointment began on January 1, 2017 following the successful tenure of Berit Ingersoll-Dayton who served in this position since January 2010.

WATKINS JACOBS received a grant from the RISE for Boys and Men of Color to complete a field scan of physical and mental health interventions for black men (18+) in the United States with her Gender and Health Research (“GendHR”) Lab.

EDIE KIEFFER received a grant from the Metro Health Foundation for The Building Capacity for Community Health Worker (CHW) Curriculum Instruction project. The project aims to support the development, implementation and evaluation of a training program to build capacity of a Community Health Worker curriculum instruction team throughout the state of Michigan.

ADRIENNE LAPIDOS received a grant for her project, “Partnering with Certified Peer Support Specialists in Mental Health Workforce Research: Identifying Community Needs and Priorities” from the Michigan Institute For Clinical & Health Research.

SHAWNA LEE received a grant from the Michigan Health Endowment Fund for her project, “Enhancing Perinatal Father Engagement in Health Care Settings.”

LAURA LEIN and **LUKE SHAEFER’S** books, *Making Ends Meet* and *\$2.00 a Day* respectively, were both referenced in the *Vox* article, “If the goal was to get rid of poverty, we failed”: the legacy of the 1996 welfare reform.”

KATIE LOPEZ, KATIE RICHARDS-SCHUSTER, LARRY ROOT, BETSY VOSHEL and **KATHY WADE** all presented at the Joint World Conference on Social Work, Education and Social Development held in Seoul, Korea.

- **KATIE LOPEZ** is co-leader on a M-Global Education Abroad Resource Grant, “Developing Core Competencies Critical to Intercultural Fieldwork: Peace Corps Prep Program.” Peace Corps Prep will prepare undergraduates for international development fieldwork and potential Peace Corps service.

DEBRA MATTISON gave a presentation entitled, “Stages of the Soul: Spiritual Passages Through an Oncology Social Work Career” at the 32nd Annual Conference of the Association of Oncology Social Workers.

REUBEN Miller wrote a blogpost, “I can’t write fast enough,” which was published in *The Huffington Post*.

JAMIE MITCHELL and **ROBERT TAYLOR** co-facilitated this year’s annual Program for Research on Black Americans (PRBA) Summer Graduate Student Mentoring Workshop. PRBA is a selective national workshop on research skill enhancement,

career mentoring and professional development which was held this past June at U-M.

SANDRA MOMPERS work with American Indian Health and Family Services' "Manidookewigashkibjigan Sacred Bundle: R.E.S.P.E.C.T Suicide Prevention Project is the featured Tribal Grantee program on Substance Abuse and Mental Health Services Administration's new monthly online series "Road to Recovery."

- **SANDRA MOMPERS** is supporting a new partnership with Indian Health Service (IHS) bringing American Indian and Alaska Native social work students and highly qualified graduates to IHS health facilities for internships and clinical residencies as well as supporting the areas of education, research and evaluation.

BRIAN PERRON and **JOE RYAN'S** Child and Adolescent Data Lab was awarded a five-year contract to serve as a third-party evaluator of the Michigan Department of Health and Human Services Performance Based Child Welfare System project for out-of-home placement of children in foster care.

ROGÉRIO PINTO was accepted into the 2017 Center for Healthcare Research & Transformation fellowship program.

- **PINTO** received a grant from the National Institute on Minority Health and Health Disparities to carry out "Community Wise"—a four-year project that aims to optimize outcomes of a substance abuse intervention in distressed minority communities in New Jersey.
- **PINTO** was selected as a Faculty Affiliate at Global REACH, which helps facilitate and promote U-M Medical School international initiatives in research, education and collaborations in health.

- **PINTO'S** project, "Community Wise: An innovative multi-level intervention to reduce alcohol and illegal drug use," received a grant from the University of Illinois at Urbana-Champaign.

ANTHONY PROVENZANO is a team member and SSW is a sponsor of The Michigan Artist Citizen program, which does social work through music education. The program is a collaboration between U-M's SSW; School of Music, Theatre & Dance; School of Education; School of Public Health and the Ann Arbor Public Schools.

SSW publicly published its Strategic Plan for Diversity, Equity and Inclusion on October 5, 2016. The plan requires a strong leader, and therefore, Lorraine Gutiérrez was selected to serve as the inaugural Director of SSW's Diversity, Equity and Inclusion Initiative.

SSW was featured in the Year One Report published by the Michigan Center for Interprofessional Education along with the School of Dentistry, School of Kinesiology, Medical School, School of Public Health and College of Pharmacy.

KRISTIN SEEFELDT was cited in the *National Mortgage Professional Magazine* article, "New Book Details Homeownership Challenges in Detroit." She talked about her new book, *Abandoned Families: Social Isolation in the 21st Century*. She was also interviewed by Indiana-based Lakeshore Public Radio.

- **SEEFELDT** discussed a recent report from the Economic Policy Institute on the top 1 percent on Impact Michigan.
- **SEEFELDT** was cited in *The Christian Science Monitor* article, "Trump Taj Mahal workers on strike: How the labor movement has evolved."

LUKE SHAEFER is leading Poverty Solutions, a new University of Michigan initiative to explore and test models to ease the effects of poverty. President Schlissel announced Poverty Solutions as a University priority in his academic priorities speech on October 5, 2016. Poverty Solutions was featured in the *Detroit Free Press*. View the video interview with Trina Shanks, Luke Shaefer, Kristin Seefeldt and Reuben Miller. Read the complete announcement in the *University Record*.

- **SHAEFER'S** research was cited in the *Vox* article, "Donald Trump's presidency is going to be a disaster for the white working class."

- **SHAEFER** is the recipient of the 2017 Society for Social Work and Research Book Award for his book, *\$2.00 a Day: Living On Almost Nothing in America*. In conferring the award, the Society recognized his outstanding scholarly contributions which advance social work knowledge

- **SHAEFER** was cited in the *New York Times* article, "Giving Every Child a Monthly Check for an Even Start." He also was on the CNBC Nightly Business Report (starting at minute marker 14).

- **SHAEFER** is the recipient of the 2016 University of Chicago Elizabeth Butler award, which honors one recent graduate of the University of Chicago School of Social Service Administration who has shown exceptional promise in the field of social work.

- **SHAEFER** was featured in the WEMU article, "Focus On The Growing Economic Disparity In Washtenaw County."

- **SHAEFER'S** book, *\$2.00 a Day: Living on Almost Nothing in America* was cited by Hillary Clinton in the *Vox* interview, "The Vox Conversation: Hillary Clinton."



Joe Ryan



John Tropman

- **SHAEFER'S** book, *\$2.00 a Day: Living on Almost Nothing in America* was cited in the *New York Times* op-ed, "Why I Was Wrong About Welfare Reform."
- **SHAEFER** was cited in the *Vox* article, "Paul Ryan's 'why don't you get a job' approach to poverty is doomed to fail."
- **SHAEFER** was cited in the *Slate* article, "'Oh My God—We're on Welfare?!': The strange story of what 'welfare' has become since the 1996 reforms."
- **SHAEFER'S** book, *\$2.00 a Day* was featured in the *New York Review of Books* article, "Why the Very Poor Have Become Poorer."



Bradley Zebrack

MICHAEL SPENCER presented "Clinical outcomes from a randomized, longitudinal community health worker and peer-led intervention for Latinos with diabetes" at the American Public Health Association conference. Edie Kieffer and Brandy Sinco were co-authors.

RICHARD TOLMAN was a keynote speaker at the 2016 Michigan IT Symposium. He focused on the client simulation work at the SSW.

- **TOLMAN'S** paper, "A Global Exploratory Analysis of Men Participating in Gender-Based Violence Prevention," was published in *The Journal of Interpersonal Violence*.

JOHN TROPMAN was celebrated in *The Chronicle of Higher Education* for completing 50 years as an educator at the University of Michigan.

DIANE KAPLAN VINOKUR participated in an experts' conference on Civil Society and the Welfare State at the Age of New Public Governance: A Cross-

National Exploration at The Center for the Study of Civil Society and Philanthropy, Paul Baerwald School of Social Work and Social Welfare, Hebrew University in Jerusalem, Israel. Her paper, presented on June 8, 2016, was entitled, "The Architecture of Shared Space Nonprofit Organizations and the Maintenance of Civil Society in the Age of New Public Governance."

BETSY VOSHEL and **SHOSHANA HURAND'S** article, "Utilizing Student/Peer-Facilitators to Create a Dynamic Field Seminar Learning Environment," was published in the online *Field Educator* journal (Simmons School of Social Work).

KATHY WADE was selected as the Ida M. Cannon award recipient for 2016. This award honors a national figure for outstanding contributions to the leadership of social work in a healthcare setting and to the Society for Social Work Leadership in Healthcare. Recipients are widely recognized leaders in the field and demonstrate the qualities that made Ida Cannon successful as the first social work leader in healthcare.

BRAD ZEBRACK wrote a chapter, "Psychosocial Issues in Adolescent and Young Adult Patients and Survivors" in the book *Cancer in Adolescents and Young Adults*.

- **ZEBRACK** received a grant from the Patient-Centered Outcomes Research Institute for his project, "Building a Patient-Centered Research Cooperative Group for Psychosocial Oncology." This grant will support the development of a community of cancer patient advocates, oncology social workers and social work researchers devoted to improving the quality of cancer care and eliminating cancer disparities in the United States.

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New U-M Bicentennial Matching Opportunities

The University of Michigan has identified student support as the #1 priority for our “Victors for Michigan” campaign, and has set up two matching incentive programs: the **Bicentennial Opportunity Matching** Initiative, and the **Third Century Matching Initiative**. Both programs encourage transformative gifts from U-M alumni and friends. Both initiatives are for new or existing endowments to support students. Funding will be matched \$1 for every \$2 committed. Gifts can be pledged over five years; a minimum gift of \$50,000 qualifies for the 50 percent match. To learn more, please contact Susan Himle-Wills in our Development Office at 734-615-2581.



CHRIS CARPENTER, MSW '75, recently retired after almost 40 years in social work, case management and department leadership in hospitals in Vermont and Maine. He was active on the Boards of the Society for Social Work Leadership in Health Care and the American Case Management Association. He is currently serving as Chair of the National Board of Case Management certification and also enjoying other volunteer work in the Burlington, VT area, travel, leisure, grandchildren and not carrying a pager.

GRACE CHEE, MSW '09, defended her doctoral dissertation on March 25, 2016. She has accepted a teaching position at the Singapore Institute of Management (SIM), beginning in January 2017. She will be teaching human lifespan development and introduction to social work courses.

KIP COGGINS, PhD '96, published a book, *The Practice of Social Work in North America: Culture, Context, and Competency*, marketed by Oxford University Press.

MIRIAM CONNOLLY, MSW '04, has been hired as Director of the Blavin Scholars Program at the University of Michigan.

KRISTIN DROUIN, MSW '15, has been selected as the 2017-2018 social work fellow with the Pediatric Advanced Care Team at Boston Children's Hospital – the only social work fellowship for pediatric palliative care in the country. She will be learning with a cohort of other medical professionals in a program run by Harvard Medical School's Centro for Palliative Care.

AMY ELLWOOD, MSW '83, retired after 25 years at the University of Nevada School of Medicine. She was awarded the academic rank of Professor Emerita of Family Medicine and Psychiatry. She continues teaching on a volunteer basis in the psychiatry residency and child/adolescent psychiatry programs. She was recently named the Outstanding Psychotherapy Supervisor of the Year by the Child and Adolescent Psychiatry Fellows.

MICHAEL GILLESPIE, MSW '03, recently received tenure and was promoted to Associate Professor of Sociology at Eastern Illinois University. Since completing his Ph.D. in 2010 from Western Michigan University, he has been teaching Social Statistics and the Sociology of Poverty and Social Welfare at EIU. His research has focused on changes in social welfare programs and their impacts on historically marginalized populations, rural and micropolitan food insecurity, and the location, access, and utilization of food pantries by food insecure populations.

LINDA (TURNER) KATZ, MSW '66, has spent over 40 years in the child welfare field as a foster/adoption worker, supervisor, manager, and University of Washington lecturer. She retired after 10 years as director of the Court Appointed Special Advocates Program at the King County (WA) Superior Court. She served as a volunteer CASA for 40 years. Since retirement, she has published a memoir, *Sing Me Awake*, about Mississippi in the 60's and her SSW friend, Donna Higgins. Her second book, *Rise Up! Discoveries in an Urban First Grade*, will

be published in March 2017. She lives in Seattle with her husband, and has a grown son.

DAVID LEMIRE, MSW '75, recently moved to Vancouver Island from Yellowknife. He hopes to find part-time/contract work, but for now he is enjoying the beautiful environment and welcoming people.

JOHN NIELSEN, MSW '72, recently retired from a career as an administrator, educator, and therapist at Michigan State University, Pine Rest Mental Health, Calvin College, and Western Michigan University. He is looking forward to new ventures as a grandparent and volunteer.

LORINE REID, MSW '65, was recognized as the Prosecutorial "Model of Justice" Award Recipient by The Ohio Crime Victim Justice Center for the outstanding and extensive work she accomplished during her social work and law careers. https://ocvjc.org/2013_Honoree/lorine-reid

MISHA STALLWORTH, MSW '12, was elected to the Detroit School Board on November 8, 2016.

SUZANNE (RENSEL) THOMAS, MSW '75, continues her career as a psychoanalyst in private practice in Southfield and Commerce, MI, treating adults in psychoanalysis and psychoanalytic psychotherapy. She also teaches in the Advanced Psychoanalytic Psychotherapy Training Program at the Michigan Psychoanalytic Institute (MPI) and supervises clinical social workers and psychiatric students.



Amy Ellwood



Misha Stallworth

Flora L. Cherot | MSW, '66, January 19, 2015

Stephanie R. Adkins | MSW, '04, March 16, 2015

Sylvia H. Williams | MSW '80, November 23, 2015

Myron D. Hornyak | MSW, '74, February 19, 2016

Mary L. Lindeman | MSW, '65, April 20, 2016

Doris G. Griffith | MSW, '81, May 3, 2016

Marilyn O. Winner | MSW, '71, May 15, 2016

Mary C. Bosbonis | MSW, '75, May 19, 2016

Phillip A. Whitner | MSW, '79, May 22, 2016

Willerfred D. Wilson | MSW, '69, May 22, 2016

Marius F. Bommarito | MSW, '57, June 5, 2016

Mary E. Heater | MSW, '53, June 14, 2016

Michael D. Anderson | MSW, '83, June 21, 2016

Peter A. Brigham | MSW, '66, June 22, 2016

Richard L. Kammerud | MSW, '71, June 24, 2016

Milagros R. Tecala | MSW, '66, June 24, 2016

Carroll L. Lucht | MSW, '69, July 3, 2016

Rose Penn | MSW, '52, July 15, 2016

Thomas A. Jones | MSW, '71, August 16, 2016

Florence M. Hendel | MSW, '60, September 4, 2016

Catherine B. Sudro | MSW, '77, September 13, 2016

Joan G. Rice | MSW, '84, September 18, 2016

Diana L. Styler | MSW, '55, November 3, 2016

Zoanne Saab | MSW '88, December 27, 2016

Joanne E. Smith | MSW, 89, January 3, 2017

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Andrew C. Richner
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Katherine E. White
Ann Arbor

Mark S. Schlissel
ex officio

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