

ONGOING

Spring 2021

University of Michigan School of Social Work



TEACHING LAW ENFORCEMENT NEW WAYS TO ENGAGE

ONE PROFESSOR'S ROLE IN PROVIDING
MENTAL HEALTH & ANTI-RACISM TRAINING

M | **100** 1921 - 2021
MICHIGAN SOCIAL WORK



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Mission Statement

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



FROM THE DEAN



The year 2021 marks the Centennial year of the School of Social Work and the celebration has launched! For 100 years, Michigan Social Work has made an impact by educating future generations of social work leaders, advancing social justice and creating progressive change. Get a complete view of the Centennial celebration thus far at the SSW Centennial website.

When the Centennial Planning Committee first gathered to envision the celebration plan, we had to grapple with the circumstances this last year brought — a deadly pandemic that has resulted in over 500,000 lives lost in this country alone and a complete change to how we go about our daily lives. How we teach, learn, work and connect has all changed.

But we are social workers and we rise to the challenges of our times. Our profession has been on the front lines, reaching out to supporting the vulnerable among us. Our students, educators and researchers have continued to lead and develop solutions as they also learned new ways to connect.

The calendar of Centennial events reflects our changed reality but also an opportunity. Keep checking the calendar: we have identified events through spring and will continue to add events in the format that health conditions allow. The year of activities focuses on the Centennial themes: past, present and future; social justice; and social work and the arts. The emphasis on virtual gatherings allows alumni across the globe the ability to participate and connect. I hope you'll join us to honor those who have shaped the School and the field of social work, to reconnect with friends and faculty and to reflect on your experiences at Michigan and as a Michigan social worker.

Michigan Social Work's Centennial year will be a landmark in our history — as we celebrate our anniversary, we also witness Michigan Social Work's dedication and accomplishments that lead us forward, even under the toughest circumstances. I'm honored to be dean of such a creative, caring and capable community.

Go Blue,

Lynn Videka, Dean

Carol T. Mowbray Collegiate Professor of Social Work

P.S. I want to take a moment and thank **Susan Himle-Wills, MSW '79**, who retired in November after a career capped by eight years as the School's executive director of development and alumni relations. Susan was also a co-chair of the Centennial Planning Committee. Her expertise, dedication and enthusiasm for Michigan Social Work have made an impact on the school, our alumni and our Centennial plans. We wish her all the best in her retirement.



SSW CELEBRATES 100 YEARS

Learn more about Centennial events and activities on our Centennial website: ssw.umich.edu/assets/centennial



100 1921 - 2021
MICHIGAN SOCIAL WORK

TEACHING LAW ENFORCEMENT NEW WAYS TO ENGAGE

ONE PROFESSOR'S ROLE IN PROVIDING MENTAL HEALTH AND ANTI-RACISM TRAINING



Clinical Assistant Professor Daicia Price

Years ago, Clinical Assistant Professor Daicia Price swore she would never again have anything to do with the police. She could not have imagined that, one day, she would choose to collaborate with law enforcement agencies, that she would train police in mental health and anti-racism and that she would even count some officers as friends.

Price's personal history at first made this turnaround unlikely. And then it made it necessary.

Fear and Anger

Price grew up in Ypsilanti, Michigan. Throughout her childhood, her uncle was imprisoned for armed robbery. Price remembers, "The constant theme in my family was, what did it mean that this had happened? To me, he was the best uncle in the world — kind and giving. Others saw him as a monster."

As a teen, Price was ticketed for being out past curfew, even though she was working for a 24-hour answering service. At 20, she was a victim of domestic violence. She had acted in self-defense, but had previous traffic violations with warrants, so the police arrested her, not her abuser. "I decided then and there that I would never call the police again," she says.

Eight years ago in Detroit, police, who were clearing an event space, thought Price and her guest were not moving fast enough. "She slammed us down and cuffed us," Price recalls. "They charged us with resisting arrest. I was told to plead to a lesser charge and this would be taken off my record. I was a licensed social

worker then, so I did." Price also filed a complaint of excessive force, but it was never resolved.

Price's most wrenching encounter with law enforcement happened in 2016. Her stepson had come into possession of a stolen vehicle. Price and her husband called the police to make the young man available for questioning. The police ran the car title, found it had been involved in a felony and arrested her stepson. He went into a lineup without a lawyer, the victim identified him and he was charged with carjacking. "Carjacking can be up to 45 years," Price points out. "The stress triggered his mental health issues. We requested mental health support from 911, and they sent the police, which exacerbated the situation."

Price, who once swore not to call the police, now swore not to call 911. Her stepson ultimately went to prison for carjacking.

By then, Price was on faculty at the School of Social Work, and she mentioned her U-M affiliation when seeking help in getting her stepson's conviction overturned. "Now, the county was willing to review the case," she says. "They saw there was no way he

could have committed the crime. He did have to plead to possession, so he is still incarcerated. But after seeing the power behind my position at U-M, I knew I had to do something to change the system.”

Action

“I was at a point in my life,” says Price, “where I knew: I could be angry, or I could share with law enforcement what I had learned about racism, social justice and behavioral health.” One of her colleagues had a family member in law enforcement who was working to connect policing and mental health. Price began to build relationships with law enforcement officials in southeast Michigan.

She partnered with Detroit Wayne Integrated Health Network to provide Crisis Intervention Training for law enforcement agencies. Last summer, she trained officers from the Wayne County Sheriff’s Office, Wayne County Jail and several local police departments in how to use trauma-informed policing with individuals experiencing mental health issues.

“I use my positionality — as a social worker who has experienced injustice and police brutality — to help police work with those suffering from mental illnesses,” Price says, “and to promote diversity and anti-racism in police departments.” Price has partnered with Chief Paul Tennes of Northfield Township, Michigan at a roundtable for diversity and racial justice, and at a mental health forum. “It was remarkable seeing a white police chief involved in public conversations about race. I have also learned more about how overburdened police are, and how they view themselves as protectors and defenders. Officers and chiefs share their humanness with me. As a social worker, if I don’t bridge the gap and build relationships, I am helping to perpetuate their racism. If they have relationships with me and others like me, they think twice.”

Price uses role play and scenarios to teach officers new ways of engaging with people. “We connect them with social service providers and clinicians,” she



Clinical Assistant Professor Price (bottom left) has partnered with the Detroit-Wayne Crisis Intervention Team, which supports collaborative efforts to promote more effective interactions among law enforcement, behavioral health care providers, individuals with mental illness and their families.



says, “and we listen to their challenges. Police are frustrated when they have to address mental health situations for which they are not prepared. It is powerful for me to hear how they want to help but do not know how. People have no idea that there are officers now trained in critical interventions and connecting with social services to access care.”

Trauma and stress impact police officers, too. Price wants social workers to collaborate with police in two ways: supporting officers in processing traumatic experiences, and helping them understand others’ trauma. Police must also have a place to refer those with mental health issues.

“Today, in Wayne County,” Price explains, “when a 911 call comes in regarding social services or mental health, the operator can connect that person directly to social workers.” But when a client tells 911 or a social worker they are thinking about suicide, they may be routed back to the police. In Wayne County, there is only one physical location where officers can take people to see a social worker in person. “Integrated health care is a huge part of how we deliver services,” Price says. “We need to provide the community with officers who have social services resources and trauma training.”

Listening

In early 2020, Price had a conversation with the Northville Township police department about diversity. Northville had just hired its first Black officer. “There is a culture of a certain type of white male officer who doesn’t understand community needs,” Price says. Northville Township’s chief of police wanted to change that. Price recommended a listening tour of communities in southeastern Michigan. The tour would be sponsored by the Conference of Western Wayne and the Western Wayne NAACP. The first stop was in Livonia, Michigan on June 24. (COVID then intervened, but the tour has now resumed online.)

The Livonia session invited community questions on policing. Price began by asking: “What words do you think of when you see a badge?” The most common response was “authority,” followed by “power,” “fear,” “brutality” and, less frequently, “security” and “safety.” She then asked the panel, “What do you feel is the primary responsibility of law enforcement?”

Responses included: “Make people feel safe....There does not seem to be humanity in the police force....Someone who calls for a wellness check should not end up dead....Talk to people before using force.” One woman spoke warmly

of a Halloween block party where police distributed candy. But another told a story of a young Black man with known mental health issues, who was shot in the back by police. “Young Black men don’t get candy,” she said curtly.

Local law enforcement and officials said people have to have a better perception of what police officers do. “We get lots of mental health calls. We train the best we can but would love the help of experts. The frustration comes from the lack of resources and training.”

The crowd wanted the listening tours to expand and continue. “Dialogue is central,” said one participant. Many participants advocated for defunding the police, suggesting that a portion of police budgets go to communities, schools and mental health initiatives.

Applications to police departments are down. One chief announced 27 openings for officers, and he received two applications. Getting more — and making the new cohort of officers diverse—would be a challenge, because towns all around were recruiting just as aggressively.

The System

Perhaps most compelling are the stories, like the one of Price’s stepson. Tickets turn into warrants and jail time, which can lead to more crimes,

committed for the sake of survival on the inside. Your record grows; even after release it follows you, regardless of the triviality of the charges or inaccuracies in police reports. Your family may give up on you. You may give up on yourself.

Today, Price's stepson, although acquitted of carjacking, remains in the Michigan Reformatory in Ionia. "Once he had the carjacking charge, he stopped caring," Price says, "so before he was acquitted, he did some other reckless things. They took away his visits, and we haven't seen him in person since."

In Livonia, a community member painted two contrasting pictures:

"When we grew up, the police lived on our street," she said. "When I was 15, if I did something stupid, as 15-year-olds do, they called my parents. Today, an African American kid gets stopped by police who know nothing about him, and he has a record just for doing what the police officer did when he was 15, and that kid is held accountable for the rest of his life."

Currently, Daicia Price's stepson is due for release in 2032.

He will be 34.

He entered the system when he was 17.

BY THE NUMBERS

Police Kill a Disproportionate Number of Black People

COMPOSITION OF GENERAL POPULATION



ALL PEOPLE KILLED BY POLICE



PEOPLE KILLED BY POLICE WHILE NOT ATTACKING



[Source: Federal Bureau of Investigation]

VICTIMS BY GENDER

5,740 Male Victims of Fatal Police Shootings
(more than half are ages 20–40)

264 Female Victims of Fatal Police Shootings

[Source: *Washington Post*. The *Post* maintains a database on fatal police shootings, dating back to 2015 and updated regularly, at [washingtonpost.com/graphics/investigations/police-shootings-database/](https://www.washingtonpost.com/graphics/investigations/police-shootings-database/)]



REACH OUT, RAISE HOPE, CHANGE SOCIETY...

Run for Office

Social workers and politics may make strange bedfellows at first, but look closer and you'll see an opportunity to improve the current political landscape. Social workers are expertly trained to work with communities, craft effective public policy and use their people skills to champion legislation. When social workers enter politics, they have the opportunity to not only develop policy which improve lives, but also to change the very image of politics by building trust, bridging differences and refocusing on the common good.

The National Association of Social Workers' Code of Ethics specifically calls on social workers to engage in political action, and to advocate for changes in policy and legislation that promotes social justice. Social workers who become politicians uphold these principles as candidates and officials, bringing altruism and trustworthiness to government.

After a divisive election season, what better way to rebuild trust in our political institutions than an infusion of social workers, who bring practical skills, community buy-in, a commitment to ethics and a passion for creating a more just society? To support potential candidates, the School of Social Work has developed a groundbreaking program to train social workers to go into politics.

For a century, the School has been training practitioners, researchers and educators to be leaders in the field. With the introduction of the new Policy & Political Social Work curricular pathway, the School has created a program that trains MSWs to become effective leaders in the field of politics. The pathway's

curriculum provides students with a deep understanding of both policy and political issues from a social justice perspective. Designed and led by Clinical Assistant Professor Justin Hodge and Associate Professor Kristin Seefeldt, the pathway is one of the first programs in the country that provides social workers with political training as part of their MSW.

"I think social workers are the best-equipped people to engage in policy and political work, and be elected officials," says Hodge. "If you look at all of the different areas that social work students learn about — interpersonal practice, community organizing, management, program evaluation, all of that — those are all essential skills that I would want any competent elected official to have." Hodge speaks from personal experience: he was recently elected a Washtenaw County Commissioner.

Seefeldt's background is in public policy — in addition to her role at the School, she is associate director at U-M's Poverty Solutions. Social workers, she says, have a different way of looking at problems, specifically in politics.



Clinical Assistant Professor Justin Hodge (top) and Associate Professor Kristin Seefeldt

“Our voice and our perspective are missing at the table,” adds Seefeldt. “There’s a focus on outcomes — for example, how can we move people off public programs and into work, instead of thinking about how we can make sure families are supported and are able to find jobs which will support them. Social workers have a different way of looking at issues and a different way of framing problems. And I think our voice needs to be louder, particularly as we have increasing inequality on so many fronts.”

Hodge and Seefeldt have designed a curriculum that builds on the strengths of an MSW degree.

Like each of the new pathways, the Policy & Political Social Work curriculum begins with foundational social work courses, followed by a pathway-specific curriculum. They build skills by creating policy documents — briefs, memos, testimonies — which they share with stakeholders in the community.

Emily Anderson, MSW '20, recently completed a yearlong field placement in the office of Detroit City Council Member Raquel Castañeda-López. “As a policy team intern, I actively used the analysis skills we learned in class to support the council member with the standing committees she was a part of. I also feel confident that the skills I learned in Political Social Work classes will prove to be invaluable as a Presidential Management Fellow.” Anderson hopes to work as a policy analyst for either a governmental agency or for an elected official and will begin her career as a Presidential Management Fellow, the prestigious government leadership development program.

“I have learned how to conduct policy analysis, and understand the language that comes with it,” adds Kaelyn Lewis, MSW '20. “My coursework prepared me to be a qualified candidate for a host of policy jobs because of the hard skills I’ve been able to develop.”

The pathway, says Seefeldt, provides students with the knowledge and skills to land jobs in think tanks and as policy analysts — the same sort of jobs that, right now, are predominantly held by those with a Master of Public Policy. “There’s a lot of ways to be involved in the political sphere — you don’t have to be the person in front — you can be behind the scenes and there’s a really important role to be played on the advisory side as well.”

In addition, the rigorous coursework provides social work students with the foundation they need to take policy classes through other graduate schools and units on campus.

After he received his MSW from the School in 2013, Hodge initially worked in clinical settings while serving in a series of community and government advisory roles. **“When I was practicing clinical social work, I was also serving on a civil rights board, where we would advise the city council on social policy issues and civil rights issues. That’s a space that’s usually dominated by lawyers and businesspeople,” said Hodge. “As a social worker, I was able to provide a very different — and valuable — perspective.”**

The ability to make an impact particularly resonated for MSW Student Rikki Morrow-Spitzer. “The Political Social Work course encouraged each

of us to make changes in our own communities, in a range of ways that would feel meaningful to us. It was empowering to see how each member of the class took a different approach.”

“Public policy really comes out of economics, and economics has a very particular lens through which it looks at issues. MSWs put people first. When you know that decisions have real consequences for individuals and families, that makes a huge difference in approach,” Seefeldt explains.

“Our students really want to make change,” adds Seefeldt. “They look around, see all sorts of problems and feel a real sense of urgency. It’s not just about getting a job: they have a commitment to making a different world. That gives me a lot of optimism and hope.”

“I always encourage my students and other social workers to run for office,” says Hodge. “I know that’s not the right thing for everybody. But there’s a place to engage in politics for every social worker, whether it’s doing voter empowerment work and getting communities to understand their own political power, or getting appointed to different boards and commissions, where you can gain hands-on policy experience working with other elected officials.”

Intrigued? Inspired? It’s never too late to go into politics. In addition to this new pathway, the School of Social Work offers a continuing education online certificate in Political Social Work. Learn more about how you can make an impact in politics: sww.umich.edu/r/politicalsocialworkcertificate

The School of Social Work is proud to have many alumni who hold political office — through their vision and leadership, they are creating legislation that improves the lives of individuals and communities. We spoke with a number of them — including some newly elected who had yet to take office — about how they incorporate their social work values into politics.



Kathy KL Tran, MSW '03
Virginia House of Delegates Member, 42nd District

"I came to this country as a boat refugee from Vietnam when I was almost two years old. I first ran for office in 2017 to safeguard and advance hope, opportunity and freedom — the values which my parents risked our lives for. I have had the honor of serving two terms and am running for reelection this year.

"Social workers bring important perspectives to elected office. We center justice and equity in our policymaking, having seen firsthand how laws impact children, families and vulnerable communities. We also believe in the importance of building coalitions because we understand the intersectionality of systemic injustices.

"To build the bench of future social workers in policy, I have served as a field placement for social work students. I hope that more social workers will serve in all levels of government and step up to run for office."



Misha Stallworth, MSW '12
Detroit School Board Member

"I first ran for office in 2016 and was elected the youngest-ever member of the Detroit School Board. I was recently reelected this past November. I ran initially because I believed I had unique skills and perspectives to offer to my community which would improve the educational experience of Detroit students, most of whom are Black and many of whom are experiencing poverty. This makes our public education system one of the most important systems they will ever engage with.

"The work I've championed over the last four years has focused on organizational culture, social and emotional health and community engagement. I've focused on those areas because of my unique lens: I am concerned with what's going on with people — their challenges and trauma — and how that connects to our larger community."



Oscar Delgado, MSW '10
City Council Member, Ward 3 | Reno, Nevada

"I encourage social workers to go into politics with your eyes wide open, your ears wide open and knowing that you don't know everything. And that's okay. If you're passionate about wanting to make change, and about listening to your community, then that's something you should strive to do. If you're passionate, people listen, but you need to learn how to work with others so that you aren't siloed when the decisions are being made.

"When I ran for office, I ran against the old guard. I had to run on my ideals, but also know that I had to be open-minded and understanding, and that I would have to learn how to make compromises if I wanted community work to move forward."



Krystle DuPree, MSW '19
Ann Arbor Public School Board of Education Member

“Social workers have a unique set of skills that allows us to look at individuals and how their environment impacts them. Many of the social group theories that we are taught I applied during my campaign.

“A direct message from a parent in the community inspired me to run for office. My son and I have had a rocky time in Ann Arbor public schools. We have experienced some of the wonderful things in the district, yet also the things that make this space difficult to navigate for people who are Black, “poor” and with invisible disabilities. Ableism and classism are just as real as racism in Ann Arbor. Some of us navigate these layers daily and we deserve a seat at the table. I have always felt that the school board needed a parent voice that is not privileged and is unfiltered.”



Justin Hodge, MSW '13
Washtenaw County (MI) Commissioner

“We need social workers in politics because we are so well equipped to work on and develop policies that promote social justice and equity. I’m often the only social worker in the room, and I have a different perspective on how policy impacts people’s lives. Whether discussions are about health care or law enforcement, having a social work perspective as part of decision-making is critical for public policy that puts people first.

“The number of social workers in politics is growing, but it’s not enough. As we’ve seen, our democracy is fragile and in need of protection; social workers can be the guardians that we need. By applying our understanding of the importance of democracy with our ability to engage with people, we are uniquely positioned to do this duty. Between our code of ethics and our ability to solve problems in thoughtful and considerate ways, having social workers in elected office can change how people view politics and politicians for the better.”



Stephanie Chang, MSW '14
Michigan Senate Senator, District 1 | Minority Floor Leader

“It is important to have social workers in politics because we know what our most vulnerable community members are facing and see issues from a social justice lens. Social workers must be involved in shaping policy so that we can build solutions with marginalized community members. For example, I look at issues for what the impact may be on people based on race, poverty, disability, gender and other social identities. I try to work together with my residents to create legislation that promotes equity and to organize around issues in our community. The vast majority of bills I have introduced are related directly to addressing racial, economic, environmental and social justice.”



Charlie Cavell, MSW '13
Oakland County (MI) Commissioner

"My life experiences led me to want to make a difference. I was raised by a single parent for most of my childhood, then adopted at 16. At school, I interacted with Child Protective Services and always thought my social workers were ineffective. What I learned was that it wasn't the social workers, it was the systems and policies. I ran for office so I could make better policies.

"In our democracy, politics should be something accessible to everyone. You don't have to be an expert, but you do need to understand the values and priorities of your community. On my campaign, we created the goal of 'transcending transactional politics.' We are trying to break away from the mindset that government is the problem, and create a culture that is open, transparent and inclusive by inviting everyone to show up."



Raquel Castañeda-López, MSW '07
City Council Member, Detroit City Council District 6

"My social work training shapes my approach to everything; it's how I choose to live my life, and the profession seamlessly fits this in. It's having the community as the focus and considering service — and serving people — to be the ultimate goal.

"Running for office wasn't a dream of mine; I was recruited by my neighbors, by community members and by Congresswoman Rashida Tlaib. Women need to be asked to run for office; we don't necessarily see ourselves in those roles. I love it and feel very lucky and privileged to serve in this way.

"Many social workers come from marginalized communities, and we need these communities represented in leadership positions. We need those with lived experiences to bring their stories and values to the table and benefit from these discussions. The only way democracy will improve is having people like us run for office and fill these positions."



Teresa Benitez-Thompson, MSW '04
Nevada Assemblywoman, District 27
Majority Floor Leader

"It's important to have social workers in politics because the more representative democracy reflects your community, the better policies you're going to get in the long run. And I've always been an advocate for professional diversity, because you can end up with a lot of holes in terms of experience and subject matter knowledge at the elected level. That's really obvious in terms of social workers. My first session began in 2011 and since that time, I've been the only social worker elected to the Nevada state legislature. I need some company! We make better policy if we have social workers — and people who have our experience and backgrounds — at the table.

"If you really believe in making macro change, that has to happen at an elected level. Nonprofits and grassroots organizations do a lot of excellent work, but ultimately you're always coming up against a power dynamic where politics are typically in play. So as social workers, we need to be involved in political settings where big decisions are made that impact our communities."

ANNOUNCING THE CENTENNIAL SOCIAL JUSTICE IMPACT FUND

For 100 years, Michigan Social Work has made an impact by educating the next generation of social work leaders, advancing social justice and creating progressive change. Part of our celebration is the creation of our Centennial Social Justice Impact Fund, an endowment to support the School's commitment to anti-racism, social justice and social change. We invite you and all members of our community to help kick off this special Centennial fund.

Since its founding in 1921, Michigan Social Work has been deeply committed to addressing the most pressing issues facing our society. This commitment continues. During 2020 — in the midst of the pandemic, and in the wake of George Floyd's death and the reaction to ongoing police brutality — social justice rose to the forefront of our nation's consciousness. Our society has become painfully aware of the overdue need to dismantle racism and systems of oppression.

Our School responded with action on many fronts. Among the School's responses has been the creation of the Centennial Social Justice Impact Fund. The Fund will support:

- **Fellowships for students leading antiracism and anti-oppression initiatives:** Students rose to the occasion proactively this past year, challenging systemic racism, starting difficult conversations and holding events.

- **Funding for an annual community-based social innovation prize:** This will recognize exemplary social justice efforts and will encourage more such efforts.
- **Faculty research and training:** Faculty are incorporating a focus on social justice and systemic oppression into all areas of research, and many are requesting updated training and resources.
- **Curriculum development:** The new MSW curriculum now centers on the concepts of privilege, oppression and diversity, which provides a framework for promoting social justice and eliminating injustice in every course taught at Michigan Social Work.
- **Educational/collaborative events:** As the events of 2020 particularly impacted communities of color, faculty and student networks were energized. Our community found ways to come

together online and create events addressing social justice and the history and effects of systemic racism.

Your gift to the Centennial Social Justice Impact Fund will help Michigan Social Work champion diversity, fight for social justice and cultivate a practice of service. All gifts will be matched through 2021. For more information: ssw.umich.edu/r/socialjusticefund.

During 2021, your gift to the Centennial Social Justice Impact Fund — or to other Michigan Social Work funds — will be matched dollar-to-dollar into the Centennial Social Justice Impact Fund.

For information on the Social Justice Impact Fund or the match contact: ssw.development@umich.edu



BUILDING RELATIONSHIPS TO REDUCE POVERTY



PROFESSOR TRINA SHANKS, HAROLD R. JOHNSON COLLEGIATE
PROFESSOR OF SOCIAL WORK AND FOUNDING DIRECTOR OF THE
CENTER FOR EQUITABLE FAMILY & COMMUNITY WELL-BEING



“A small number of families hold 80 percent of the wealth, while those at the bottom have nothing; they live paycheck to paycheck and are often disconnected from the larger economy and financial infrastructure,” says Trina Shanks. Shanks has spent her career researching asset building and enhancing financial capability among low-income families.

“I have studied these inequities through a policy lens,” she continues, “but even as you craft policies, you must also have relationships within communities. I want to find innovative ways to reach populations



Program Assistant Dominique Crump, Center Director Trina Shanks and Program Manager Patrick Meehan

on the economic margins and make their lives and the lives of their kids better. That is my vision.”

Shanks created the Center for Equitable Family & Community Well-Being at the School of Social Work to find solutions.

Throughout her career, Shanks has researched communities suffering from economic inequities. In 2006, Detroit’s Skillman Foundation launched its Good Neighborhoods program. As an investigator, Shanks worked to improve six Detroit neighborhoods, which were home to one-third of the city’s youth.

“We built relationships through this program and still had a lot of ideas about reducing poverty and supporting youth,” says Shanks. “I created the Center for Equitable Family & Community Well-Being in part to stay connected to those Skillman neighborhoods and to keep responding to their needs — help them brainstorm, apply for grants, maybe have the center make its own small grants to them.

“We have faculty here at the School interested in working in Detroit; we could help them find partners, develop ideas and get funding. Community engagement is a goal of the School.

The center can be part of the connective tissue between the University and communities.”

Dean Lynn Videka asked Shanks to direct the School’s strategic focus on community engagement. Shanks didn’t want an agenda set entirely by campus. “Communities have issues that our students may not know about,” she says. “Students can reach out to communities to volunteer, to learn, to be a listening ear.” What should students’ listening ears listen for? Ideas from community members. “We want to respond to their brainstorms,” she says. “We want communities to be proactive partners. Community people should be comfortable thinking they have ideas they can bring to U-M.”

The Center for Equitable Family and Community Well-Being provides an avenue for faculty and students to partner with the community. The goal of the center is to connect the resources and intellectual strength of the University of Michigan with the passion and social capital of community leaders. “Most importantly, families and communities will be at the heart of our work,” says Shanks. “The primary criterion for any project work will be improving the well-being of families and communities.”

In addition to Shanks, the center is led by Program Manager Patrick Meehan, MSW ’11 and PhD ’19, and Program Assistant Dominique Crump, MSW ’19. The center started with two Good Neighborhood legacy projects.



One legacy project is SEED — Saving for Education, Entrepreneurship, and Down payment; MI-SEED is the Michigan community site. Using data from the state, the center monitors the progress of MI-SEED students, with attention to post-secondary enrollment. “Since 2004 I have been following Head Start youth in Oakland and Livingston counties, their families and their savings accounts,” Shanks says. “When I founded the center, some of the youth were about to graduate high school. How was their money being used, and could the center help?”

The second legacy project is partnering with Grow Detroit’s Young Talent, a

COMMUNITY ENGAGEMENT

youth summer jobs program. Workforce participation in adolescence has been shown to have developmental and academic benefits, and to improve labor market outcomes later in life. The center provides evaluation services and Shanks chairs the Data Research & Evaluation Subcommittee of the Detroit Youth Employment Consortium.



The COVID-19 pandemic created an immediate opportunity for the center. Marquan Jackson, MSW '11, is the director of Eastern Michigan University's Family Empowerment Program, which provides services to 330 households. The COVID-19 pandemic was a tremendous emergency for those in Jackson's care. "I wanted us to understand how Black and Brown people in Washtenaw County experienced COVID," Jackson says. "I wanted data to give to funders and government officials. I also wanted us to be thoughtful about how that data — from the first wave of COVID — could help handle a second wave.

"I knew Trina's work from being an MSW student back in 2011," says Jackson, "and Patrick was in the program with me." Jackson brought his COVID-19 survey idea to the center.

"We wrote a grant in about four days!" Meehan says. "I was especially impressed with how Trina encouraged community partners' voices to be heard in the work. That was something Marquan also wanted."

The four-day proposal worked. U-M's Poverty Solutions program awarded the center \$25,000 to collaborate with the Family Empowerment Program and the Washtenaw County Racial Equity Office to measure the impact of COVID-19 on low-income residents of Ypsilanti. The study would measure participants' needs, so that governmental public health and economic responses could respond not only to COVID-related issues but to larger issues of equity revealed in the community.

Residents were asked about symptoms and testing, COVID's impact on their living arrangements and employment, the transition to virtual learning for their children and more. The survey was based, in part, on the Detroit Metro Area Communities Study (DMACS) COVID-19 Rapid Response, but, in line with Shanks's wish that community voices inform research, questions from community members were included.

Says Meehan: "The topic was timely and meaningful, and it will continue to be meaningful. For at least the next five years, a great amount of social science research will address the impact of COVID-19."

The survey found that a third of Black respondents did not believe an eventual COVID vaccine would be safe and effective. In response, Jackson took action. "We had conversations with the Department of Public Health about how to engage with individuals and build rapport with communities before the vaccine."

"I want the center to be known as a place where you can get things done to help community partners," says Shanks. "That might mean help with big research grants, or it might mean case studies for organizations working on a shoestring that can't afford formal evaluations. Those organizations still need a way to show funders the good work they do."

"We want to develop a reputation for excellence in terms of how we engage with community partners and in terms of our research," Meehan says.

The center is also, as planned, making small grants of its own. The first grant went to the Detroit Chapter of the Atlanta-based Community Movement Builders (CMB). CMB received \$30,000 for the purchase of PPE products in the summer of 2020.



"Marginalized people are often treated as experiments, rather than having their voices recognized," says Yusef Shakur, MSW '19 and lead organizer of CMB. "Trina gets that our work is personal. She listens and responds to us in an authentic way. The center will play an important role in connecting U-M to Detroit and improving the quality of life for folks like us."

The inequities that 2020 cast into such high relief will stay with us in 2021 and beyond. The community voices that were raised and that grew strong last year have even more to say. Trina Shanks and her colleagues are listening — and they are acting on what they hear.

For more on vaccination and African American communities, see the center's post, "Vaccine Distribution Requires that Medical Establishment Reckon with Institutional Racism" on the *Michigan Journal of Public Affairs* website (mjpa.umich.edu).



**For additional information on The Center for Equitable Family & Community Well-Being:
sww.umich.edu/offices/family-community-wellbeing**

OFFERING HOLISTIC SUPPORT

THE JOURNEY OF ALUMNI BOARD OF GOVERNORS PRESIDENT MIRIAM CONNOLLY, MSW '04

“I wanted something different for my life than what was prescribed for me,” says Miriam Connolly.

Connolly grew up in Flint with her mother and siblings. “Our family had a lot of love and very little money. When I turned 18, the expectation was that I’d apply for welfare benefits and maybe start working.” But Connolly knew she wanted something different for her life. So she defied her mother’s wishes and enlisted in the Marine Corps. “It was my way to go to college, to change the narrative prescribed for me.”

She remembers that the Corps “was a huge change. I’d never been out of Michigan. Flint had been pretty segregated. I knew very few people from other cultures. In the Corps, I met people from all over the world. I was a field radio operator and learned about communication. But I also experienced a deep camaraderie and came to understand what it means to take care of one another on a team.”

Connolly soon married a fellow Marine. The Corps would not station the couple together (they also wanted children) so Connolly spent most of her eight years in the Marines in the reserves.

“What makes me a good person for this role is my commitment to always having student voice at the center of everything we do. I understand the importance of not doing for, not doing to, but doing with.” — Miriam Connolly

After the Marines, she returned to Flint with her family — and did indeed spend a short time on welfare. She could not get college support from the GI Bill, as she had been in the reserves and her pregnancies had made her unavailable to go overseas. (USMC rules have since changed.) Determined to go to school, she enrolled in Mott Community College and from there transferred to UM-Flint, attending part time while working a job and caring for her family. “By this time, I had discovered social work and knew that could be my way of helping families like my own. My classes at UM-Flint really challenged me to explore ideas that up to then had been black and white, like race, culture, my identity as a mom and especially as a person receiving welfare benefits. I wasn’t defined by what I received but what I did in the world.”

While an undergrad, Connolly took a job as a receptionist in a clinic, in order to explore becoming a therapist. A clinician there advised that, if she wanted to learn about social work, she should look at working within the foster care system. Connolly took this advice and found her calling working with the Department of Health and Human Services. “It was hard work,” she says today, “but I loved it. Working with children and families to find support, stability and healing was humbling and rewarding. My superpower was being able to separate the person from the behavior, to meet people where they were.”

Connolly came to the U-M School of Social Work for her MSW in 2000. She completed her master’s in four years, commuting from Flint. Then, recently divorced and ready for a new start, she moved to Ann Arbor with her children. Still passionate about foster care, she took a job with the Washtenaw County Department of Health and Human Services, first in foster care and then in recruiting and licensing foster homes. “I could be really creative,” she remembers. “I wanted to rethink how we were training and supporting foster parents and relative caregivers. Individualizing training and intensifying supports meant more effective homes and fewer placement changes for youth.”

Connolly found she was making a difference.

In 2015, Connolly heard of a part-time position at U-M, coaching students with foster care experience. The role, she says, was life-changing. “Partnering with young adults to navigate and maximize their college experience was a new and exciting concept for me,” she says. “The Blavin Scholars are remarkable students who don’t allow their pasts to define them.”

In 2009, Paul Blavin (Ross School of Business ’86), and his wife, Amy, established a scholarship fund to support U-M undergraduates with foster care experience. Soon after, the Blavin Scholars Program was created within the U-M Dean of Students office. It was originally led by School of Social Work field faculty member Rachel Naasko. Connolly took on the role of program director in 2016. At that time, fewer than 5 percent of students with foster care experience had been finishing their undergraduate degrees; Connolly’s mission was once again to help change a narrative.

“Instead of telling students what to do,” Connolly says, “I partner with them to meet their goals. The foster care experience leaves gaps in a young person’s life. We work to fill those gaps. This includes providing coaching, life skills training and a U-M staff or faculty mentor who can help them navigate the college experience and can add social capital to their lives.” (Lynn Videka, dean of the School of Social Work, is a Blavin Scholars mentor.) This holistic support has now translated into a 90 percent graduation rate among those students.

“What makes me a good person for this role is my commitment to always having student voice at the center of everything we do. I understand the importance of not doing for, not doing to, but doing with.”

In 2016, Connolly was nominated by Rachel Naasko to the School of Social Work’s Board of Governors. She is now the president. “Leading the Board has been amazing!” Connolly says. “It’s powerful seeing what can happen by bringing together this group that’s committed to making the School of Social Work better. We recently created the AlumniFire platform to bring alums together, we offer professional development, we nominate Distinguished Alumni every year and we help students go abroad through the Alumni Board of Governors Scholarship Award. Scholarships are invaluable. Many students couldn’t attend without support. I know firsthand the power additional support can bring,” says Connolly.

Connolly has accomplished a great deal on her journey. She’s written her own story, creating change in her own life as well as those she’s served. Many young people anxious about their prospects in higher education have found support from the program she helped to grow. Many more can be grateful for her advocacy for children and families in Genesee and Washtenaw counties. Connolly has met her goal of changing the narrative and notes there’s so much more to write.

ALUMNIFIRE

Nonetheless, when she spoke to Ongoing near the end of 2020, Connolly had to acknowledge some continuous challenges:

“This has been a tough year,” she said. “Events this year have pulled back a curtain on a level of racism and hatred that our personal achievements and striving can fool us into believing isn’t constantly there. You’re told if you work hard, do well in school and get a great job, you’ve arrived. Then you’re reminded that there are people in the world who see you as a threat or a nothing, not mattering. But, I’m also reminded of the change agents, the social workers and colleagues at the U-M and the School of Social Work who show up and put in the work to make sure every student leaves with a better understanding of what it means to treat each other with dignity and respect.”

“We make changes in waves,” Connolly says. “Student cohorts learn, grow and contribute a bit of their humanity as they move into the world.”

GET INVOLVED

Learn more about the Alumni Board of Governors:

ssw.development@umich.edu

One of the recent accomplishments of the School’s Alumni Board of Governors has been the creation and launch of a networking platform called AlumniFire. Board President Miriam Connolly describes how AlumniFire came to be under her leadership, and what it is doing:

“We launched the AlumniFire platform back in March 2020. The Board of Governors had been tasked with thinking about big areas and big issues — in particular, connecting as a community and ways we could support one another, as we have a huge alumni base around the country and the world. One of our amazing board members proposed a platform like LinkedIn, but free.

“With great collaboration, AlumniFire was formed. It continues to grow and provide great networking opportunities for alumni. You can find someone to review your resume, to give you an informational interview, someone who works at the type of job you would like to have or who works at a place you are considering applying to. I have used AlumniFire myself to help students with field placements. We are all super excited about the platform and very proud of it.”

JOINING ALUMNIFIRE IS EASY

Just visit ssw.alumnifire.com today and sign up.

A portrait of a young man with dark hair and a light blue button-down shirt, smiling slightly. The background is a blurred green outdoor setting.

“I want to delve into problems of Jewish communities here and around the world. I am interested in how my generation approaches Judaism. I want to work on Jewish community building.”

– Ezra Brown, MSW '21

EZRA BROWN: A FUTURE IN JEWISH COMMUNITY BUILDING

I'm passionate about social justice and political work, and the MSW program here fit everything I wanted," says MSW student Ezra Brown. "I am drawn to fundraising and nonprofit management. I am on the Leadership Pathway here because it will help me work in fundraising after graduation — using social work skills to manage people and deal with planning and budgeting. Ann Arbor is a great town and I'd like to stay here; I've grown to love it. I would like to work for U-M, raising funds to improve student experiences, or a social service agency."

Brown completed his undergrad at U-M and interned at U-M's Taubman School of Architecture and Urban Planning. But he had another compelling reason to earn his MSW here: the School's Jewish Community Leadership Program (JCLP). "I am passionate about the Jewish community and what it did for me growing up," he says. "I was at a Jewish summer camp for six years as a camper and two more as a counselor. It helped my personal development and helped me make friends. I credit a lot of my success in college to what camp taught me about living independently, taking care of others and prioritizing tasks. Camp developed my values around caring for other people." Brown saw JCLP as a natural continuation of his camp experience, his summer internship with a Jewish social service agency and his minor in Jewish Studies.

Led by Professor Karla Goldman, JCLP is a 20-month program culminating in a Master of Social Work and a certificate in Jewish Communal Leadership from U-M's Jean and Samuel Frankel Center for Judaic Studies.

"JCLP is allowing me to form bonds with other Jewish students in social work who share my passion," Brown says. "I can delve deep into problems of Jewish communities here and around the world."

Brown reflects on how JCLP has also given him a foundation for exploring bigger issues. "I am trying to figure out where religion is in my own life," he says. "Going to synagogue was a big part of growing up for me. Now, I struggle with how Judaism fits into my life, and others are doing the same."

He is particularly grateful for his Mervin and Helen S. Pregulman Scholarship. Helen is an alumna of the School of Social Work and Merv was an All-American football player at U-M. Their scholarship is awarded to students committed to Jewish communal service. "JCLP is a five-term program, not four," Brown says. "I could not have considered the program without the additional funding."

"Through JCLP, I hope to learn more about how my generation is approaching Judaism," he continues. "I really look forward to more conversations, learning about philanthropy and how I can help support Jewish community building. I am really grateful that I am here, and happy that I get to have these two years to learn more about myself and others and about the Jewish community. I think I am off to a great start. **The Pregulmans have demonstrated to me the importance of philanthropy. I hope to one day give back and support Jewish communities.**"



PREPARED FOR CHALLENGE, POISED FOR CHANGE

The School's Jewish Communal Leadership Program (JCLP) offers a five-semester, on-campus program conducted over 20 months. Students receive a master's degree in social work and a certificate in Jewish Communal Leadership from U-M's

Jean and Samuel Frankel Center for Judaic Studies; each student also completes supervised fieldwork.

JCLP alumni are involved in everything from philanthropy, to government jobs, to traditional Jewish organizations, to organizations concerned with Jewish community building and social justice. Among the roles recent JCLP graduates are filling: manager of the National Association of Mental Illness hotline in New York City; lead organizer for Planned Parenthood's Get out the Vote campaign in North Carolina during this past election cycle; communications and development manager at the Jewish Federation of Greater Ann Arbor; and music enrichment specialist at the Jewish Hospice and Chaplaincy Network in Ann Arbor.

To support JCLP scholarships: ssw.umich.edu/give or 734-615-2581

A portrait of Carolina Jones, a young woman with dark, curly hair, wearing a white and purple striped button-down shirt and large hoop earrings. She is smiling slightly and looking towards the camera. The background is a blurred outdoor setting with warm tones.

“When working with the community, you need to ask yourself the how and why — it’s not enough to just engage.”

– Carolina Jones, CASC '21

FOR CAROLINA JONES, CREATING ART IS CREATING COMMUNITY

Carolina Jones is an illustrator with a focus on comic arts and textile design. But she does her best work in the classroom. “I realized during the pandemic how lonely it was to make art by myself. What I like most is being with people and engaging with students. You might be teaching watercolor, but your students are talking about politics or important issues — these conversations happen organically and you are both growing.”

Born in Mexico, Jones grew up in the Rio Grande Valley. “When we moved to Texas, my mom didn’t speak English. She was very close to the church community, which was bilingual, so she could find people she could talk to,” remembers Jones. **“At the church, she enrolled me in a community program for the arts, and through the program, I feel like I met my first social workers. They weren’t social workers by degree, but in their hearts they were social workers.”**

“My art teacher did everything. She would go into the homes of the elderly, she would work with undocumented immigrants, and she would work with the blind community. On my second day, I met a blind painter. We started talking and we became friends.” Later, Jones was trained to work with the blind, immigrant community, an experience that furthered her connection between art and community.

Jones attended a summer program at the University of Michigan before her senior year of high school. “I fell in love with Michigan — with the people, and with the diversity. Where I’m from my community is 86 percent Latino so I was used to having Latinos around me — which is beautiful, I love my community — but when I came to Michigan, it felt diverse. It felt like America.”

The next year, she was accepted to her first-choice college, U-M’s Penny W. Stamps School of Art & Design. “I had always known that I wanted

to study art — I wanted to tell stories forever when I was little and I would make comics — but I also want to find ways to keep engaging with people. As a freshman, I researched community-based organizations and programs that combined the arts and community engagement. This was something I wanted to explore in my own career, and I wanted to see how others worked to learn from them. I had heard of social work, but I had never heard of CASC so I googled it, and it looked really cool.” Jones met with the CASC program administration staff and felt a connection. “They really took me in and I fell in love with CASC classes.”

Jones has focused her CASC coursework on community-based classes. **“I took ‘Advanced Community Engagement through the Arts’ — it was so tailored to my interests. When working with the community, you need to ask yourself the how and why — it’s not enough to just engage, you need to know what you are doing. The class also focused on trauma-informed education, which is so important, especially for communities like mine: there is so much trauma rooted at the border.”**

Jones has put these lessons to work interning as an art teacher and lesson planner in a variety of community settings. At Seven Mile Art in Detroit, Jones developed a lesson to celebrate Martin Luther King, Jr. Day using “I have a dream” as inspiration and prompt. “The lesson used surrealism and collage, which allowed students to

illustrate what their dream world would look like. Some chose to draw a world without gun violence, others wanted to bake cookies with their grandma. Both dreams were rooted in safety and happiness. A prompt with enough ambiguity allowed them to explore at their own comfort level.”

Jones is currently taking a class that requires her to teach English as a second language. “My mom doesn’t speak English, so I want to know how to do this in a respectful way, so I could do this right by her. I have this one student, she’s an immigrant woman, she’s also from Mexico, she’s the same age as my mom, and I teach her on Wednesdays. I feel like I’m teaching my mom, but then I saw how different the experience of similar people could be. I learned a lot. I was so scared to do this, but I love it.”

After graduation, Jones is considering graduate work in education and in social work. “I want to get my master’s in social work partially because I want to be a school counselor. Schools need counselors to guide students through difficult times. We need people — teachers, counselors — who have similar stories. I would love to go back to Texas because we need people who know the community and I feel like I have these experiences, which have built me and which are needed.”

View Jones’ portfolio:
carolinajones-portfolio.squarespace.com



Illustration by Carolina Jones



LAUREN WHITE: “I GREW UP KNOWING THAT NATIVE PEOPLE WERE SCIENTISTS AND PROBLEM SOLVERS”

“**W**e go forth in sorrow, knowing that the wrong has been done.”

So wrote Choctaw leader George W. Harkins in 1832, as the Choctaw faced removal from their ancestral lands in Mississippi out to Indian Territory, now the state of Oklahoma. Their path, over which they passed in three waves from 1831-1877, is called the Trail of Tears for the toll taken by disease, freezing weather and racial violence along the way.

Lauren White is a joint PhD student in Social Work & Psychology. Her ideas for research and her calling came together when she heard about a project in which contemporary Choctaw women would retrace the Trail of Tears; researchers would study their sense of well-being before and after. “When I heard about this project,” says White, “all the parts of my world came together.”

White was born in Idabel, Oklahoma (pop. 6,800), on the post-removal lands of the Choctaw Nation in the southeastern part of the state. “My mom homeschooled us,” she recalls. “We spent a lot of time outside in the garden, with animals and identifying plants. My grandfather was a farmer. In spring he sent us corn seeds; we put them in damp paper towels, noted the percentage that sprouted and reported back to him, so he

could anticipate his harvest. I grew up knowing that Native people were scientists and problem solvers.”

After taking classes in environmental sociology and environmental law as an undergraduate, she began to understand how structural injustices affect Native people, and how social, cultural and environmental determinants relate, intersect and reinforce Indigenous health outcomes.

In graduate school she kept her eye out for proposals that dealt with the science of structural inequality and mental health. **“I discovered a whole world of Native science within and beyond the academy, studying how structural inequity and colonization affect mental health. It did not ask, ‘What’s wrong?’ but rather, ‘What knowledge do Native people have to add to the conversation?’ It shifted the narrative to rely on Native expertise. Native people could be scientists. They could build systems and policies to further their own mental well-being.”**

White was introduced to Professor Lisa Wexler and her research with Native people. Just like Wexler, White wanted to apply her epidemiological skills to the study of community mental health, but it was hard to find data collected in collaboration with Native people, or with their perspectives and priorities specifically in mind. “As a social worker, Lisa is great at co-creation and collaboration, creating true partnerships in research,” White says. Today Wexler is White’s advisor and PI on a grant funded by the National Institutes of Health. This program, called Promoting Community Conversations about Research to End Suicide (PC CARES), uses community learning circles about suicide research to prevent youth suicide in remote regions of Arctic Alaska. White has also received a supplemental NIH grant to include questions about sustainable implementation factors for PC CARES.

Teen suicides in these communities are often by firearms, kept in

homes for hunting. The act can be impulsive, but it is also the culmination of years of forced social, economic, cultural and climate change suffered by Native people. For example, climate change is rendering traditional hunting practices that take place each season unreliable, interrupting the knowledge and practices of survival traditionally passed down through substance techniques over hundreds of years. Seeking to help teens and other community members, the learning circles bring together all who wish to participate, from young people to elders, police, teachers and more. Wexler leads a team of researchers and faculty, including White, who coach the facilitators with care and out of deep familiarity with participants. **“Our goal is to bring together research information and local wisdom for action in the community, to produce sustained change,” White says.** “We are creating spaces for connection and sharing. Implementation science asks how we can share suicide prevention information in a way that people will actually use it. We want to avoid crisis situations which require clinical interventions that reproduce colonial trauma.”

After her PhD, White aspires to a career that will have her coming full circle, working as a researcher with tribes in Oklahoma. “I would like to mentor Native student researchers,” she says, “because I have been so blessed with wonderful mentors myself. I hope to integrate my skills from social work, social psychology and implementation science to create suicide prevention that promotes healthy, well-balanced lives and communities in order to avoid crises in the first place. This means taking actions focused on creating the life we want to live, individually and collectively.”

As a Native person, Lauren White goes forth with excitement and joy, and with plans to reframe Native people’s challenges as strengths, to change narratives, and to expand the possibilities for Native communities tackling suicide and mental health.

DISSERTATION DEFENDED



JOINT PHD SOCIAL WORK AND SOCIAL SCIENCE GRADUATE

NATASHA JOHNSON

Social Work and Psychology

“You Must Work Twice as Hard for Half as Much: Racial Socialization, Racial Identity, and Racism Awareness in Adolescence”



Alex Simpson

Alex Simpson, MSW '08, says, "I wanted to be a donor the moment I received my MSW. I was so grateful for my scholarship, and I thought 'One day I will pay this back.'" And he did, establishing the Tonya Davis Centennial Endowed Scholarship, honoring his mother's years as a social worker in Detroit.

ONGOING: Tell us about the scholarship you received when you were earning your MSW.

ALEX SIMPSON: I received the Arthur L. Johnson Endowed Scholarship, provided by Richard and Susan Rogel and named for the executive secretary of the Detroit NAACP. It had a huge impact. I would not have been able to attend without it, and once I was at the School, it allowed me to focus exclusively on my studies. Field placement and coursework are time consuming. The financial assistance allowed me to dive deep and immerse myself into the program.

ONGOING: Why social work?

ALEX: My mom was a social worker at the Department of Human Services in Detroit. During my undergrad at Eastern Michigan, I took a career placement test, and it said I should consider social work. I guess you can't escape what's in your blood! At EMU, I found out social work was a very broad profession. I thought it was all interpersonal practice, but there is so much you can do with a social work degree.

ONGOING: You are a Michigander all the way, right?

ALEX: Yes, indeed! I grew up in northeastern Detroit, Seven Mile and Greenfield, and I attended Oak Park High School. I went to Eastern Michigan University, then U-M. Today I work for Microsoft in downtown Detroit and my family and I live in Birmingham.

ONGOING: How did you decide on U-M for your MSW?

ALEX: At Eastern, I interacted with a lot of great professionals who spoke highly of U-M's School of Social Work, so I looked at U-M for my MSW. My favorite class was the child advocacy law clinic, which brought together students in law,

social work and psychology. Each of our cases had a student attorney, a social work student and a student psychologist. We were able to provide well-rounded services to families. I thought that was such a cool thing.

ONGOING: And you in fact ended up going to law school.

ALEX: Yes — at Indiana University; and later I earned an MBA from Northwestern. My plan as a law student was to take that child advocacy clinic model and open my own nonprofit. But my first summer internship was at Bodman PLC in Detroit, and that led to a job offer. I had no wish to work for a big firm like that, but it turned out I loved the work, and I would be able to pay off my student loans. But what really sold me was their huge emphasis on community service. My pro bono work counted as billable hours, which was unheard of elsewhere. I could have a bigger impact steering Bodman's resources toward the community than if I had been a social worker in an agency. Today, working as an attorney for Microsoft in Detroit, I tell people that I am a social worker who practices law. I provide primary legal support for Microsoft.

ONGOING: Describe Microsoft's community engagement opportunities.

ALEX: Microsoft is super-engaged in the community, and they encourage all their employees to give back. It's great that Microsoft, the largest market capital company in the world on any given day, is able to assist the community and the people of Detroit. That is a pillar of an outstanding company.

ONGOING: Why do you give to the U-M School of Social Work?

ALEX: I wanted to be a donor the moment I received my MSW. It was a

dream come true for a kid who grew up in Detroit to go to U-M. I was so grateful, and I thought "One day, I will pay this back." I felt I had an obligation to support the students who followed me. I realized that I didn't have to wait till I "made it" to do so; I could start with whatever amount was comfortable.

ONGOING: Tell us about your scholarship.

ALEX: It is in my mom's name: the Tonya Davis Centennial Endowed Scholarship. It honors her 30 years as a social worker in Detroit. We established the scholarship on her birthday. The development team created this beautiful plaque for me to present to her. The whole experience was so great.

ONGOING: Advice for alumni?

ALEX: I interact with my fellow alums all the time. Many are doing well in their careers but are not giving as much because they underestimate the potential impact of what they could give today. One way I can encourage them is to lead by example. As I said before, don't wait. Start right now, giving what is comfortable for you.

If you would like to help support students at the School of Social Work, there are many ways to do so, including the establishment of a named scholarship fund. You can start by visiting ssw.umich.edu/give/how-to-give.

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



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Michigan Social Work oral history stories enhance and bring depth to our understanding of the past. Thoughtful, personal reflections allow people to express the consequences of change in the profession. These oral histories will teach us what has changed and what has stayed the same over time. These recordings enable the Michigan Social Work community to share their stories in their own words, with their own voices, through their own understanding of what happened and why. Oral history preserves for future generations a portrait in sound of who we are in the present and what we remember about the past.

Please Join Us in Preserving the History of the School of Social Work

In celebration of the School's centennial this year, we invite the Michigan Social Work community to record and share personal stories about their time at the School, and how it has impacted their lives. Every story is important and each one reflects the depth of our community. We look forward to hearing personal stories that share diverse historical perspectives.

“With this project, we are creating an invaluable recorded archive for the School and the University. Though the stories are about the past, we are building memories for the future generations, and continue to enrich it going forward.” — John Tropman, Centennial co-chair and Emeritus Professor of Social Work

Tell Us Your Story

Your personal recorded oral history can be about any School of Social Work experience. We offer some suggestions to guide you:

1. **Tell us something you easily remember:** a moment with a classmate, a memory of a professor, a campus event, a protest or march or a story of how you use your social work education in your professional/ personal life.
2. **Think about how you want to tell your story** — as a monologue or sharing the screen with a friend, classmate or family member who might ask you questions or otherwise converse with you. (We can provide you with an interviewer if you would like one but cannot find one.)
3. **Begin by creating a conversation outline** that you can refer to as you speak, to help keep you on topic.
4. **Remember, there are many generations who have graduated from the School.** Listeners may not be familiar with the names of students and professors from earlier times, so keep names and background info as brief as possible.

How to Record

Using Zoom’s recording capabilities, you can easily host, converse, record and share your files directly with the School of Social Work.

1. Log into Zoom at zoom.us/signin. Click “Host A Meeting” in the top right of the browser window. Create the meeting with name, date, time, choice of security options, etc.
2. If inviting a guest, send them the Zoom-generated link. At the appointed time, they can open it and join you. Invitations to others can be issued within the Zoom meeting app by clicking “Participants” at the bottom of your Zoom window, then clicking “Invite.”
3. On the agreed-upon day and time, once your guest arrives, make sure they are prepped and when you both are ready, start recording by clicking the “Record” button at the bottom of the screen.
4. To end the recording, click the Stop button.

To Send Your Recording

1. Open zoom.us/signin and log in.
2. Open your account page, click “My Account” at the top right of the navigation bar.
3. Click the “Recordings” tab.
4. Select the recording you made and download it.
5. Upload your recordings to our form: ssw.umich.edu/r/oral-histories

Archive

The Michigan Social Work recorded oral histories will be archived at the U-M Bentley Historical Library.

Need Help?

Don’t hesitate to contact us if you:

- Want to talk about your story concept
- Would like a member of our communications staff to interview you
- Have questions about setting up a Zoom meeting or recording on Zoom
- Know of an alum with a story everyone should hear

Contact ssworahistory@umich.edu

Record your oral history, or listen to the collection:
ssw.umich.edu/r/centennial-oral-histories

NOMINATE AN OUTSTANDING GRADUATE FOR THE CENTENNIAL DISTINGUISHED ALUMNI AWARD

As we celebrate 100 years of Michigan Social Work, the Alumni Board of Governors is seeking nominations to honor outstanding School alumni with the Centennial Distinguished Alumni Award.

Do you know a fellow graduate who exemplifies all the values we support? Someone who is a leader? A groundbreaker? A rising star? A campaigner for social justice?

Please help the Alumni Board of Governors identify graduates of the School who have maintained the highest standards in their chosen professions and who represent outstanding achievement, excellence and commitment to service. Nominees should serve as an inspiration to the Michigan School of Social Work community.

Nomination Process

- Nominees must be graduates of the School of Social Work MSW or Joint Social Work & Social Science PhD programs.
- Posthumous nominees and self-nominations are allowed.
- Nominations will be reviewed by the award committee as received; for best consideration, submit your nominations early.
- Final date to submit a nomination is July 30, 2021, at 5 PM.

To submit a nomination, visit the website: ssw.umich.edu/r/centennial-distinguished-alumni

For questions, contact ssw.development@umich.edu.

Award Presentation

The Centennial Distinguished Alumni Awardees will be celebrated during Michigan Social Work's commencement ceremonies in May, July and December. The awardees will also be recognized during Centennial events in the fall.





Florence Alexander



Marilyn Broka



Lindsay Bryan-Podvin

FLORENCE ALEXANDER, MSW '19
After graduation from the U-M School of Social Work, Alexander joined the Movement for Black Lives as an Electoral Justice Project Fellow creating the Black the Vote campaign to organize art, activism, voting education and people's assemblies, and One Love Global, Lansing as a Policy and Data Science Specialist. Alexander helped organize The People's Black National Convention and served as an ambassador to talk about issues facing Black communities. "The U-M School of Social Work provided me with many opportunities, such as serving as a National Community Scholar and being able to travel to Boston to create curricula so we could see ourselves in what we learn. I was able to work in the DEI Office as a program assistant and organize events at the School and outside of Ann Arbor. Through the policy/evaluation track I learned about policy memos and briefs, found amazing mentors who still guide me and serve communities." Alexander is dedicated to racial justice, inclusion, amplifying voices that have been historically marginalized and working toward a transformative society that values all of humanity.

AMANDA BOSWORTH, MSW '09, graduated from Cornell University in May 2020 with her PhD in history. Her dissertation, "After 'Walrussia': American, Russian, Canadian, and Japanese Fur Seals between Empires, 1867-1911," explores transnational maritime, human-animal and indigenous-imperial relations in the North Pacific region. In November 2020, Bosworth married Igor Shirnin in St. Petersburg, Russia, to become Amanda Shirnina. The couple live in St. Petersburg.

MARILYN BROKA, MSW '67, is enjoying retirement at the age of 80 and not searching for new activities. Picking raspberries and trimming shrubs, weeding flower beds and looking for space to plant a few new bulbs for spring bloom. Last year she married a classmate whom she has known since they started kindergarten together 76 years ago. Their spouses had both passed away and their shared childhood

experiences made for comfortable reacquaintance facilitated by annual class reunions. They are living in Idaho, where her husband has a son and family.

LINDSAY BRYAN-PODVIN, MSW '11, owner and founder of Mind Money Balance, is a financial therapist who started her career in the field of mental health treatment and advocacy. As the first financial therapist in Michigan, she combines financial literacy with the emotional and psychological side of money. She always had an interest in mental health and found an even greater love working at the intersection of mental health and money. She is a published author of the Plutus-nominated book *The Financial Anxiety Solution*, which helps people work through their anxiety when it comes to engaging with their money. She loves speaking on the emotional and psychological side of money, and in addition to hosting the "Mind Money Balance" podcast, she's been a guest on over 50 podcasts. She's been featured in publications including C|Net, Next Advisor by Time, ReWire by PBS, Allure, Bustle and more. She also has a degree in sociology from Michigan State University. Bryan-Podvin lives with her partner and their dog in Ann Arbor.

GEORGIA CRAWFORD-CAMBELL, MSW '01, was appointed in August 2019 by Michigan Governor Gretchen Whitmer to the Michigan Commission on Services to the Aging Board for a three-year term. She has a private practice in elder care clinical social work and consultation.

AMY ELLWOOD, MSW '83, Professor Emerita of Family Medicine & Psychiatry, University of Nevada School of Medicine, has been doing volunteer teaching as an adjunct professor at UNLV School of Medicine's Psychiatry Residency and Child/Adolescent Psychiatry Fellowship programs. She teaches a course on family therapy and supervises the fellows' family therapy cases. She also volunteers on the Southern Nevada Human Trafficking task force.

ALICE GATES, MSW '07, PhD '11, received two awards this year: the National Council on Social Work Education Early Career Faculty Award: cswe.org/About-CSWE/Awards/2020-Awardees/Dr-2020-Awardee2 and the regional Pacific Sociological Association "Distinguished Contributions to Sociological Praxis" Award: pacificsoc.org/psa-news/psa-awards

REMETA HICKS-MONTGOMERY, MSW '20, has recently been appointed as the service director of Detroit Action, where she is working diligently to relaunch the organization's community services. These services include: ID/ Birth Record, which provides low- and no-income Detroiters with access to ID and birth records; Mutual Aid, a program that provides cash assistance to low- and no-income Detroiters financially impacted by the COVID-19 pandemic; and Job Readiness/Career Exploration, which provides services to employment-insecure Detroiters. Her work has been recognized statewide and globally, with the *Detroit Free Press* covering the relaunch, and Blavity News, the #1 Black Millennial publication, publishing her op-ed about relaunching these services while starting a new role in an organization that had a heavy impact on flipping Michigan blue. The op-ed can be found here: blavity.com/covid-has-dried-up-many-resources-but-well-always-find-a-way-to-help-our-community?category1=opinion

FREDERICK LAWLESS, MSW '64, has retired, after 42 years at the Michigan Department of Social Services. Lawless, who has been married for 71 years, is now enjoying life at 92 with his great family members and continuing to keep busy.

ROBIN MARTZ, MSW '03. U.S. Embassy Kigali, Robin Martz, MPH, MSW, is the director of USAID (US Agency for International Development) - Rwanda Health Office. Martz earned master's degrees in public health and social work from the University of Michigan and brings an incredible range of public health experience from all around the world. She has worked on maternal and child health in Laos, polio in Afghanistan, HIV in Haiti and emerging pandemic threats in Thailand and Cambodia. Martz was a Peace Corps volunteer in Niger and has advised the World Bank, United Nations Population Fund and Save the Children. In Rwanda, she manages a team of 22 experts with an annual budget of nearly \$80 million providing comprehensive support for the country's public health initiatives.

BRIAN MINALGA, MSW '16, coauthored a major article published in the June 2020 issue of the *Journal of Infectious Diseases*, "Addressing ethical challenges in US-based HIV phylogenetic research." He was also recently appointed to the COVID-19 Prevention Network, a new organization leveraging the existing HIV research infrastructure to implement the global NIH-funded COVID-19 vaccine and neutralizing antibody clinical trials as part of Operation Warp Speed. These studies will enroll over 100,000 clinical research participants by early 2021.

JYOTSNA MODY, MSW '68, graduated nearly 52 years ago, but to her, it does not seem like that long when going down memory lane. She is glad to announce that she wrote her first book this year, *Management Solutions for Non-Profits*, during the COVID lockdown. The book aims to give simple solutions to the complex problems of nonprofit organizations' governance.

SHARON PARROTT, MSW '92, named president of Center on Budget and Policy Priorities (CBPP), a research and policy institute that informs and shapes federal and state policies to reduce poverty, promote equity and build opportunity.



Alice Gates



Remeta Hicks-Montgomery



Brian Minalga



Sharon Parrott



Carlos Protzel

STEVE POPKIN, MSW '87, is employed both in direct practice and teaching in geriatric, hospice and medical social work. The poetry that he continues to write on his work has been published in journals within the medical humanities. Popkin has also provided clinical social work services and taught courses and continuing education seminars in advanced illness and end-of-life care. Recent publications include poems published in the *Journal of Poetry Therapy*, *Asylum*, *Journal of Social Work in End-of-Life and Palliative Care* and *Survive and Thrive: Journal of Narrative Medicine*.

CARLOS PROTZEL, MSW '99, is an adjunct assistant professor in USC's MFT program and began teaching a class on psychopharmacology and addiction. He has been providing multi-state telehealth psychotherapy since 2012 through his private practice (protzeltherapy.com). Earned full/temp licensure as a psychologist (PsyD) in CA, FL, NH, GA, IN, SC, TX, LA and full social work licensure in CA, MI, MT and soon NY.



Monica Rich-McLaurin

MONICA RICH-MCLAURIN, MSW '10, was appointed chairwoman of the National Association of Social Workers (NASW) National Ethics Committee in November 2020. At NASW, she is charged with assuring the ethical integrity of the social work profession, by participating in professional reviews where ethical violations have been alleged, as well as assisting in the revision of the NASW Code of Ethics and Professional Review Manual to reflect current practice. Rich-McLaurin has also served as chairwoman and secretary of the NASW-Michigan Chapter Ethics Committee and has participated in mediation and adjudication hearings on the state and national levels.



Jodi Sandfort

JODI SANDFORT, MSW '94, PhD '97, assumed the role of dean at the University of Washington School of Public Policy and Governance in January. For more information, please see the announcement: evans.uw.edu/jodi-sandfort-named-dean-of-the-evans-school/

ANDREA WATKINS, MSW '05, was honored to have been profiled in her hometown newspaper, the *Monroe Evening News* (Monroe, MI) for her career in international social work for which her MSW degree from the University of Michigan served as the foundation: eu.monroenews.com/story/news/history/2021/02/24/andrea-watkins-moro-making-difference-across-pond/4555307001/

BRITTNEY WILLIAMS, MSW '17, became the first Public Defender Social Worker hired in the nearly 50-year history of the Washtenaw County Public Defender's Office. She is tasked with building and leading the Public Defender Social Work Division, and will create a social work internship program in collaboration with local institutions as part of her efforts. Williams has also accepted a part-time instructor role at the University of Michigan School of Social Work.

SHARE YOUR LATEST ACHIEVEMENTS WITH US

Class Notes is a way to foster community and strengthen connections among alumni. Whether it's about family, friends, career or life in general, we want to hear about your successes. Submit your information to: ssw.umich.edu/alumni/class-notes/add

Faculty

Sallie R. Churchill | PhD, July 22, 2020

Alumni

Lynn L. Parker | MSW '72, December 5, 2012

Mary H. Marshall | MSW '69, May 15, 2016

June C. Whittler | MSW '75, February 23, 2018

Carlton L. Youngblood | MSW '84, December 5, 2018

Katrina M. Fischer | MSW '19, June 6, 2019

Betty J. Ellerson | MSW '82, December 26, 2019

Miller F. Stayrook | MSW '68, January 21, 2020

Mauree McKaen | MSW '71, February 6, 2020

Daniel C. Dailey | MSW '08, February 9, 2020

Deborah A. Sumaria | MSW '80, February 19, 2020

Kathleen A. Bandol | MSW '96, February 21, 2021

Ellen J. Schroder | MSW '58, March 11, 2020

Carmah A. Lawler | MSW '56, March 13, 2020

Judith A. Hogan | MSW '72, March 17, 2020

Arlie J. Bennett | MSW '55, March 23, 2020

Ila L. Mayes | MSW '76, March 24, 2020

Lori L. Alioa | MSW '87, March 27, 2020

Irwin Gershow | MSW '66, April 6, 2020

Judith L. Randels | MSW '97, April 13, 2020

G. Marcus Rodgers | MSW '66, April 13, 2020

Dorothy A. Cooper | MSW '79, April 14, 2020

Nelle R. Chilton | MSW '76, April 16, 2020

Ronald P. Beck | MSW '72, April 22, 2020

Glen W. Knickerbocker | MSW '68, April 23, 2020

Antoinette M. Knecht | MSW '78, April 26, 2020

John I. DeHaan | MSW '59, May 7, 2020

Thomas L. Keenan | MSW '64, May 7, 2020

Peter D. Kurtz | MSW '67, May 8, 2020

Judith A. Talbert | MSW '72, May 9, 2020

Yvonne M. Albright | MSW '63, May 14, 2020

Barbara S. Leo | MSW '80, May 21, 2020

Sally F. Graham | MSW '78, May 27, 2020

Garneth M. Oostenink | MSW '65, June 4, 2020

Stanley N. Bendet | MSW '69, June 6, 2020

Nancy S. Mattox | MSW '87, June 6, 2020

Thomas R. Dillon | MSW '86, June 11, 2020

Margaret A. Sandberg | MSW '68, June 13, 2020

Mitzi C. Echt | MSW '75, June 29, 2020

Kathyrn M. Rann | MSW '79, July 14, 2020

Francena Tinsley | MSW '72, July 15, 2020

Geer Wilcox | MSW '67, July 17, 2020

Ellen J. McLaughlin | MSW '75, July 31, 2020

Eleyne A. Levitt | MSW '87, August 9, 2020

Matilde C. Montilla | MSW '90, August 10, 2020

Susan A. Greenwood | MSW '82, August 16, 2020

Kip P. Coggins | PhD '96, September 1, 2020

Marion S. Freedman | MSW '87, September 12, 2020

Karen T. Rappleye | MSW '83, September 16, 2020

Paul A. Tripp | MSW '74, September 29, 2020

Richard D. McElroy | MSW '71, October 2, 2020

Catherine F. Dean | MSW '77, October 2, 2020

Patricia F. Teal | MSW '78, October 4, 2020

Raymond R. Vela | MSW '75, October 5, 2020

Debra J. McGee | MSW '16, November 2, 2020

Samuel A. Lauber | MSW '74, November 4, 2020

Diane M. Robinet | MSW '89, November 6, 2020

Carolyn J. Lewis-Stone | MSW '74, November 7, 2020

Peter R. Brady | MSW '81, November 20, 2020

Robert L. Haan | MSW '55, November 24, 2020

Carol A. Watson | MSW '58, December 2, 2020

Lawrence S. Chase | MSW '71, December 6, 2020

Jack W. Frye | MSW '61, December 8, 2020

R.L. McNeely | MSW '70, December 9, 2020

Jane E. Blair-McShea | MSW '95, January 29, 2021

Notices of deaths received before March 4, 2021

ZOOMING IN FOR CONNECTION & DIALOGUE

In response to the “Stay Home, Stay Safe” order last spring, School of Social Work faculty members hosted Zoom conversations to address the pandemic’s impact through a social work lens. Professor Rogério M. Pinto hosted conversations on COVID and Racial Inequities. The School’s community engagement team held weekly discussions on field education, volunteer work and activism during the pandemic. Both of these conversations developed steady audiences and grew into weekly series.

COVID and Racial Inequities Series

The Faculty Allies for Diversity committee and Professor and Associate Dean for Research Rogério M. Pinto hosted hour-long online conversations examining stigma issues connected with the COVID-19 pandemic. With the brutal killing of George Floyd by Minneapolis police in May, the series evolved into broad conversations on anti-Blackness, police brutality and the social and racial issues still emerging around the pandemic. The conversations about stigma, prejudice and health care failures were unscripted and often startlingly blunt and emotional.

The series demonstrated the School’s commitment to in-depth conversation on breaking news of concern to social workers and social work researchers, as well as an unblinking examination of our country’s and profession’s racist histories. Frank, spontaneous and very much of the moment, this series helped all participants and attendees understand the full implications of what happened to our nation in an extraordinary year.

Listen to the Racial Inequities Series at:
sww.umich.edu/r/inequities

ENGAGE Virtual Conversations

Early in the pandemic, Michigan’s Stay Home, Stay Safe order created particular challenges for MSW student field placements. Some organizations and agencies suspended operations or programs; in other cases, students found themselves unable to attend their field placements. Many students left Ann Arbor. In the face of these hurdles, the Office of Field Education worked together with the School’s Community Engagement Team (ENGAGE) to rethink field education and community engagement in this time when stringent limitations have changed the way social workers can interact with the community. The result was a series of online conversations that supported student efforts to volunteer and engage in their own communities, whether online or in other geographic areas. These weekly conversations allowed students to connect, share experiences and debrief.

In the wake of George Floyd’s death and the resulting protests of racial injustice, the conversation series pivoted to discuss issues of racial inequity and police brutality, with a focus on action and policy. Many of these conversations have featured headlining speakers including Congresswoman Rashida Tlaib and author and activist Tawana Petty.

Listen to more ENGAGE conversations at:
sww.umich.edu/r/Engage



BLACK LIVES MATTER: ART IN SOCIAL WORK EVENT

Last spring, in the wake of the brutal killing of George Floyd, John Thorne of Detroit conceived a memorial to the many victims of anti-Blackness in the United States. In their yard in Detroit's University District, Thorne and his son created an array of wooden crosses, each with a name and photograph: of Floyd, of Breonna Taylor, of Malcolm X, of Trayvon Martin, of Dr. King and many, many more. In the center of the installation stands a large cross, unlabeled, memorializing victims whose identities were never known.

Word of the Thornes' memorial spread, leading to a tour of southeastern Michigan. In Ann Arbor, the work was hosted by a west side neighbor of Professor Rogério M. Pinto. Pinto and Professor Beth Sherman were co-teaching two combined sections of Social Work 504, Diversity and Social Justice in Social Work — entirely online, of course. The two professors wanted to use the memorial as a teaching tool — and to do so in person. **“We imagined a socially distanced get-together,” Pinto says, “that would give our students an opportunity to meet in person, discuss some of what we had discussed virtually about racism and see art-based advocacy in action.”**

One especially impactful moment for the class was hearing the names read out loud of the Black lives lost. Several of the people represented — Ahmaud Arbery, Priscilla Slater, Breonna Taylor, Tony McDade, Regis Korchinski-Paquet and Maurice Gordon — were killed within the past year.

“In the wake of these killings and given the rise of the Black Lives Matter movement, it is crucial that social workers, especially those who identify as white, engage in critical conversations about racism. The visit to the memorial helped move our in-class discussions of racial injustice beyond, into our community,” said Pinto.

“We had a chance to experience the grief and anger at Black lives lost, while knowing that acts like this, of remembrance, protest, solace, sustain us and move us forward in the struggle for justice and freedom.”

– Professor Beth Sherman



STUDENT-LED BUILDING POWER AGAINST WHITE SUPREMACY CONFERENCE

In October, the School of Social Work hosted the fourth annual Building Power Against White Supremacy Virtual Conference. The Black student-led event provided a virtual space to process and plan responses to the brutal killing of George Floyd, address the challenge of realizing unity in the School and develop social work's dedication to social justice. The conference theme, "Beyond Voting," illustrated the need to think about social justice in electoral and other contexts. Participants agreed that true social change requires finding revolutionary ways for Black and non-Black people to counter white supremacy through direct action in multiple contexts.

"We hoped that the event would not only cultivate a space to discuss action in our electoral democracy, but to also discuss action in countering white supremacy through community organizing, direct action and in everyday life," said MSW student Brianna Suggs, one of the conference's key organizers.

The event was timely in a world impacted by COVID-19. Social isolation, a lack of face-to-face contact and mounting stress can sabotage social workers before their work of social change is complete. MSW student Eliot Carter amplified the need for self-care in the fight for social change. "One thing I really appreciated about this conference was how much they centered care. The organizers of this event created a space where self-care and community care could happen by building in screen breaks, reminding us to take care of our bodies and inviting participants to be vulnerable with one another."

The fight for social justice rages on and the effort to build power against white supremacy continues. At this time, we have

great hopes for the new presidential administration. We have expectations that the COVID-19 vaccines now being distributed will be effective. We remain vigilant and believe it is still important to achieve racial, economic and social justice through electoral and other means.



FAURI MEMORIAL CONFERENCE 2020

The School of Social Work presents the Fedele F. Fauri Memorial Conference annually, in recognition of the School's first dean, Fedele F. Fauri, and his wife, Iris. Conference topics are taken from the field of child welfare, in which Dean Fauri worked for half a century.

This year's conference happened entirely on Zoom and was divided into two parts. The first part, "Enduring Challenges and Emerging Concerns in Child Welfare Policy and Practice Associated with the COVID-19 Pandemic," was moderated by Todd Herrenkohl, Marion Elizabeth Blue Professor of Children and Families, and Associate Professor Shawna Lee.

The first session focused on how the COVID-19 pandemic has exposed and widened gaps in child welfare services. Panelists spoke about the ways systems have responded to unprecedented fear and need and discussed long-term implications for child welfare services.

The second session, "Child Welfare Innovations and System Reforms: Minor and Major Proposals in the COVID-19 Pandemic," was moderated by Professor Joseph Ryan.

The session focused on how consequences of the pandemic, combined with this year's wave of social

unrest in response to racial injustice, are spawning systemic reforms. Panelists discussed ways in which child welfare systems are being reimagined by emphasizing prevention strategies.

The Fauris' son, David, emeritus professor of social work at Virginia Commonwealth University, reacted to the conference enthusiastically. "Looking at how the pandemic impacts children is most appropriate to the Fauri lecture series," he said. Ryan called the conference "a great mix of creatively and progressively addressing the challenges from within the system during COVID."



LORRAINE GUTIÉRREZ
PROFESSOR OF SOCIAL WORK,
ASSOCIATE DEAN FOR EDUCATIONAL
PROGRAMS

Lorraine Gutiérrez received the **2020 Career Achievement Award** from the Association for Community Organization and Social Action.



TRINA SHANKS
PROFESSOR OF SOCIAL WORK,
DIRECTOR, SCHOOL OF SOCIAL WORK
COMMUNITY ENGAGEMENT

Trina Shanks was named the **Harold R. Johnson Collegiate Professor of Social Work**.



DAPHNE WATKINS
PROFESSOR OF SOCIAL WORK,
DIRECTOR VIVIAN A. AND JAMES L.
CURTIS SCHOOL OF SOCIAL WORK
CENTER FOR HEALTH EQUITY TRAINING
AND RESEARCH

Daphne Watkins was named a **University Diversity and Social Transformation Professor**.



David Córdova

DAVID CÓRDOVA received the Reuben Hill Award from the National Council on Family Relations.

- **DAVID CÓRDOVA** was selected to serve on the editorial board of *Emerging Adulthood* and the editorial board for the *Journal of Adolescent Health*.

JULIE CUSHMAN was selected as the recipient of the School of Social Work 2020 Distinguished Lecturer Award.

ABIGAIL EILER was appointed to the Big Ten Anti-Hate and Anti-Racism Coalition.

TERRI FRIEDLINE was named a U-M Mentor Fellow for Public Engagement.

AYESHA GHAZI-EDWIN received a certificate of appreciation from the James T. Neubacher Awards Committee of the University of Michigan's Council for Disability Concerns.

TODD HERRENKOHL was appointed editor in chief of the *Journal of the Society for Social Work and Research*.

DAVID CÓRDOVA, LORRAINE GUTIÉRREZ, TODD HERRENKOHL, ROGÉRIO M. PINTO, TRINA SHANKS, BRIANA STARKS AND ADDIE WEAVER

The School of Social Work Faculty Allies for Diversity Committee was the recipient of the 2020 Carol Hollenshead Inspire Award for Excellence in Promoting Equity and Social Change from the University of Michigan's Center for the Education of Women.

BETH SHERMAN was named the School of Social Work 2020 Teacher of the Year.

ROLAND ZULLO'S paper was selected by the editorial board of the *Review of Radical Political Economics* as winner of the Annual Best Paper Award.



Todd Herrenkohl



Linda Chatters

LINDA CHATTERS coauthored an op-ed for *Bridge Michigan*, writing “We urge the State of Michigan to recognize the role economic disinvestment and institutional racism have played in heightening the risk of COVID-19 infection.”

LISA FEDINA’S article exploring how economic factors related to housing, food and health care affect survivors of sexual assault was included in American Psychological Association Journals Article Spotlight.

TERRI FRIEDLINE discussed how government relief affects small-dollar loans with Morning Consult.

- **TERRI FRIEDLINE’S** research on racialized costs of banking was highlighted in a *New America* story, “Blacks and Latinos say they pay higher bank fees — research suggests they’re right.”



Terri Friedline

AYESHA GHAZI EDWIN was a featured activist in *i.Detroit*.

KARLA GOLDMAN’S reflections on Hurricane Katrina and its connections to the pandemic appeared in *Jewish Philanthropy*.

- **KARLA GOLDMAN** discussed how the economic disruptions of the coronavirus add to the woes that have been threatening the viability of the historic institutions and programs that support Reform Judaism with *Forward*.



Ayesha Ghazi Edwin

ADDIE WEAVER and **JOSEPH HIMLE’S** research “A Systematic Review of Rural-Specific Barriers to Medication Treatment for Opioid Use Disorder in the United States” was referenced in *The Atlantic*.

SHAWNA LEE’S real-time research last year on how the pandemic affected parents and children and their mental health was prominently featured in a number of media outlets including the *New York Times*, the *Detroit Free Press* and WDET. In addition to having her research cited, she was also featured on NPR’s Here and Now and the Michigan Minds podcast.



Karla Goldman

ROGÉRIO M. PINTO spoke to MLive about how protests can be a powerful strategy to enact change.

KRISTEN SEEFELDT spoke with Michigan station WLNS about U-M Poverty Solutions’ Michigan poverty and well-being map.

LUKE SHAEFER was quoted in the *New York Times* twice: on the government’s coronavirus economic relief, and on how low-income families often bear the brunt of the pain in natural disasters and large-scale emergencies, saying: “They tend to be the first hit when things go wrong and then also to take the longest time to recover.”

ROBERT JOSEPH TAYLOR was quoted in *Salon* and CNN about COVID discussions missing older Black adults. “People are talking about the race disparity in COVID deaths, they’re talking about the age disparity, but they’re not talking about how race and age disparities interact: They’re not talking about older Black adults.”

LISA WEXLER discussed suicide prevention in remote Alaskan communities with Alaska Public Media.

BRAD ZEBRACK’S research on psychosocial care of young adults with cancer was cited in the *New York Times*.

ANAO ZHANG conversed with the Center for Disease Control about hopefulness, mental health, and wellness counseling being vital for young Asian American cancer survivors.

ROLAND ZULLO spoke with the *Detroit Free Press* about the Detroit public school teachers’ coronavirus pandemic “safety” strike.



Rogério M. Pinto



Robert Joseph Taylor



Anao Zhang



Roland Zullo



Lindsay Bornheimer



Lisa Fedina



Jaclynn Hawkins



Todd Herrenkohl



Shanna Kattari



Ashley Lacombe-Duncan

LINDSAY BORNHEIMER (Principal Investigator) and **MATTHEW SMITH** (Participant)

Simulated Clinician Assessment for Cognitive Behavioral Therapy Skills - Year 4 Supplemental Funding

Sponsor: Simmersion L.L.C.* (Prime Sponsor, NIMH)

LINDSAY BORNHEIMER (Principal Investigator) and **JOSEPH HIMLE** (Participant)

Feasibility, acceptability, and preliminary effectiveness of a cognitive-behavioral suicide prevention-focused intervention tailored to adults diagnosed with schizophrenia spectrum disorders

Sponsor: Health and Human Services, Department of National Institutes of Health

DAVID CÓRDOVA (Participant)

Removing Barriers to Recovery: Community Partnering for Innovative Solutions to the Opioid Crisis

Sponsor: National Science Foundation

DAVID CÓRDOVA (Principal Investigator)

Greater Than

Sponsor: Teen HYPE* (Prime Sponsor, SAMHSA)

FERNANDA CROSS (Participant)

“The Fierce Urgency of Now”: Communities Conquering COVID (C3)

Sponsor: Research Triangle Institute (RTI)* (Prime Sponsor, NIH)

KATRINA ELLIS (Participant)

The Cancer and Aging Initiative at the Rogel Cancer Center

Sponsor: Health and Human Services, Department of National Institutes of Health

LISA FEDINA (Principal Investigator) with **TODD HERRENKOHL** (Participant) and **RICHARD TOLMAN** (Participant)

Population and Subgroup Differences in the Prevalence and Predictors of Campus Sexual Assault to Inform Preventive Interventions

Sponsor: Department of Justice

JACLYNN HAWKINS (Principal Investigator)

MIP: Program ACTIVE: (Adults Coming Together to Increase Vital Exercise: cognitive behavioral therapy (CBT) and community-based exercise (EXER) intervention for Black Men with Type 2 Diabetes

Sponsor: State of Michigan, Department of Health and Human Services*

JACLYNN HAWKINS (Participant)

Claude D. Pepper Older Americans Independence Centers

Sponsor: Health and Human Services, Department of National Institutes of Health

TODD HERRENKOHL (Principal Investigator) and **LISA FEDINA** (Participant)

COVID-19 Supplement to Lifecourse Patterns of Abuse and Elder Mistreatment

Sponsor: Health and Human Services, Department of National Institutes of Health

TODD HERRENKOHL (Principal Investigator)

Lifecourse Patterns of Abuse and Elder Mistreatment

Sponsor: Health and Human Services, Department of National Institutes of Health

TODD HERRENKOHL (Principal Investigator)

Undiagnosed and subclinical health problems in vulnerable adults exposed to stress and adversity

Sponsor: Health and Human Services, Department of National Institutes of Health

JOSEPH HIMLE (Participant)

MIP-3-Tiered Mental Health Program with Detroit Public School Community District

Sponsor: State of Michigan, Department of Health and Human Services*

JOSEPH HIMLE (Participant)

Improving Student Mental Health: Adaptive Implementation of School-based CBT

Sponsor: Health and Human Services, Department of National Institutes of Health

SHANNA KATTARI (Co-Principal Investigator) and **ASHLEY LACOMBE-DUNCAN** (Co-Principal Investigator)

Gender-based differences in non-HIV STI testing among sexually active transgender and nonbinary persons: Bridging gaps in STI research

Sponsor: Health and Human Services, Department of National Institutes of Health

EDITH KIEFFER (Participant)

Comparative Effectiveness of Adding Family Supporter Training and Engagement to a CHW-Led Intervention to Improve Behavioral Management of Multiple Risk Factors for Diabetes Complications

Sponsor: University of Pittsburgh Medical Center* (Prime Sponsor, NIH)



Shawna Lee



Katie McGuire-Jack



Jamie Mitchell



Sandra Momper



Mary Ruffolo



Rogério M. Pinto

EDITH KIEFFER (Participant)
 Healthy Michigan Plan CMS Evaluation FY20
Sponsor: State of Michigan, Department of Health and Human Services* (Prime Sponsor, NIH)

EDITH KIEFFER (Participant)
 Healthy Michigan Evaluation FY21
Sponsor: State of Michigan, Department of Health and Human Services* (Prime Sponsor, NIH)

SHAWNA LEE (Principal Investigator)
 MIP: Promoting Infant Health and Wellbeing by Engaging Fathers in Home Visitation FY20
Sponsor: State of Michigan, Department of Health and Human Services* (Prime Sponsor, NIH)

SHAWNA LEE (Principal Investigator)
 Transactional Family Processes Supporting Father Involvement and Child Socioemotional Wellbeing
Sponsor: University of Denver* (Prime Sponsor, NIH)

SHAWNA LEE (Principal Investigator)
 The Associations of Father-Contributed Family Income, Material Hardship, and Father Involvement Among Low-Income Families with Young Children
Sponsor: Health and Human Services, Department of Administration for Children and Families

KATIE MCGUIRE-JACK (Principal Investigator)
 Policy strategies for the prevention of multiple forms of violence against children and youth
Sponsor: Prevent Child Abuse America (Prime Sponsor, HHS/CDC)

JAMIE MITCHELL (Participant)
 Support, Educate, Empower: The SEE Personalized Glaucoma Coaching Trial
Sponsor: Health and Human Services, Department of National Institutes of Health

JAMIE MITCHELL (Principal Investigator)
 Recruiting & Retaining Older African Americans into Research (ROAR)

Sponsor: Health and Human Services, Department of National Institutes of Health

JAMIE MITCHELL (Participant)
 Michigan Center for Urban African American Aging Research
Sponsor: Health and Human Services, Department of National Institutes of Health

SANDRA MOMPER (Principal Investigator)
 Collaborative Spirit of Hope, Wellness and Healing for our Community - Native Connections

Sponsor: American Indian Health and Family Services of SE Michigan, Inc (AIHFS) (Prime Sponsor, NIH)

SANDRA MOMPER (Principal Investigator)
 Manidookewigashkibjigan Sacred Bundle: R.E.S.P.E.C.T. Project 2
Sponsor: American Indian Health and Family Services of SE Michigan, Inc (AIHFS) (Prime Sponsor, NIH)

SANDRA MOMPER (Principal Investigator)
 Collaborative Spirit of Hope, Wellness, and Healing for our Community
Sponsor: American Indian Health and Family Services of SE Michigan, Inc (AIHFS) (Prime Sponsor, NIH)

SANDRA MOMPER (Participant) and **ADDIE WEAVER** (Participant)
 Promoting Community Conversations about Research to End Native Youth Suicide in Rural Alaska - Diversity Supplement
Sponsor: Health and Human Services, Department of National Institutes of Health

ROGÉRIO M. PINTO (Participant)
 CBPR: Extending the Use of Innovative Methodologies in the Behavioral & Social Sciences
Sponsor: Health and Human Services, Department of National Institutes of Health

ROGÉRIO M. PINTO (Principal Investigator)
 Community Wise: An innovative multi-level intervention to reduce alcohol and illegal drug use
Sponsor: University of Illinois-Urbana-Champaign (Prime Sponsor, NIH)

MARY RUFFOLO (Principal Investigator)
 FY 2017 BHWET Competition
Sponsor: Health and Human Services, Department of Health Resources and Services Administration

MARY RUFFOLO (Principal Investigator)
 FY 2018 BHWET Competitive Supplement
Sponsor: Health and Human Services, Department of Health Resources and Services Administration

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ACTIVE FEDERAL GRANTS



Joseph Ryan



Katie Schultz



Matthew Smith



Addie Weaver



Xiaoling Xiang



Bradley Zebrack

JOSEPH RYAN (Principal Investigator)
Expanding Evidence on Replicable Recovery and Reunification Interventions for Families
Sponsor: Abt Associates, Inc.* (Prime Sponsor, NIH)

KATIE SCHULTZ (Principal Investigator) and **ROGÉRIO M. PINTO** (Participant)
Assessing the Role of Culture in Reducing Recidivism among Alaska Native and American Indian Women
Sponsor: Health and Human Services, Department of National Institutes of Health

MATTHEW SMITH (Principal Investigator)
Social Cognitive Skills Training for Work
Sponsor: Simmersion L.L.C.* (Prime Sponsor, NIH)

MATTHEW SMITH (Principal Investigator)
Virtual Interview Training for Adults with TBI
Sponsor: Kessler Foundation*

MATTHEW SMITH (Principal Investigator)
Simulated Clinician Assessment for Cognitive Behavioral Therapy Skills (Yr 3)
Sponsor: Simmersion L.L.C.* (Prime Sponsor, NIH)

MATTHEW SMITH (Principal Investigator)
Improving Employment and Reducing Recidivism among Prison Offenders via Virtual Reality Job-Interview Training
Sponsor: Department of Justice

MATTHEW SMITH (Principal Investigator)
Virtual Reality Job Interview Training to Enhance Supported Employment for Adults
Sponsor: Health and Human Services, Department of National Institutes of Health

MATTHEW SMITH (Principal Investigator) and **ROGÉRIO M. PINTO** (Participant)
Virtual Job Interview Training for Transition Age Youth with ASD
Sponsor: Health and Human Services, Department of National Institutes of Health

ROBERT TAYLOR (Participant)
Michigan Center for Urban African American Aging Research
Sponsor: Health and Human Services, Department of National Institutes of Health

ROBERT TAYLOR (Participant)
Summer Training Program in Integrative Methods for Mental and Physical Health
Sponsor: Health and Human Services, Department of National Institutes of Health

DAPHNE C. WATKINS (Participant)
Training Promotoras/Community Health Workers Using Culturally and Linguistically Appropriate Research Best Practices
Sponsor: Health and Human Services, Department of National Institutes of Health

ADDIE WEAVER (Principal Investigator)
MIP: Implementing Postpartum Depression Screening and Referral in Rural Michigan WIC Clinics
Sponsor: State of Michigan, Department of Health and Human Services*

ADDIE WEAVER (Principal Investigator)
A Systems-Level Intervention for Rural Adults with Depression
Sponsor: Health and Human Services, Department of National Institutes of Health

LYNN VIDEKA (Participant)
Year 5, Supplement #2 — Behavioral Health Workforce Research Center
Sponsor: Health and Human Services, Department of Health Resources and Services Administration

LYNN VIDEKA (Participant)
Behavioral Health Workforce Research Center
Sponsor: Health and Human Services, Department of Health Resources and Services Administration

XIAOLING XIANG (Principal Investigator)
MIP: Implementation of technology-assisted psychotherapy in non-skilled home care
Sponsor: State of Michigan, Department of Health and Human Services*

BRADLEY ZEBRACK (Principal Investigator)
A Stepped-care Psychosocial Intervention for Brain Tumor Family Caregivers
Sponsor: Moffitt Cancer Center* (Prime Sponsor, NIH)

BRADLEY ZEBRACK (Participant)
A Short Course for Creating Integrative Oncology Leaders
Sponsor: Health and Human Services, Department of National Institutes of Health

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