

ONGOING

University of Michigan School of Social Work

Summer 2020

“ **SOCIAL WORKERS HAVE A
CRUCIAL ROLE IN THIS PANDEMIC.
WE ARE
EDUCATORS AND
ADVISORS, WE
CREATE POLICY AND
DEVELOP SOLUTIONS, AND WE
STEP UP AND
SPEAK OUT** FOR THE COMMON GOOD.
OUR MICHIGAN SOCIAL WORK COMMUNITY
HAS BEEN ON THE FRONT LINES TO
REACH OUT AND
LEND SUPPORT TO THOSE IN NEED.
WHILE THIS CRISIS HAS FORCED US TO
TEMPORARILY SEPARATE FROM EACH
OTHER, IT ALSO REMINDS US OF
OUR CONNECTION AND THE
STRENGTH OF COMMUNITY. ”

LYNN VIDEKA, DEAN



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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

Educating the Next Generation of Social Workers



The phrase we've been using over and over is *rapidly shifting*. The School has been deeply affected by Coronavirus since this issue of *Ongoing* was originally conceived. In less than five days faculty and staff flipped classes and student services from in-person to online. You will read about the ingenuity, compassion and flexibility that the Michigan Social Work community demonstrated. We also added a tribute to our newest alumni, May 2020 graduates, whose traditional commencement was canceled. The School created a virtual commencement online, and graduates celebrated their special moment with family and friends.

The original set of articles feature faculty and alumni who, motivated by social work values, use the tools of science

and technology to create solutions for challenges, both personal and systemic. The issue also features the product of the past two years of hard work that completely reconceptualized the MSW curriculum. It will prepare the next generation of social workers for the world ahead. And in the *Ongoing* tradition, you will meet current students in the undergraduate, MSW and PhD programs.

As social workers, we have a crucial role in this pandemic. We are educators and advisors. We create policy and develop solutions. We step up and speak out for the common good. Our Michigan Social Work community has been on the front lines, reaching out and lending support to those in need. While the crisis has forced us to temporarily separate from each other, it also reminds us of our connection and the strength of community.

I am deeply grateful for the actions our community took, including the generous financial support of alumni, to support each other and the people we serve in the face of this pandemic.

Go Blue,

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

We sent this issue of *Ongoing* out for design at the end of February. By the time our printer proofs arrived, the COVID-19 pandemic had drastically altered our lives. Classes and field placements went online or were completed using alternative and remote formats. Traditional commencement ceremonies were canceled. Michigan was placed under a "Stay Home, Stay Safe" order. This issue includes stories from the original spring issue along with information on how the social work community has responded to the pandemic.

We are grateful to everyone fighting the pandemic and stepping up to support our communities — both global and local. We also send a heartfelt thank you to all of our donors, who provide critical support for our students and our School.

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Susan Himle-Wills, Staff

THERE'S AN APP FOR USING TECHNOLOGY TO SOLVE SOCIAL PROBLEMS

Technology offers immense opportunities for the field of social work. Mobile apps and computer programs are convenient and familiar ways to connect and engage with both individual clients and the public, while also offering a level of accessibility that surmounts geographic and economic considerations.

CHAT-E: How Do Kids See Their Future

American children hear that if they attend college, success and happiness are theirs. But for many low-income children, college is something they cannot imagine. Their parents may not have saved for college or taught the children the importance of saving.

Professor **William Elliott III** of the Center on Assets, Education and Inclusion (AEDI), studies how children's savings accounts (CSAs) can teach families about saving and help low-income children get to college. CSAs may be initially seeded and/or built up over time with local government contributions (one city uses parking fees), community organizations or foundations. Corporations also pitch in: Elliott recently piloted a program in which parental spending at Kroger and Schnucks supermarkets generated deposits into CSAs.

As important as dollars saved, though, is the way kids think about money, saving and college. Most CSA programs send kids their own statements, so they can track their account's growth and appreciate the act of saving. But Elliott has an even broader goal, harder to measure than dollars in the bank. **"I want kids to trust in the future," he says. How do we measure a child's "trust in the future"? How do we assess a five-year-old's perception of whether she is "college-bound" or not?**

Assistant Professor Terri Sabol of Northwestern University created CHAT-E, a brief, tablet-based assessment for schoolkids. CHAT-E is a fun, interactive way to collect data. Administration of the assessment is managed by **Megan O'Brien**, project director at AEDI.

"Without this tablet-based app, we wouldn't be able to get information from kids this young on a large scale," O'Brien says. Children listen to instructions through headphones. Animated figures offer dichotomous choices, such as, "School is fun"/"School is not fun", and the child presses a button to answer. If they wish, they may skip a question. The questions investigate financial awareness, school dynamics and socioeconomic status.

"We are advancing the science of gathering information from young children," O'Brien says. "This tablet-based approach could be used to survey kids about other, sensitive topics. The headphones let them work on their own. It's a way to ask kids about complex issues that may lie way in their futures."

Thanks to Elliott, O'Brien and AEDI, those futures are looking brighter and brighter.

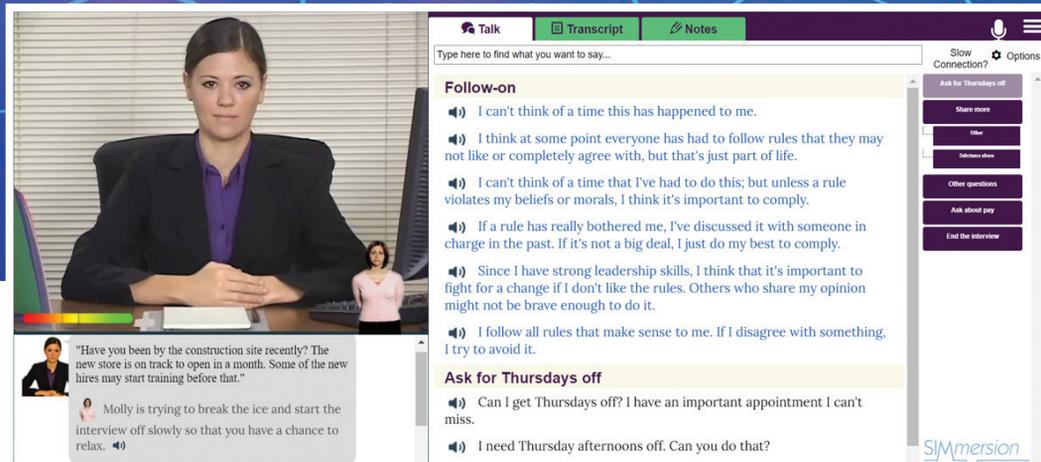
THAT

MOLLY: Interview Practice Makes Perfect

"It's similar to a job interview on Skype," says Associate Professor **Matthew Smith**, "only you talk to an actor who has been pre-recorded." Job interviews can be very stressful for people with severe mental illness and virtual reality-based training programs offer a safe, flexible and effective way to practice and gain skills.

Smith is discussing internet-based job interview simulations developed for those with severe mental illness. Working with SIMmersion, LLC, Smith and his team help job seekers increase the numbers of practice interviews they can do by using computerized simulations. Over five years, his study, funded by the National Institute of Mental Health, will recruit an estimated 160 participants.

You apply to a fictitious company called WonderSmart. Your interviewer is "Molly." The actor playing Molly has prerecorded thousands of questions and reactions, each keyed to one or another prompt that the program will offer you. Molly is like any other human resources specialist conducting a job interview. She is dedicated, thorough and knows the right questions to ask. However, **Molly isn't like any other human resources specialist: she's virtual.** Smith helped develop Molly so individuals with severe mental illness can improve their interviewing skills.



You may, for example, greet Molly in one of 10 different ways. "It's nice to meet you" makes a good opener, but you are also offered greetings that, while seemingly reasonable, are subtly less appropriate. You choose your greeting, then the algorithm chooses a response from Molly.

The applicant is coached in real time by another prerecorded performer, SIMantha, who gives nonverbal feedback from the corner of the screen. Greeting Molly with "It's nice to meet you" earns a thumbs-up from SIMantha, but, "Hi. What's up?" gets a thumbs-down. Leading with "I need Thursdays off" gets a thumbs-down and puts Molly in a curt mood. Real-time written feedback appears on one side of the screen and, at the end of the interview, the trainee receives a score and a transcript of the interview and feedback.

At a six-month follow-up, Smith's preliminary results suggest that training with Molly resulted in better interview skills, reduced anxiety about interviewing and an increased likelihood of getting a job (from 28.6 percent to 47.7 percent). Trainees responded positively to their eight sessions of mock interviews and concurrent face-to-face coaching. They reported that the simulations taught them how to manage issues that often

come up for them on job interviews, such as reticence or, conversely, oversharing, as well as difficulty articulating strengths. "It was nice to see how an interview works and to get better," said one trainee. Another reported, "It helped me get an actual job."

"As a social work researcher my goal is to help as many people as I can," Smith said. "If we find that Molly works for individuals with severe mental illness then I want to see if she can be helpful to other underserved and marginalized groups. That's one way we can help promote social change."

Other research by Matthew Smith and his team using internet-based simulations:

- an open trial using Molly with transition-age youth with educational disabilities (estimated 700+ participants);
- an adaptation of Molly for youth with autism spectrum disorders (estimated 100+ participants); and
- studies using Molly in prison vocational training programs (estimated 240+ participants).

Funding for Smith's projects comes from the National Institute of Mental Health, the National Institute of Justice and the Kessler Foundation.



iCBT: Virtual Therapy for Homebound Seniors

According to Assistant Professor **Xiaoling Xiang**, up to half of homebound seniors in the U.S. suffer from significant depressive symptoms. That makes more than one million U.S. seniors, with many more at risk of becoming homebound and depressed. Medication can help, but it doesn't always work for everyone, and many medications can cause side effects. Cost, stigma and transportation issues make face-to-face psychotherapy difficult. Xiang saw a need for a home-based therapy that would help older adults manage their depression. "This made me think there must be an app for this, but how to test it and get it widely adopted?" said Xiang.

For less than \$10 you can download iCBT (Internet-based Cognitive Behavioral Therapy) programs from iTunes onto your tablet. In cognitive behavioral therapy, a therapist helps a client challenge negative thinking and get activated to do things, so that they may respond more effectively to life's challenges.

The experience of iCBT on a client's tablet is like a slideshow. The program Xiang uses has a voiceover, interactive exercises, homework projects and case

stories played by actors. Seniors hear recorded responses ("That's great," "Let's work on it"); however, this is not yet conversational.

The dissemination and study of web-based iCBT have been hindered by the assumption that older people shun technology, end of story. We all sometimes click the wrong icon, but we may be able to undo the result ourselves or call an IT department. But when isolated, homebound seniors get frustrated with their devices, they may just give up. Was there a way to provide "tech support" to people who don't have a systems administrator handy? Xiang thought there was.

Think, now, of the more than 2.1 million home care workers who visit seniors. With funding from the Blue Cross Blue Shield of Michigan Foundation and the Michigan Department of Health and Human Services, Xiang recruited 30 homebound seniors in southeast Michigan to use an existing iCBT program with optional help from their home care workers. **"We gave people a tablet and free internet," she explains, "and we recruited caregivers to provide technological assistance." Preliminary**

analysis showed that this model was potentially effective and that the extra help from caregivers made a difference. The program could use some tweaks: a bigger font, simpler navigation, and case stories more relevant to homebound seniors are some of the suggestions made by the study participants.

Xiang and fellow researchers from the School of Social Work's Treatment, Innovation & Dissemination Lab (TIDL) want to take internet-based CBT to a new level, with better access and broader studies. The home care workforce more than doubled from 2007 to 2017. With the help of these workers and some refinements to the program, thousands of seniors may be poised to step out of depressed states into lives of fulfillment and productivity.

STORYTELLING 4 EMPOWERMENT: Built for Youth by Youth

Youth today are overcome with information, some of it wrong or misleading. “We know little about the technologies youth use and their impact,” says Associate Professor **David Córdova**. “Data is just now appearing on relationships between screen time, online bullying and young people’s mental health.” Online content encourages young people to compare themselves to peers, and social media can disseminate racist, homophobic and xenophobic rhetoric. All this may drive adolescent depression, anxiety and risk behaviors around drugs, alcohol and sex. Where do young people turn for information or for care? To the same platforms that stir up anxiety? To sites with biased or incorrect health information? Who should our young people trust? As it turns out, they should trust themselves.

Córdova has helped southeast Michigan youth create a mobile-health app, Storytelling 4 Empowerment, to reduce substance use and sexual risk behaviors, and increase the number of youth getting testing for HIV and other sexually transmitted infections (STIs). Youth enter

personal information about their drug and sex-related behaviors into the app. “They complete a risk assessment,” Córdova explains, “narrowed down to behaviors around substance use and sex.” **The app encourages youth to talk to health professionals about HIV and other STIs.** The latest iteration of the app also includes a version tailored for local clinicians.

Storytelling 4 Empowerment was tested at community centers that focus on substance use prevention, sexual and reproductive health and mental health for those ages 12 to 26. Using their own version of the app, clinicians at those youth centers see the information the young people provide. The clinicians can then craft individualized messages. “The face-to-face encounter is still important,” Córdova says. “Youth engage in person with clinicians who can reinforce the prevention knowledge and skills the youth get from the app.”

Córdova’s team involves the larger communities in the research process. **A youth steering committee helps direct and focus research efforts, from study**

design to proposals to data collection to publication and dissemination. And youth worked on developing the app’s original content and design and on regular revisions.

Storytelling 4 Empowerment is now on its third iteration, and is being used by 100 youth and seven clinicians in southeast Michigan. A proposal to the National Institutes of Health has received a promising score, and the team is now preparing for resubmission. By the end of 2022, the team wants to engage more than 800 youth and 20 clinicians.

As these numbers grow, so too will young people’s belief that there are sources of information they can trust—sources they themselves helped to build and test. Storytelling 4 Empowerment represents a technological advance that demonstrates the engagement of young people can lead to better health outcomes.

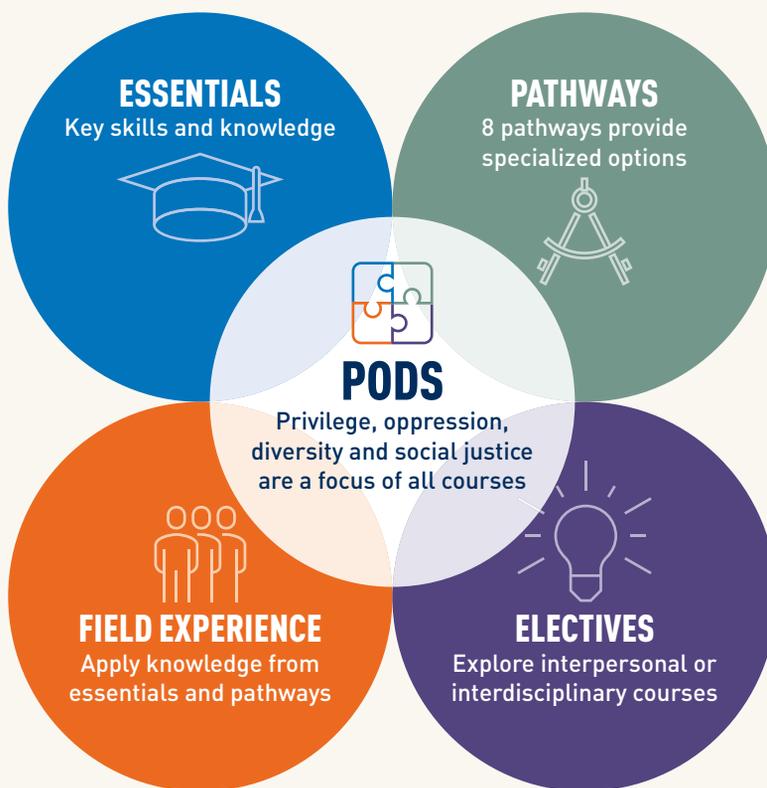


Michigan Social Work faculty and researchers use technology to engage and deliver services in new ways.

CURRICULUM INNOVATIONS

PREPARE MSW STUDENTS FOR THE FUTURE OF SOCIAL WORK

Beginning in the fall of 2020, Michigan Social Work will offer students eight new curricular pathways covering a broad range of specializations. Each pathway includes a rigorous social work foundation followed by intensive preparation within the student's area of interest.



“From time to time, it makes sense to reassess the curriculum based on emerging knowledge as well as best practices used in the field,” says MSW Program Director and Clinical Assistant Professor Barbara Hiltz. “The new curriculum is future-oriented and prepares graduates to meet the challenges ahead. As part of the process, we met with recent alumni to ask how their education prepared them for their careers: what knowledge and skills are they using? How are they utilizing their education? What skills do we need to add?”

In addition to alumni feedback, the curriculum committee considered recent research, learning innovations and faculty expertise. They also incorporated the American Academy of Social Work and Social Welfare’s 12 Grand Challenges for Social Work, which are designed to galvanize the field and champion social progress powered by science. The result is eight pathways, which provide students with the specialized knowledge and skills to become leaders in their fields.

Community Change

This pathway combines community organizing with community planning and community development to provide students with the knowledge and skills needed to promote action and change within diverse communities. Students explore how power, privilege and oppression affect communities, and examine strategies for creating change and social justice. The coursework aims to balance historical perspectives with current and emerging practices. The pathway prepares students to pursue careers as effective and skilled community organizers, leaders and change agents.

Global Social Work Practice

This pathway engages students with culturally diverse communities—both in the U.S. and abroad—to develop a critical understanding of the cultural and power differences that impact social work internationally. This pathway also explores the evaluation of international programs and policies. Students will become part of a global community of social workers who promote social change, empowerment and liberation.

Interpersonal Practice in Integrated Health, Mental Health & Substance Abuse

This pathway focuses on the integration of physical, mental and behavioral health, and prepares students to work as a part of an interprofessional team of health care providers. U-M is on the forefront of interprofessional education, which promotes the value of training students from different health care professions to work collaboratively. Social workers play a key role on these teams. Students benefit by understanding the connection between physical and mental health, as well as substance abuse issues. Through coursework featuring evidence-informed and contemporary methods of practice and field placements, this pathway prepares students to be practice-ready in a variety of integrated health settings.

Management & Leadership

This pathway focuses on the skills and knowledge needed to manage and lead organizations within a framework of social work values and ethics. Coursework includes fiscal management and fundraising, as well as social impact and organizational culture. Social agencies and nonprofits have often been led by social workers; as the business world changes, corporations, too, are realizing the leadership qualities that social workers bring to the table, especially in strengthening workforces and improving community relations. This pathway provides students with the expertise to lead at all levels.

Policy & Political Social Work

This pathway teaches students to develop socially just policies and engage politically to create social change. Students learn the skills and strategies needed for effective advocacy, as well as how to effectively create and analyze policy, and how politics impacts the lives of communities and individuals. This pathway prepares students for careers as policymakers, policy influencers and politicians.

Program Evaluation & Research

This pathway provides students with in-depth skills in program evaluation and qualitative and quantitative methodologies. Students examine how research and evaluation informs social work policy, and learn best practices for defining metrics and measuring outcomes. This pathway prepares students for careers in program evaluation or research.

Social Work Practice with Older Adults & Families

This pathway focuses on the factors that impact the health and well-being of seniors, including physical and behavioral health issues, public policy, and end-of-life concerns including spirituality, grief and loss. As the population ages, this specialization faces a growing and critical need for skilled practitioners and leaders. This pathway provides students with the skills and experience necessary to support seniors and their families as practitioners and leaders.

Welfare of Children & Families

This pathway prepares students for work in and across the various systems that serve children and families, including child welfare, schools, juvenile justice and youth development. Students will gain skills and knowledge that are applicable in both direct services and at an organization and policymaking level. The pathway focuses on both micro and macro practice issues, giving students the skills necessary for careers in both direct services and at the policy level.

“This new curriculum takes advantage of our faculty’s enormous breadth of expertise and allows students to follow their own passions, whether that’s for interpersonal practice, political action or business leadership. No matter which pathway they choose, students will receive a rigorous education that prepares them with the skills and knowledge they need to be effective practitioners, researchers and leaders,” says Dean Lynn Videka. “The new curriculum is just one way Michigan Social Work is advancing education and preparing the next generation of social workers to face the challenges ahead.”

PART-TIME OPTIONS

Michigan Social Work part-time MSW programs can be on campus or online. These options make a Michigan Social Work MSW more accessible to a broader range of students by providing balance for studies, work, family and other commitments. Part-time students can participate in workshops and events, benefit from career services and have a dedicated advisor to help them design their course schedules.

“The new part-time programs give students the flexibility to earn their MSW while juggling jobs, family and life circumstances. The two options allow our students the ability to set their own pace while attending the #1-ranked MSW Program,” notes Tim Colenback, Assistant Dean for Student Services.

ssw.umich.edu/programs/msw/part-time

SPRING 2020 GRADUATES EXEMPLIFY LEADERS AND BEST

During the pandemic your lives were turned upside down. You had no time to say goodbye to your friends and professors, to take a final stroll in the Arb or have your photo taken by the Block M. Celebrations and gatherings, including your graduation ceremony, have been suspended.

While you have endured uncertainty, loss and despair, you have also managed adversity and rapid-fire change, and helped those without a voice be heard. You have lived your social work values, by showing compassion, fighting against stigmas of all kinds, supporting and building community, abhorring prejudice and educating and promoting health care initiatives that save lives.

Spring 2020 graduates have earned respect, gratitude and admiration from the Michigan Social Work community and the University.

You are truly the leaders and best and we are confident that you are fully prepared to take on the challenges facing our world. You have demonstrated your tenacity, compassion and willingness to fight and lead to ensure better futures for every member of our local and global communities. Celebrate your accomplishments, your degree and your passions. The following pages include photos, artwork, poems and stories from the spring 2020 graduates. **Congratulations!**

GRADUATING MSW STUDENTS

Staci Almeida, *Interpersonal Practice, Children & Youth*

Hyojin Bae, *Management of Human Services, Community & Social Systems*

Edward Baik, *Interpersonal Practice, Mental Health*

Paige Barrette, *Interpersonal Practice, Health*

Lindsey Beaver, *Interpersonal Practice, Mental Health*

Hannah Berger, *Management of Human Services, Community & Social Systems, Jewish Communal Leadership Program*

Megan Bernard, *Management of Human Services, Community & Social Systems, Jewish Communal Leadership Program*

Morgan Blair, *Interpersonal Practice, Mental Health*

Brianna Bodary, *Management of Human Services, Children & Youth*

Katie Buzan, *Interpersonal Practice, Mental Health*

Angelina Camilleri, *Community Organization, Children & Youth, Master of Social Work and Master of Arts in Educational Studies*

Charmaine Chua, *Community Organization, Community & Social Systems, Master of Social Work and Master of Public Policy*

Kara Crutcher, *Social Policy and Evaluation, Community & Social Systems, Master of Social Work and Juris Doctor*

Kyana Dixie, *Interpersonal Practice, Mental Health*

Anikka Van Eyl, *Management of Human Services, Community & Social Systems, Master of Social Work and Master of Urban & Regional Planning*



Emily Farhat, *Interpersonal Practice, Mental Health*

Lucienne Farrugia, *Interpersonal Practice, Children & Youth*

Lauren Fine, *Management of Human Services, Community & Social Systems, Jewish Communal Leadership Program*

Jenna Fiore, *Management of Human Services, Community & Social Systems*

Elena Flores, *Management of Human Services, Health*

Gabrielle French, *Social Policy and Evaluation, Community & Social Systems*

Alexandra Friedman, *Management of Human Services, Community & Social Systems, Master of Social Work and Master of Music in Performance*

Andrew Gilroy, *Management of Human Services, Community & Social Systems, Master of Social Work and Master of Public Affairs*

Nora Greenstein, *Management of Human Services, Community & Social Systems, Jewish Communal Leadership Program*

Carl Greer, *Social Policy and Evaluation, Community & Social Systems, Master of Social Work and Master of Arts in Educational Studies*

Cady Hadesman, *Interpersonal Practice, Mental Health*

Tendai Hinds, *Interpersonal Practice, Health*

Chaz Hopkins, *Interpersonal Practice, Children & Youth*

Emily Hopkins, *Social Policy and Evaluation, Children & Youth*

Stuart Inahuazo, *Social Policy and Evaluation, Community & Social Systems*

Jennifer Janssen, *Interpersonal Practice, Mental Health*

Meghan Keeler, *Interpersonal Practice, Mental Health*

Samantha Keelerm, *Interpersonal Practice, Health*

Dwight Kelly, *Interpersonal Practice, Mental Health*

Lily Kovach, *Interpersonal Practice, Health*

Sari Kripke, *Interpersonal Practice, Mental Health*

Patrick Ho Lam Lai, *Interpersonal Practice, Aging*

Samuel Langstein, *Management of Human Services, Community & Social Systems, Jewish Communal Leadership Program*

Janna Lee, *Interpersonal Practice, Children & Youth*

Sarah Lee, *Management of Human Services, Community & Social Systems*

Emily Lowenstein, *Interpersonal Practice, Children & Youth*

Yan Luo, *Interpersonal Practice, Children & Youth*

Marabeth Madsen, *Management of Human Services, Community & Social Systems*

Stephanie Marroki, *Social Policy and Evaluation, Community & Social Systems*

Katherine McClure, *Interpersonal Practice, Mental Health*

Sarah Meier, *Interpersonal Practice, Health*

Keri Mikush, *Interpersonal Practice, Children & Youth*

Brandon Mitchell, *Social Policy and Evaluation, Children & Youth*

Ethel Mogilevsky, *Interpersonal Practice, Mental Health*

Jason Morrissette, *Interpersonal Practice, Children & Youth*

Tiffany Mulligan, *Interpersonal Practice, Mental Health*

Katherine Murton, *Interpersonal Practice, Mental Health*

Kathleen O'Carroll, *Interpersonal Practice, Community & Social Systems*

Ann Oldani, *Community Organization, Community & Social Systems*

John Owens, *Interpersonal Practice, Children & Youth*

Chidimma Ozor, *Interpersonal Practice, Health*

Amina Peters, *Interpersonal Practice, Children & Youth*

Jazmine Powell, *Interpersonal Practice, Community & Social Systems*

Sara Quach, *Interpersonal Practice, Mental Health*

Nayla Raad, *Social Policy and Evaluation, Community & Social Systems*

Laura Rall, *Management of Human Services, Children & Youth*

Carolyn Robbins, *Interpersonal Practice, Mental Health*

Ashley Schnaar, *Management of Human Services, Community & Social Systems, Jewish Communal Leadership Program*

Courtney Schwabauer, *Interpersonal Practice, Mental Health*

Tammy Scully, *Interpersonal Practice, Children & Youth, Peace Corps Master's International*

Andrew Shu, *Social Policy and Evaluation, Mental Health*

Jonah Silk, *Interpersonal Practice, Children & Youth*

Zoe Silverman, *Interpersonal Practice, Mental Health*

Haley Sparks, *Interpersonal Practice, Mental Health*

Morgan Tallman, *Interpersonal Practice, Children & Youth*

Vivian Taylor, *Social Policy and Evaluation, Children & Youth*

Jose Manuel Gomez Tlaxoxolal, *Interpersonal Practice, Mental Health*

Haylie Wagner, *Interpersonal Practice, Children & Youth*

Paige Wakeland, *Interpersonal Practice, Children & Youth*

Emma Ward, *Interpersonal Practice, Mental Health*

Sara Weinfeld, *Interpersonal Practice, Community & Social Systems, Jewish Communal Leadership Program*

Shelby Werkema, *Interpersonal Practice, Mental Health*

Alison Winslow, *Interpersonal Practice, Children & Youth*

Jenessa Young, *Interpersonal Practice, Children & Youth*

JOINT PHD SOCIAL WORK AND SOCIAL SCIENCE GRADUATES



PETER FELSMAN

PhD Social Work and Psychology
"Improvisational Theater for Psychological Health"



JANELLE GOODWILL

Social Work and Psychology
"A Multi-method Analysis of Stigma, Social Support, and Suicide Ideation Among Black College Students"



ASHLEY HAJSKI

Social Work and Psychology
"Young Families in the Community: An Exploratory Analysis of Child Welfare Contact Among Young Mothers and Their Children"



PATRICK MEEHAN

PhD Social Work and Political Science
"Making Change Where it Counts: Social Work and Elected Office"



PAIGE SAFYER

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



HEATHER TIDRICK

Social Work and Anthropology
"Roma Integration and Institutional Practices with Roma/Gypsies in Postsocialist Hungary"



LAUREN TIGHE

PhD Social Work and Psychology
"The Income Trajectories of College-Educated Families Living In or Near Poverty: Assessing Predictors and Outcomes in Two National Datasets"



JENNIFER TUCKER

Social Work and Anthropology
"In the Time of Mangos, Motorcycles, and Improvised Medicine: Aging with Displacement During the Post-Chavez Venezuelan Crisis"

UNDERGRADUATE MINOR IN COMMUNITY ACTION & SOCIAL CHANGE (CASC)

The CASC (Community Action & Social Change) is a multidisciplinary minor that provides a framework for understanding and promoting community action and social change. Since 2010, more than 900 students from U-M's many majors have completed the program, making CASC the second most popular minor on campus.

Fatema Akhtar, Business Administration BBA	Madison Hunwick, Psychology BA	Laura Pasquale, Psychology BA
Maya Alwan, Musical Theatre BFA	Natalia Ipince Leitner, Architecture BS	Nyah Pierson, Theatre Performance BFA
Katerine Arevalo, Sociology BA	Courtney Jacobsen, Psychology BA	Nithya Ramesh, Business Administration BBA
Helena Ayan, Sociology BA	Shaina Jansen, Sociology BA	Justin Ramirez, Sociology BS
Courtney Beauchamp, Women's Studies BA	Jada Johnson, Gender and Health BA	Jordyn Richman, Communication BA
Natalie Beauto, Sociology BA	Obayda Jondy, Business Administration BBA	Sarah Richman, Psychology BA
Brandylyn Bennett, Spanish BA	Cheyenne Jorgensen, Business Administration BBA	Isabella Rios, Movement Science BS
Samantha Bernstein, Business Administration BBA	Samrawit Kahsay, Women's Studies BA	Sarah Saks-Fithian, Sociology BA
Brandon Bond, International Studies BA	LaKaylia Kea, Sociology BA	Apollo Schafer, Sociology BA
Elsa Borrello, Business Administration BBA	Monica Kim, English BA	Ruby Schneider, Social Theory and Practice BA
Vinita Chaudhary, Business Administration BBA	Sabrina Kim, Computer Science BSE	Uthman Shukairy, Biomolecular Science BS
Brionna Coleman, Business Administration BBA	Erica King, Philosophy BA	Alyssa Shumaker, Psychology BA
Kenneth Daniel Jr, Business Administration BBA	Cooper Kirby, Psychology BA	Hayley Simon, Psychology BA
Nicole Doctoroff, Psychology BA	Sharif-Ahmed Krabti, Political Science BA	Catherine Smeal, Psychology BA
Natalie Douglas, Health and Fitness BS	Jennifer Kusch, Business Administration BBA	Ashley Soto, Organizational Studies BA
Stephanie Doyle, Sociology BA	Lexi LaChappa, Psychology BA	Alexandra Stavros, International Studies BA
Raven-Dunaj Eaddy, Creative Writing-Literature BA	Katherine Lacroix, Art and Design BFA	Autumn Stowe, Psychology BA
Joseph Fortino, Performing Arts Tech BFA	Sophee Langerman, Anthropology BA	Aasha Sutton, Sociology BA
Megan Gargaro, International Studies BA	Sydney Lash, Information BS	Emily Swisher, Sociology BA
Edward Gibson, Theatre Performance BFA	Nourel-Hoda Eidy Public Health BA	Claire Tanenbaum, Social Theory and Practice BA
Andrea Gutierrez, Sociology BA	Alexa Leon, Psychology BA	Katherine Thompson, Sociology BA
Nina Haley, Psychology BA	Caylin Luebeck, International Studies BA	Charles Vazquez, Psychology BA
Laura Halprin, Nursing BS	Allison Madigan, Psychology BA	Cynthia Villarreal, Sociology BA
Riana Hardyniec, Sociology BA	Daniela Mancilla, Gender and Health BA	Carly Wagatha, LSA Undeclared
Matthew Henning, Film, Television, and Media BA	Ben Martinez, Political Science BA	Mackenzi Welsh, Sociology BA
Breanna Hernandez, Psychology BA	Megan McKenzie, Biopsychology, Cognition, and Neuroscience BS	Marie White, Sociology BA
Aubrey Hogan, Women's Studies BA	Alison Mclean, Psychology BA	Nathan Willette, Psychology BA
Rachel Hogue, LSA Undeclared	Tanvi Mehta, Business Administration BBA	Eljonna Williams, Gender and Health BA
Camille Hollins, Biophysics BS	Ashley Messinger, Psychology BA	Alexandra Wineman, Business Administration BBA
Ella Horwedel, English BA	Mayra Munoz, American Culture BA	Emma Yergin, Psychology BA
	Olivia Naimi, Social Theory and Practice BA	Gabrielle Young, Biopsychology, Cognition, and Neuroscience BS
	Ha-Eun Nam, International Studies BA	Winnie Yuen, Biopsychology, Cognition, and Neuroscience BA
	Tiahna Pantovich, Psychology BA	

“African Americans need mental health resources the most, but they have the least access. What could I do?”

– Justin Woods, MSW/MBA '21



JUSTIN WOODS: PURSUING DIVERSITY, EQUITY AND INCLUSION WORK THROUGH SOCIAL VENTURES

Justin Woods, MSW/MBA '21 grew up in Colorado Springs, “a conservative, white military town,” home to Fort Carson and the U.S. Air Force Academy. His family lived in the city’s underfunded Harrison School District 2. Justin was an honors student, which he found complicated. “I didn’t see people like me in AP classes,” he says, “so I struggled to understand my identity.”

Woods then studied political science at George Washington University in Washington, DC and did a postgrad stint in the Peace Corps in Rwanda. “Rwandans don’t think about what it means to be Black,” he says, “but as an outsider, I began to think more about how racial identity is presented. I am also queer, so I wanted to work with LGBT folks in Rwanda. The only opportunity was HIV work.”

Back in the U.S., Woods saw that Black America was also impacted by HIV. “There was work for me here in Black

communities,” he says. He began in Los Angeles, working in direct services at the Black AIDS Institute and then returned to DC, to Whitman-Walker Health. Whitman-Walker specializes in care for the LGBTQ+ and HIV communities. **“I was exploring inequality, racism and my own Black identity,” he says. “African Americans need mental health resources the most, but they have the least access. What could I do?”** He was moving toward graduate study, but in what field? “I was passionate about social work,” he says, “but I had to think about what made sense in the long term.”

He knew U-M offered the top MSW program in the country. A friend also told him about the Consortium for Graduate Study in Management, an alliance of business schools that offered scholarships to MBA students. U-M’s Ross School of Business was a member. **He applied to the social work and business programs and was accepted to both.**

Scholarships are crucial to Wood’s journey, including the Dean’s Mission Scholarship. He is also part of the Michigan Scholars Program and the Global Scholars Program. “I wouldn’t be here without that funding,” he says. “It liberates me to do work I am passionate about—and without debt, I have more freedom and I use that privilege to do work in communities of color.”

His dream is to pursue diversity, equity and inclusion (DEI) work through financially sustainable social ventures. “Financial sustainability helps a nonprofit stay true to its mission,” he says. He describes his own mission as “helping communities of color develop the emotional skills necessary to navigate racism and helping white communities deal with emotions that come up around DEI.”

NATASHA JOHNSON ASKS: HOW CAN WE HELP BLACK YOUTH THRIVE?

Natasha Johnson is a Joint PhD candidate in Social Work and Psychology studying resilience in Black youth. Her research examines how Black youth understand racial oppression.

Her goal is to work in the K-12 school systems with Black students and marginalized students, and to learn what helps them to thrive academically. “We know education is one of the singular most important things that affect social mobility and health,” she says. **“A lot of disparities that we see in communities are tied to race. I see myself addressing those disparities through mental health advocacy and interventions.”**

Johnson’s area of psychology is personality and social context, which focuses on individuals through both micro and macro levels of identity and society. “Essentially I’m thinking about people in their environment. We can look at other factors that help us to understand a person: their family environment, their social environment, their social experiences, their experiences with peers.

“I do a lot of work around adolescence. There’s a transition between having more autonomy in your social spaces, and having more interactions with adults who are not your parents. So if I’m looking at how Black youth become aware of racial oppression, I have to look at the individual within these larger contexts,” she explains. “I take a holistic approach with my research. What are some things that are stressors within their environments? Who are in communities with adolescents? And how can those adults best support youth to thrive in educational contexts?”

As an undergraduate at Spelman College in Georgia, Johnson worked in the Atlanta public school system, but she never considered a future in education. Then she was assigned an MSW field placement at an alternative high school in Southfield, Michigan. “I had a moment where I thought, ‘Oh...I get it. This is where I need to be.’ I hadn’t recognized the pattern, but my trajectory placed me in this work,” she explains. “Now, I can’t think of a better place to do my work than school spaces.

“It was an easy decision to come back home to Michigan for my doctoral program,” she says. “I was here as an employee working with graduate students and with professors who had active research labs; I couldn’t think of any other place I wanted to be. Now, I am doing the work that I want to do with the professors whom I want to do it with, who are renowned in their fields.”

Johnson had an aha moment in Professor Daphne Watkins’ course on community interventions. “The single most important thing I learned is that community members are the experts of their lived experiences. All of this research that we do is amazing, right? We spend a lot of time doing it, disentangling it, unpacking it, and then developing and creating knowledge, but when you are doing work with communities, you start with them, with their needs and without preconceived notions.

“I’m being intentional to prepare myself as a scholar and to do the best work I can do.”

“I’m being intentional to prepare myself as a scholar and to do the best work I can do.”

– Natasha Johnson,
Joint PhD Candidate





**“I WANT TO CHANGE
THE WORLD
FROM THE
FOUNDATION
UP.”**

“Social work is about collective movements. My School of Social Work Scholarship reflects that. Many people make gifts, and it creates huge synergy to support students who go back to the community and make even more ripples. Eventually I want to do for someone else what these donors have done for me.”

Sunghyun Hong, MSW '19
School of Social Work Scholarship

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734-615-2581

“CASC showed me that the best way to learn is through experience.”

– Brandon Bond, 2020



BRANDON BOND: THROUGH CASC, I FOUND MY CAREER PATH

As a high school student in Belleville, Michigan, **Brandon Bond** had two pivotal experiences that shaped his future.

His honors chemistry teacher recommended him for the Health Sciences Pre-College Exposure Academy, a two-week summer program at U-M. “A lot of my interest in social justice, equity and community service came from that program. Many of us were from communities that are underrepresented at the university, and we talked about the issues that face different communities, which were conversations I’d never had before.”

He’s now a senior at U-M, double majoring in Biopsychology, Cognition, and Neuroscience (BCN) and International Studies with a minor in Community Action and Social Change (CASC), which will make him the first in his family to earn a bachelor’s degree. In addition, he’s the first in his family to hold a passport, and has used it to attend programs in London, Madrid, Mexico and Brazil. By taking advantage of these opportunities, Bond developed a hard-wired social justice response: he’s determined to create a better world for others.

Bond first heard about the CASC program during his freshman year from a fellow

student: **“When she told me about the program, I realized it aligned with my goals: I can go into mental health, I can help people, I can work with equity and inclusion.”**

One of his favorite classes was Theories and Practices for Community Action and Social Change with Associate Professor Sandra Momper. “It was an amazing class. I took it when [neo-Nazi] Richard Spencer was supposed to come speak at U-M, and there were all those racial slurs showing up on campus and the Rock was defaced. Instead of sticking to the syllabus, she modified the course so we could discuss how we would respond and how we could support communities.

“The course showed me that the best way I learn is through experience,” he says. “You can go to a lecture and read a book, but until you actually put theory into practice, you can’t truly understand the concepts you’re learning. This course changed the rest of my college experience: I’ve tried my best to approach opportunities and education through an experiential manner or method, and make sure that I’m engaging in as many experienced-based opportunities as possible. I recognize the importance of lectures and theories, but I want to focus on the practical sense and be in the field.

“Sometimes, I’m one of the few minority students in classes, and specifically, the only Black male in a lot of different spaces on campus. CASC has given me the confidence, platform and supportive community to know how to effectively speak up and navigate the pressures of my identities and communities.

“CASC is the glue between a lot of my interests,” he says. “Sometimes it’s hard to see where neuroscience, brain development and global health can come together, but through CASC I was able to combine the two majors and figure out a career path. Thinking about cultural aspects when building community among people with similar and differing backgrounds is going to be helpful for me in developing an empowered and unified community.”

The **CASC program** recently celebrated its 10th Anniversary. The CASC program is a multidisciplinary 16-credit minor, providing a framework for understanding and promoting community action and social change. Since 2010, over 900 students from colleges and schools across U-M have completed the minor.

DAVID PLAGGEMARS, MSW '78:

USING SOCIAL WORK SKILLS TO BUILD BETTER WORKPLACES IN WESTERN MICHIGAN

Where business executives see difficult personalities and thorny situations, David Plaggemars sees challenges to be solved through the lens of social work. Plaggemars' business card reads "Change Agent," and those words capture the contributions he makes. He listens, analyzes and questions, and uses his social work skills and principles to help business leaders boost their people skills and enhance team dynamics.

Plaggemars' career path has taken him from education to social work to executive consulting, and was shaped by the years he spent running the Employee Assistance Plan (EAP) at Pine Rest Christian Health Services in Grand Rapids. In Plaggemars' view, EAPs aren't just a behavioral health resource to be contacted in case of a crisis, but a program that helps each employee develop their strengths. Investing in individuals not only increases productivity—the hook that promotes buy-in from corporations—it also creates a workplace culture that reflects social work values: encouraging self-reflection, creating a competent environment and promoting advancement for all employees.

Plaggemars sees how incorporating these values and people skills can benefit a corporation's bottom line. He pioneered this approach and, for the last 20 years, has worked as a leadership consultant and executive coach to help large corporations, small businesses and nonprofits create healthy and productive workplaces. In the process, he's created his own playbook for deploying social work skills in the business world.

Plaggemars is an ardent believer in seizing opportunities. **"The School of Social Work took a chance on me," he says, "and I haven't forgotten it. The way I got into this work is the way I got into U-M; I've learned not to miss any opportunities, and to follow one break to the next."**

He also stresses the importance of continual learning. "After I graduated from U-M, I took on the challenge of self-exploration, so I could recognize and strengthen areas where I was underdeveloped," he says. "The ability to self-reflect put me in a better position to help others identify their blind spots and effect greater change."

"When I worked in juvenile court, I learned to work with resistance. I didn't realize then how important that would be," Plaggemars adds. The experience taught him that the ability to respect and understand resistance, and the ability to work through hostility, can turn adversaries into advocates.

Last fall, Dean Lynn Videka took a tour through Plaggemars' hometown of Holland, Michigan to hear how his pioneering methods have made an impact on the community. "The work he is doing is a future sector for social worker practice," she says. "He's skilled at adapting systems thinking and seeing how it makes a difference in business."

While business schools have since expanded their focus to include organizational behavior, the path that Plaggemars has charted fits squarely into the social work wheelhouse.

Preparing MSW students for management and leadership roles has been a key focus at Michigan Social Work for many years.

This fall, the School's MSW program will offer an enhanced curricular pathway in Management & Leadership, which will provide students with the business, social work and leadership skills to work with leaders in nonprofit and for-profit organizations to implement human-centered approaches to resolving problems and to create tangible organizational growth.

Right: Tim Driesenga, PADNOS Superintendent, and Dave Plaggemars



PLAGGEMARS' IMPACT

PADNOS IRON AND METAL CO.

PADNOS is an international scrap management and recycling service headquartered in Holland, Michigan. The fourth-generation, family-owned and -operated company employs about 600 people at 18 locations.

Plaggemars was first called by the company to defuse a dispute between two employees that had escalated to what Chairman Jeff Padnos calls “an incident with a knife and a bigger knife.” Instead of firing the two otherwise valued workers, Padnos found Plaggemars through Pine Rest’s EAP program and scheduled several counseling sessions. Both employees stayed on with the company for years—one for 10, the other for 30—and it changed how the organization thought about people, resources and relationships.

“We go through all this effort here on the yard to recycle scrap. There’s a metaphor: We need to work with people and give them a second, third chance,” reflects Tim Driesenga, PADNOS’ Superintendent.

After that first incident, Jeff Padnos signed the company up for the EAP program and hired Plaggemars to coach his executive team. **“Bringing in this sort of support for employees and executive coaching before you have a problem makes sense—especially when you have family dynamics at play.”**

OB/GYN ASSOCIATES OF HOLLAND

“All medical professions are built around hopes and dreams,” observes Plaggemars, “especially Ob/Gyns.” But medical practices are like marriages: many of them split up and sometimes those splits are particularly messy.

Ob/Gyn Associates of Holland has been working with Plaggemars since its founding over 20 years ago. One of the keys to the company’s success is its commitment to the team. They maintain a constant focus on strengthening relationships and interpersonal communication skills, and ensure new hires have the right personality to fit the office’s culture and values. The team continues to keep a biweekly appointment with Plaggemars.

“Working with Dave, we learned how to focus on being a team,” explains Ob/Gyns Associates of Holland’s Dr. Mark Lenters. “Obstetricians are trained to make decisions in a hurry, but that can’t happen when we are dealing with interpersonal relationships.

“We have rules and terms of engagement, which have really changed the way we act,” says Lenters. “Everyone in our practice should be able to have a productive conversation, and if that doesn’t work, we meet with Dave, who helps us through. This practice wouldn’t exist without his experience.”

HOLLAND HOSPITAL

Founded in 1917, Holland Hospital has since grown into a nationally recognized, comprehensive health care network serving West Michigan’s lakeshore region. In the early 2000s, Plaggemars facilitated the smooth leadership transition for the newly hired President and CEO Dale Sowders and Vice President of Finance and CFO Terry Steele.

“I came to Holland from a large metro hospital in Chicago,” recalls Sowder. **“When I learned they were using a social worker to man the transition, I thought I was in the twilight zone. What was particularly relevant was Dave’s skill in evaluating performance and culture. That’s a different vehicle for us, and one we didn’t have from our MBA education. Nearly 20 years later, that culture is the cornerstone of our success.”**

“We’ve had the same senior management team in place since 2002, which is just unheard of,” adds Steele. “That gives you a picture of the culture we’ve built.”



HERE ARE SOME TIPS FROM PLAGGEMARS' PLAYBOOK:

Develop the Art of Engagement

The ability to engage with both management and workers helps combat resistance and build buy-in. Social workers are trained to observe, assess a room and listen; they need to see situations from different vantage points. Plaggemars emphasizes the importance of being trustworthy and authentic in seeking to find common ground. Curiosity and creative approaches will create connections and relationships.

Spot Social Work Theories and Teachings in the Workplace

To be successful, you'll need to step back and observe dynamics, such as family systems and triangulation. Then you can use your clinical assessment skills and social work knowledge to identify problems and facilitate solutions. You need to be able to improvise: "It's cooking as you go," says Plaggemars.

Recognize the Difference Between Resistance, Fear and Arrogance

"Clients don't know what they don't know. The time spent deciphering the causation is worth it," says Plaggemars. The ability to dive deep and unpack these emotions builds trust and stronger teams, and can turn adversaries into advocates.

Continual Learning

Your MSW is just the beginning of your education. "You need to be aware of your strengths as well as the parts of you that are underdeveloped and need attention," he says. "That skill is essential for being able to identify the underdeveloped part of an organization. The more you work on yourself, the more you can use your skill with others."

Plaggemars has supplemented his MSW with a host of certifications, including Critical Incident Stress Debriefings, which helps individuals and groups cope in the aftermath of a traumatic event. Accidents and injuries happen in the workplace; over the years, he's put these skills to good use helping teams respond to their feelings and reactions.

Apply Trauma-Informed Training Skills Proactively

Plaggemars uses these skills to help leadership teams prepare and manage transition and changes. Questions he suggests asking ahead of time include: How do we prepare for bad news? How can we approach difficult conversations in a way that people feel valued? What does success look like and how can we get there? Leadership needs to be ready to plan, talk, pay attention and debrief. "Closure is important," he says. "We need to have ability to look each other in the eye and say either 'We did good' or 'We did our best.'"

View Human Resources Through a Social Work Lens

Plaggemars is adept at using key performance indicators and other benchmarks of the business world to show how social work values improve the bottom line—i.e., how focusing on individual strengths and a cultural fit sharply decreases turnover and builds better, more effective teams.

Know Your Worth

Executive coaching and leadership consulting are growing fields; social workers bring specific skills, competencies and strategies to the table that help clients achieve their goals. Lots of people go into executive coaching, Plaggemars points out, but in his view, social workers are better coaches: "We are savvy, adaptable and so much better trained."

A portrait of Margo Dalal, a young woman with long, dark, wavy hair, smiling gently. She is wearing a sleeveless top with a repeating geometric pattern in blue, red, and white. She has a nose ring and gold earrings with triangular charms. The background is a soft, out-of-focus grey.

“I wanted my lens to be on people. That’s why I chose social work and followed the community organizing track at the School of Social Work.”

—Margo Dalal, MSW ‘18

HOW DO WE CREATE A DEMOCRATIC ECONOMY?

Margo Dalal, MSW '18, believes that worker-owned cooperatives will make Detroit a more resilient city and free it from reliance on large corporations.

The worker-owned cooperative model is prevalent in today's tech, science, professional services and retail industries, but it works well for decentralized industries, such as home health care, home cleaning and child care, where backend functions like scheduling and marketing can be shared by member-owners. "These industries have many immigrant workers," Dalal says. "These workers can find a place in cooperatives without being exploited."

Before coming to the School of Social Work, Dalal had cofounded a nonprofit, the Detroit Community Wealth Fund, which finances cooperatives and gives non-extractive loans. After she graduated, she returned there full time.

"I applied my social work skills to marginalized folks who were entrepreneurs," Dalal explains, "in order to help them accomplish their business goals, be self-sufficient and develop sustainable worker-owned cooperatives to benefit the whole community."

In worker-owned cooperatives, each worker is also a business owner, sharing the profits and participating in decisions about its future. Community members identify unmet needs, such as inadequate internet access, then start a business to solve the problem—for example, a utility cooperative that distributes shared internet connections. "Cooperatives are locally rooted, and their profits remain at the local level," Dalal says. "They facilitate a solidarity economy in which we support ourselves and each other.

"In Detroit, we've seen what it looks like when corporate entities drive the economy. Cheaper opportunities arise out of state or out of the country, and capitalism follows. So rather than rely on corporations that come from outside the community, we build the skills and talents of people already working and living here."

Dalal is a business person and a social justice advocate. "I wanted to work with cooperatives, but I didn't want to get an MBA," she says. "I wanted my lens to be people. That's why I chose social work and followed the community organizing track at the School of Social Work."

Dalal sees herself in Detroit for some time to come. "We have environmental and social emergencies," she says. "We have to create better systems, right now." Cooperatives help communities by adding jobs, meeting community needs and reinvesting locally. For Dalal, this is a clear path forward for neighborhoods grappling with economic development.

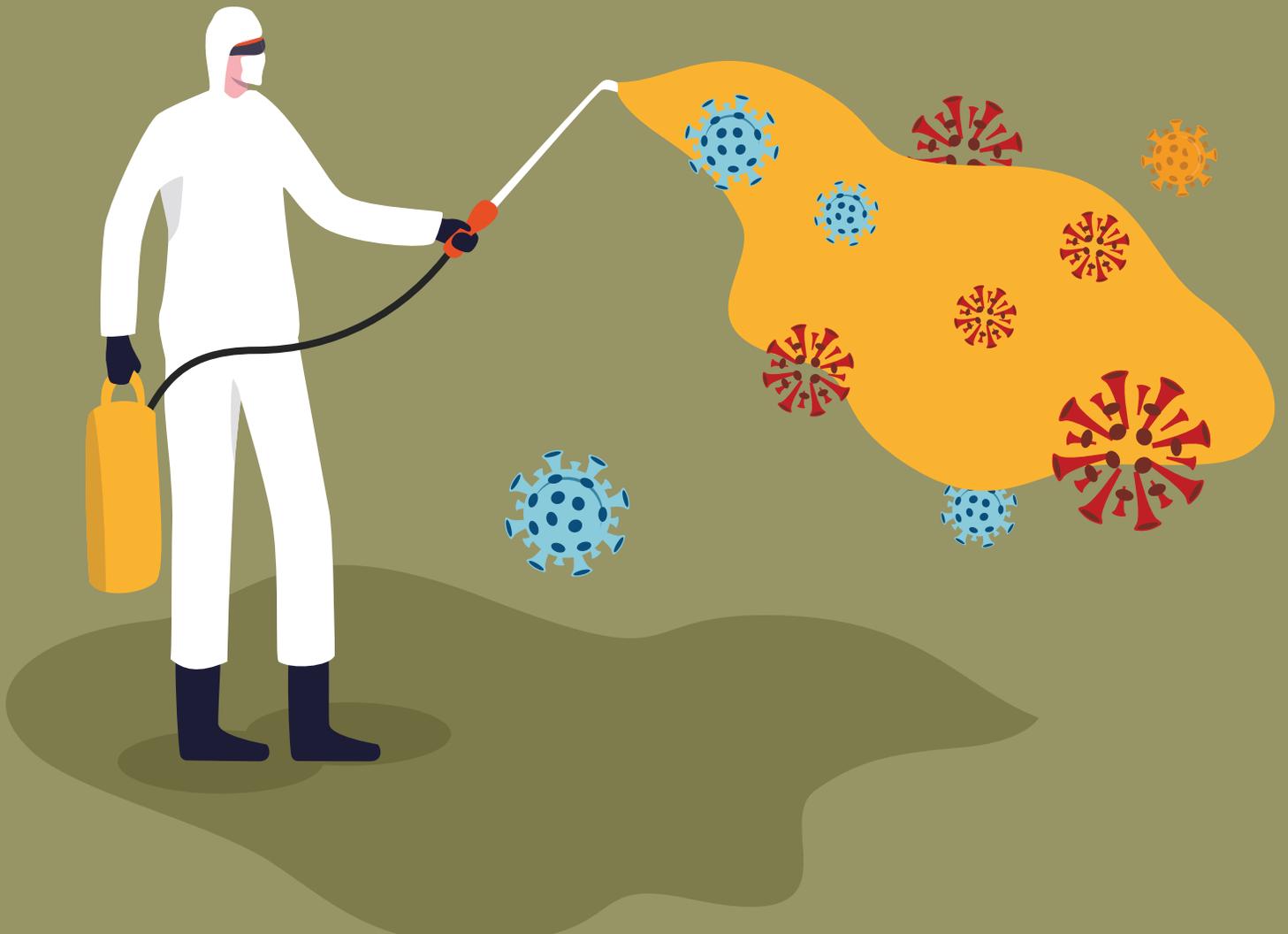
Dalal herself has just cofounded a cooperative called Public Thrift in Detroit's Corktown neighborhood. "We are reimagining what a thrift store can be," Dalal says, "locally owned and worker owned, unlike the Salvation Army or Goodwill, which are global and don't pay very well."

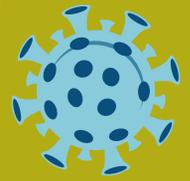
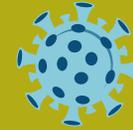
Looking to the future, Dalal asks: "How do we increase worker ownership? How do we create a democratic economy? How can co-ops be tools for wealth building, especially in Black and brown communities, often the most marginalized, and their businesses the least likely to be financed?"

With her commitment and determination and with an MSW in hand, Margo Dalal is certain to find—certain to help create—the answers to those questions.

Thank You, Alumni

We're so proud of our social workers making an impact on the front lines of the COVID-19 pandemic.





MARCELLA BLOOM

**MSW 2017, Interpersonal Practice/Ageing;
Angela Hospice, Livonia, MI**

"I am an Admit Float Social Worker at Angela Hospice. Our team is using telehealth as a substitute to continue to provide support. We answer questions and assess needs over the phone. I often complete paperwork with patients and families, so we are now using email, faxing and scanning much more than before. The support system that I gained through the School of Social Work has been beyond helpful. It has been such a blessing to be able to reach out to one another and ask, 'How are you doing this?' 'How are you handling this situation?'"

MATT BOUSE

**MSW 2019, Interpersonal Practice/Mental
Health, Therapist, Amplify Colectivo,
Ann Arbor/ Ypsilanti, MI**

"My colleagues and I are starting two online therapy groups—one focused on LGBTQ+ people and how COVID-19 has affected their lives, the other focused on bereavement. It has been helpful that I did a global independent study at the School of Social Work, focusing on post-tsunami recovery in Japan. Neither the tsunami nor COVID-19 created new social problems, but both exacerbated problems that were already there. People already in vulnerable financial positions will have fewer resources to cope."

DILLON CATHRO

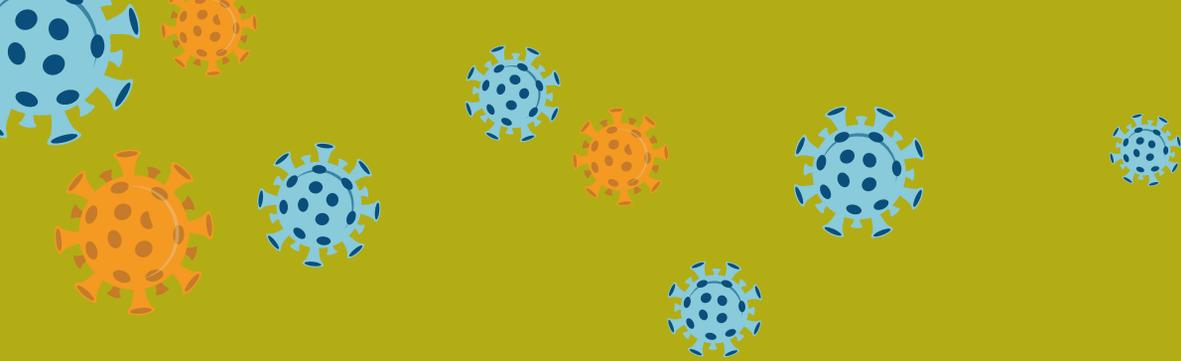
**MSW 2019, Interpersonal Practice/Children and Youth;
Director for Youth Organizing, 482Forward, Detroit, MI**

"I started at 482Forward in Detroit the week we went into lockdown. We're a hub for community orgs that work on political and educational issues. I advise the youth collective. During this pandemic, it's been a challenge to balance organizing youth around policy campaigns with teaching them self-care, when they have been traumatized by isolation and the loss of family members to the virus. Some of them didn't have the best home lives before, and that's being aggravated by the stay-at-home order. I have maintained my connections at the School of Social Work, and I am drawing on what I learned in my evaluation and youth policy courses."

AYESHA GHAZI EDWIN

**MSW 2010, Lecturer & ENGAGE Program
Coordinator, U-M School of Social Work;
Executive Director, American Citizens for Justice;
Research and Fund Development Specialist,
Detroit Disability Power, Detroit, MI**

"U-M students are creating telehealth therapy practices and putting together resource directories for communities. They become teachers at times like this. It's not about your major, method, or concentration; it is about the skills, tools, and knowledge. This is what real professional social work is."



LIZ GONZÁLEZ

MSW 2011, Interpersonal Practice/Mental Health (Adult), Founder, Owner and Therapist, Amplify Colectivo, Ann Arbor; LEO Adjunct Lecturer, U-M School of Social Work

“Some queer students are now returning to homes where they are not supported. Graduates are job hunting in a bad economy and with LGBTQ+ rights being taken away. Name changes and surgeries are on hold, so trans and nonbinary people are job hunting with the likelihood of being misgendered. When this first happened, we saw advocacy for taking time to be productive, but it’s also okay to pause, grieve, worry, balanced with compassion and self-compassion.”

CARRIE LANZA

MSW 1999, Community Organizing/Community and Social Systems; Assistant Professor of Teaching, School of Social Work, University of Washington, Seattle

“Social work pedagogy is characterized by its relational approach and focus on working toward social justice. We use a variety of tools to facilitate this in a virtual classroom. I am currently teaching social welfare history to bachelors students. It’s timely to study the Progressive Era and New Deal at the outset of a new health and social welfare crisis.”

RASHUN MILES

MSW 2019, Management of Human Services/Community Organizing and Community and Social Systems; PhD Candidate, Social Welfare, University of Mississippi, Oxford

“Everyone is gone but me and a few others. I stayed because every other place I’ve lived in or loved had a high number of cases. Those places would be different, and I wasn’t ready to accept that. I am one of eight students this year chosen in Mississippi as a Robert Smith, MD Scholar to work on the Jackson Heart Study, the largest study on cardiovascular disease in African Americans. It is very timely right now. I have also done research on tuberculosis. The U.S. is not ready for a TB outbreak!”

RAE MITCHELL

MSW 2019, Interpersonal Practice/Mental Health; Social Worker, Care Management Dept., Michigan Medicine, Ann Arbor, MI

“No visitors are allowed in the hospital right now, so, as a social worker, I reach out to families to update them about their loved ones. I advocate for the patient and their family, because the family cannot be at the bedside. This pandemic has been challenging for my home life. I am fearful I could expose my loved ones to the virus so I have not seen my children, mother or father since all this began. Our program at the School of Social Work taught us how to adapt, and that we have an obligation to be there for people. Despite the circumstances, I show up, because social workers still have work to do.”

Thank You, Alumni

YOLANDA C. PADILLA

PhD 1993 (joint with Sociology); Professor in Child Welfare, Steve Hicks School of Social Work, University of Texas, Austin; U-M School of Social Work Distinguished Alumna, 2019

"Everything in my classes is conversation—very personal. I worry that online I might lose touch with students, so I send emails and have shared my cell number. I asked them for thoughts as we were preparing to start online. My favorite: 'I'm looking forward to your class as an outlet to get away from everything else and see some new perspectives of how others [refugees, incarcerated people, and others whose memoirs we are reading] faced hard times.'"

JESSICA (MATCZAK) SANSOUCIE

MSW 2017, Interpersonal Practice/Ageing, Multisystemic Therapist, Community Mental Health for Central Michigan, Midland, MI

"I was doing intensive family therapy in people's homes. Now we are providing care with video and phone calling. I am adapting skills I learned at the U-M School of Social Work. They emphasized that each individual comes to a session with a different set of identities and experiences, and that prepared me to adapt when the pandemic came along."

JON VOELKNER

MSW 1990, Interpersonal Practice/Mental Health; Workplace Violence Prevention Manager, Veterans Administration; and Volunteer, Emergency and Children's Emergency, Michigan Medicine, Ann Arbor, MI

"I work in Children's Emergency services as a clinical social worker. When parents and caregivers come in they are very fearful. I act as a bridge between the pediatric patient, the parents and the health care team. All that I am doing goes back to Professor Jesse Gordon teaching us to treat everyone as a human being in all circumstances, even if we are wearing masks and experiencing heightened anxiety. It all comes back to treating people like human beings—patients, coworkers, family, everyone."

STEVEN WARE

MSW 2016, Interpersonal Practice/Mental Health, Detroit Clinical Scholar, Substance Use Disorder Supervisor, Central City Integrated Health, Detroit, MI

"I supervise a team of five Certified Advanced Alcohol and Drug Counselors. We have three U-M interns. We are now seeing people via telemedicine. People are alone at home and afraid; they see how therapy can play a bigger role in recovery from substances. We are a federally qualified health center, so we need to stay open and serve all patients, and we must have a strong response to Covid-19. We are opening up a COVID-19 testing site in downtown Detroit, and we are developing the ability to test people in homeless shelters and low-income housing developments."

MICHIGAN SOCIAL WORK RESPONDS TO COVID-19

In the face of a pandemic, the eyes of the world turn to epidemiologists and public health experts. Social workers also have a crucial role in this crisis: we provide guidance in implementing health recommendations to create a better, safer society. We are educators and advisors, we create policy and develop solutions, and we step up and speak out for the common good.

Michigan Social Work is rising to this challenge by reaching out and supporting our communities. Our faculty, students, researchers and staff have responded to the crisis with a combination of knowledge, tech-savvy and empathy to create innovative and impactful solutions.

A team that includes Joint PhD student **Sara Stein** has created MI Frontline Support, a mental health initiative to help frontline workers in Michigan get easy-to-access support from clinicians. "The mental health of our doctors, nurses, delivery personnel, grocery clerks, gas station attendants and other essential workers is paramount now more than ever," says Stein. "I feel it's our responsibility, as social workers and psychologists, to ensure that frontline workers who are supporting all of us during this pandemic can access the mental health care they need."

The recent COVID-19 stimulus package passed by Congress and signed by President Trump includes \$1,200 cash stimulus payments to individual Americans. Some citizens, however, may have trouble accessing their money because they do

“Coming together like this provides a teachable moment. When there is a difficult or emergency situation, we can work together to share resources and come up with answers. No one person has to figure everything out on their own. The COVID-19 virus has brought lots of uncertainty, but the School of Social Work community can do its part to uncover and respond to needs as they arise.”

TRINA SHANKS, PROFESSOR AND DIRECTOR OF COMMUNITY ENGAGEMENT

not have bank accounts. Associate Professor **Terri Friedline**'s research, including “Mapping Financial Opportunity,” proposes universal bank accounts through both existing banks and through financial or public institutions like postal banking. “Policymakers need to advance legislation that responds immediately to the crisis and also charts an ongoing path forward once the crisis subsides. Policymakers should also target these responses toward the people most harmed by the coronavirus and pandemic recession so as to not exacerbate race, class and gender-based inequalities. In the absence of a universal account structure, those without bank accounts might have to wait up to four months for their payments. This delay is going to disproportionately affect people who are already marginalized or burdened to begin with, and who especially need relief now, including Black and Brown, lower-income White and female-headed households,” says Friedline.

Assistant Professor **Addie Weaver** recently started a pilot program to increase access to depression treatment in rural communities, which often lack mental health professionals. As the project was launching, however, the governor ordered a “Stay Home, Stay Safe” order to fight the spread of the coronavirus. Weaver retooled the treatment program and is now offering “Raising Our Spirits Together” remotely. By developing solutions during this rapidly changing time, Weaver and her team are providing crucial mental health support to rural community members.

Associate Professor **Shawna Lee** and PhD student **Kaitlin Ward** have co-authored a report examining how parents have responded to their children during the coronavirus pandemic. The report highlights an increase in shouting, yelling or screaming at children in the past two weeks. In addition, during that same timeframe, one in six parents spanked or slapped their child. “For a large number of parents, financial concerns, other worries, social isolation, loneliness and sadness are getting in the way of parenting,” said Lee.

Clinical Assistant Professor **Abigail Eilers** is also U-M's assistant director of athletic counseling. At the end of March, she gathered nearly 1,000 student-athletes over the internet for a program titled “Managing My Mental Health After Collegiate Athletics.” The webinar provided the opportunity for student-athletes to discuss feelings of disappointment and loss about the sudden suspension of athletic seasons, the disruption of routines, and in some cases, the abrupt end of their athletic careers. “We quickly went into a crisis-management approach, figuring out what kind of help athletes needed: academic, mental health, nutrition and medical, including those on rehab. We had to consider all of that.” Student-athletes connected with each other and with athletic counselors like Eilers. The webinar is just one example of how social work supports the U-M Athletic Department and student-athletes.

Lecturer **Elizabeth González** and Assistant Director of Continuing Education **Alia Wesala** recognized the need for social workers to deliver online teletherapy and telehealth services during the pandemic. The resulting CE course—“Teletherapy: Start It Up!”—attracted more than 1,200 registrants within 24 hours. “We are thrilled to have been able to quickly meet a training need and provide much-needed information to so many social workers across the country,” says Wesala.

The Poverty Solutions team, including Associate Professor of Social Work and Assistant Director of Poverty Solutions **Kristin Seefeldt**, has created a COVID-19 community resource guide targeted to low-income families. “Each of us at Michigan Social Work and at the Ford School has our own very extensive networks,” Seefeldt says, “so we are asking everyone who sees or uses this document to share it widely.” According to Seefeldt, a Spanish-language version is being produced, and the team is working on versions in other languages. As the information on COVID-related benefits is constantly changing, Seefeldt says “this is a living document that we will update as needed. We are trying to stay on top of changes as governments issue new executive orders and new legislation is passed.”

“Collectively, we have developed and identified numerous opportunities for our students to be able to support our communities and those in need as we all confront the impact of the COVID-19 pandemic. It makes me proud to be a social worker.”

DAN FISCHER, ASSISTANT DEAN OF FIELD EDUCATION

Michigan’s “Stay Home, Stay Safe” order created particular challenges for MSW student field placements. Some organizations and agencies have suspended operations or programs; in other cases, students found themselves unable to attend their placement. Paradoxically, the pandemic amplifies both the need for community support and provides social work students with valuable experience in working through a crisis. In the face of these hurdles, the Office of Field Education worked together with the School’s Community Engagement Team to rethink field education and community engagement in this time when stringent limitations have changed the way social workers can interact with the community.

One result is a comprehensive web page listing pandemic-specific volunteer opportunities. In addition, the team is hosting weekly virtual conversations about volunteering during the pandemic, giving students, faculty and community members a forum to discuss the particular challenges and gain support.

“Coming together like this provides a teachable moment. When there is a difficult or emergency situation, we can work together to share resources and come up with answers. No one person has to figure everything out on their own. The COVID-19 virus has brought lots of uncertainty, but the School of Social Work community can do its part to uncover and respond to needs as they arise,” said **Trina Shanks**, Professor and Director of Community Engagement.

“The partnership, collegiality and collaboration between the Community Engagement Team, the Office of Field Education and our students is an extraordinary example of teamwork at its best in this time of crisis. Collectively, we have developed and identified numerous opportunities for our students to be able to support our communities and those in need as we all confront the impact of the COVID-19 pandemic. It makes me proud to be a social worker,” said Assistant Dean of Field Education **Dan Fischer**.

Michigan Social Work faculty are also addressing fears and stigma during the pandemic. Weekly forums are moderated by Professor **Rogério Pinto**, Assistant Professor **Addie Weaver** and Professor **Larry Gant**. These conversations allow the community to share their experiences, support each other and discuss how society views populations who have been affected including those who become infected or sick, racial and ethnic minorities, those who are unemployed or have low income, older people, LGBTQ+, those with mental health issues and people of East Asian descent.

The pandemic took Michigan Social Work from business as usual to uncharted territory in a span of a week. U-M President Mark Schlissel announced a suspension of in-person activities on the afternoon of Wednesday, March 11, (nearly two weeks before Governor Gretchen Whitmer’s “Stay Home, Stay Safe” order.) By the following Monday, all classes were being offered remotely through alternative methods. The efforts of the IT team and the faculty to move from in-person to substantive online learning for students were heroic. The entire faculty and staff quickly adjusted plans, schedules and routines to allow teaching, research, outreach and other critical business of the School to continue uninterrupted. Our facility staff has carefully maintained the integrity of the building through their oversight and consciousness.

The School is committed to the safety of our community; the uninterrupted education of our students and to the continuity of services. We are grateful for the social work community’s flexibility and dedication to the mission.

These are just a few examples of how social workers are responding in real time to a crisis that has upended lives around the globe. By developing solutions to address social needs during this rapidly changing crisis, the Michigan Social Work community is not only providing valuable support for our public health goals, but also reinforcing our commitment to social justice and social progress for all.

THANK YOU FOR YOUR SUPPORT OF THE STUDENT EMERGENCY FUND

"I'd like to express my gratitude to the Student Emergency Fund donors.

I'm very appreciative for this help given the current circumstances and my sudden income decrease. The financial burden feels much lighter. Thank you so, so, so much!"

"I am very appreciative of the additional emergency assistance that I have received during this time. **Given the uncertainty and sudden income changes, the financial burden feels much lighter!** I'd like to express my gratitude to the Office of Student Services for facilitating this."

"This support comes at an extremely right time. The money I received through the Student Emergency Fund will cover the cost of fixing my car and the rest of the bills for the month."

"This COVID-19 virus has caused financial issues for me. **The Student Emergency Fund is truly a blessing** to me and will help me get through these rough times and focus on school rather than on penny pinching."

MICHIGAN SOCIAL WORK'S STUDENT EMERGENCY FUND

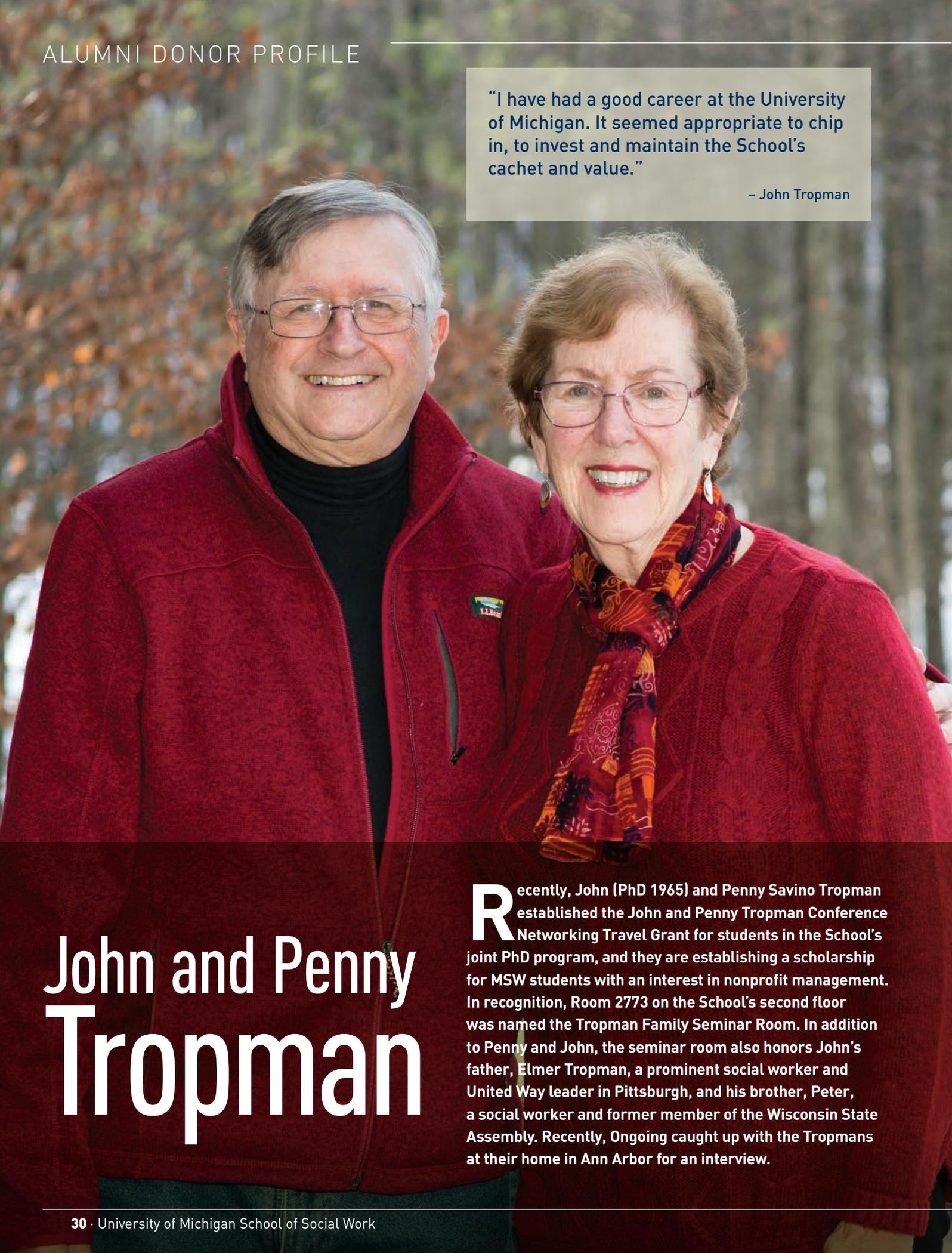
During the pandemic, this fund has been a lifeline for students. Michigan Social Work's Student Emergency Fund provides critically needed support for housing, food, transportation, and other basic needs.

**To make a gift to the Michigan Social Work
Student Emergency Fund:**

ssw.umich.edu/student-emergency-fund

“I have had a good career at the University of Michigan. It seemed appropriate to chip in, to invest and maintain the School’s cachet and value.”

– John Tropman



John and Penny Tropman

Recently, John (PhD 1965) and Penny Savino Tropman established the John and Penny Tropman Conference Networking Travel Grant for students in the School’s joint PhD program, and they are establishing a scholarship for MSW students with an interest in nonprofit management. In recognition, Room 2773 on the School’s second floor was named the Tropman Family Seminar Room. In addition to Penny and John, the seminar room also honors John’s father, Elmer Tropman, a prominent social worker and United Way leader in Pittsburgh, and his brother, Peter, a social worker and former member of the Wisconsin State Assembly. Recently, Ongoing caught up with the Tropmans at their home in Ann Arbor for an interview.

ONGOING: What motivated the two of you to set up the John and Penny Tropman Conference Networking Travel Grant and endow a scholarship for MSW students?

PENNY TROPMAN: We both come from families without a lot of means. I would not have been able to go to college at all had I not gotten a scholarship to the College of St. Catherine in St. Paul [now St. Catherine University]. It made a huge difference in my life. So now we are paying it forward.

JOHN TROPMAN: I have had a good career at the University of Michigan, and so has Penny. It seemed appropriate to chip in, to invest and maintain the School's cachet and value. Being number one is significant for many students.

PENNY: We've both had students over the years who came from humble beginnings. Going to the number one school of social work delighted them and their families, so we want to see the School maintain its reputation. You can't do that without some bucks to maintain resources and technology, facilities, staff, all of that.

ONGOING: Why a grant for "conference networking" in particular?

PENNY: We know the importance of conferences in building a career. John was in the joint doctoral program here at the School of Social Work, but he couldn't afford to go to conferences unless they were nearby. So giving in that area seemed like a good idea.

JOHN: The School did help students if they were giving papers. Now papers are all well and good, but you get a lot from going and networking. Networking is as important as presenting. That's why it is a "Conference Networking Travel Grant." It's for occasions on which students are not presenting but still wish to attend a conference to network.

ONGOING: What does it mean to you to see the second-floor seminar room at the School named for the Tropman family, in recognition of your scholarship gift.

JOHN: We wanted to do something that had some significance. A seminar room reflects an exchange of ideas, which was very important, and it includes faculty, staff and students.

ONGOING: We hold *Ongoing* meetings there!

JOHN: Exactly! The room is not just for one of those groups. It is an omnibus facility. We also wanted to recognize other members of our family, including my dad, my brother and Penny. And we have a little bit of memorabilia, including two pictures by the American photographer Mickey Pallas, representing the Pittsburgh steel industry. My dad played a role in the Pittsburgh renaissance. Pittsburgh was in terrible shape in those days. The Point was full of—

PENNY: Slag heaps, yeah—!

JOHN: But the different ethnic groups, as well as labor and business, were able to work together thanks to a lot of effort by people behind the scenes.

PENNY: Organizers like your dad.

JOHN: He was well known in town for bringing diverse groups together. And so I thought that a seminar room, a convening place, would be an appropriate emblem of that.

ONGOING: Penny, you came from a similar background, didn't you, in terms of ideals?

PENNY: We both came from families that emphasized social justice. My family lived in a working class neighborhood in St. Paul, and a black family moved in across from our house. I played with their daughter; we were the same age. Then a woman came to our door with a petition to get them out of the neighborhood. My mother—who is an Irish hothead!—actually pushed her off the stoop and said she was no kind of Christian and had better not darken our door again! We also grew up worshipping Franklin Delano Roosevelt. We had pictures on the wall of the Sacred Heart and FDR!

ONGOING: John, you are serving as a co-chair of the School's Centennial Planning Committee. I imagine you see a connection between your family's gifts and the centennial celebration.

JOHN: The general idea was that our gifts would help jump-start the centennial celebration. We would like to see faculty and staff participation in centennial giving, regardless of the amount.

PENNY: The centennial is very exciting. I hope it will establish a real tradition of giving. Social workers are not the richest people in the world—we certainly were not—but most people could afford a few dollars a year. The School trains people to provide social justice. If they don't get that training, folks aren't going to be served.

JOHN: As part of the centennial, we're trying to improve things we're already doing and introduce new things. For our giving, Penny and I have some principles, one of which is if we start something, we want it to continue, like a scholarship.

PENNY: Since we started the Tropman Travel Grant, we have gotten so many letters of thanks from students. They bring tears to my eyes. It seems to us like a little bit, but from their perspective, we have made a huge difference.

JOHN: We have made *the* difference.

PENNY: The expression of gratitude is very moving, but we don't expect it. We simply like giving. To be able to give is a gift in itself.

John Tropman came to the U-M School of Social Work in 1965, as a PhD student in Social Work and Sociology. He stayed on as a professor, teaching and researching on such topics as entrepreneurship, social policy, nonprofit board and decision-making systems. Today, he co-chairs the committee that is organizing events for the School's centennial in 2021. John's wife, Penny Savino Tropman, worked for U-M's Counseling and Psychological Services for many years and also taught at the School of Social Work.

DISTINGUISHED ALUMNI AWARD

The Distinguished Alumni Award recognizes School of Social Work alumni whose achievements exemplify the values of the School of Social Work and who have made an exceptional impact on the profession, the community and/or social work education. The 2019 recipients:

DANIEL ROBIN (MSW '10)
LEADER, ALTERNATIVE WORKFORCE STRATEGY FOR WORLDWIDE OPERATIONS, AMAZON, SEATTLE

After receiving his MSW, Robin was introduced to disability employment issues as employment director at Judson Center, a foster care and adoption agency in Ann Arbor. He then designed a career in which he matched the needs of for-profit enterprises to nonprofits that served those with disabilities. Robin now develops disability employment opportunities at Amazon.

YOLANDA C. PADILLA (PhD '93)
CLARA POPE WILLOUGHBY CENTENNIAL PROFESSOR IN CHILD WELFARE AT THE STEVE HICKS SCHOOL OF SOCIAL WORK, UNIVERSITY OF TEXAS AT AUSTIN; DIRECTOR, COUNCIL ON SOCIAL WORK EDUCATION (CSWE) CENTER FOR DIVERSITY AND SOCIAL & ECONOMIC JUSTICE

The daughter of Mexican immigrants, Padilla grew up in Brownsville, Texas on the U.S.-Mexico border. At the University of Michigan she pursued a joint PhD in Social Work and Sociology. In her subsequent, 25-year tenure at UT Austin, Padilla's research investigates racial and ethnic disparities in health and well-being, particularly among Latino populations, including factors associated with socioeconomic disadvantage and the consequences of poverty for children and families.

WILLIAM CABIN (MSW '04)
ASSISTANT PROFESSOR OF SOCIAL WORK AT THE COLLEGE OF PUBLIC HEALTH, TEMPLE UNIVERSITY, PHILADELPHIA

William Cabin spent 25 years dedicated to the operations and management of home care and hospice agencies. He entered SSW at the age of 59 as a nontraditional student. Cabin earned his PhD and a master's in public health from the City University of New York. Currently he is a full-time assistant professor at the College of Public Health at Temple University. Cabin's research focuses on home health care and hospice care. He is a member of the Dean's Advisory Board at the School of Social Work.



KAREN (FERGUSON) BAGWELL, MSW '88, has retired after 27 years in the mental health field, and now only works when she wants to!

LINDSAY BRYAN-PODVIN, MSW '11, is a financial therapist and soon-to-be-published author of *The Financial Anxiety Solution*. Details on the book can be found at <https://www.mindmoneybalance.com/book-preorder1>.

BETTY BROWN-CHAPPELL, MSW '71, was elected in May 2019 as a trustee of the Eastern Michigan University Foundation. Trustees provide guidance on and oversight to development initiatives.

TYRONE HAIRSTON, MSW '86, is a training and personal development consultant with clinical experience in intellectual and developmental disabilities, substance use disorders and mental illnesses. He also specializes in Utilization Management Processes with a specialty in crisis and substance abuse. He was a former adjunct faculty member, and has also been recognized by "Who's Who Among Teachers" in 2000. Hairston is also a devoted husband, father, family member and friend.

N. VANESSA (VAUGHN) JACKSON, MSW '06, currently works in private practice, and co-owns Behavioral Health Consultants, LLC. She also started Get the Word Out, a nonprofit created to have an impact on childhood sexual abuse. She also works with the U-M School of Social Work, and at Michigan Medicine's Psychiatric Emergency Services on the weekend. She's currently working on a children's book to increase protective factors against childhood sexual abuse.

LOIS KALAFUS, MSW '67, worked at Family Service of Greater Boston from 1967 until 1988, when she moved to California. She then worked as a therapist in the psychiatry departments of the San Jose and Palo Alto Medical Groups. Since retiring in 2009, she has volunteered teaching English to new immigrants. On a recent trip to Tanzania, she met a social worker who educates and counsels Tanzanians with albinism. Kalafus found her most impressive, and if others are interested in learning about the program, they can visit albinism-tz.org.

NANCY KUSMAL, MSW '00, an assistant professor in the social work program at the University of Maryland Baltimore County, was selected for the 2019-2020 Health and Aging Policy Fellows Program. She will spend the year working with Congress and the Centers for Medicare and Medicaid Services on issues related to quality of life and quality of care for older adults.

SAMUEL A. LAUBER, MSW '74, graduated from the School of Social Work with a specialization in Community Organization. As a federal Civil Service employee, he worked for 32 years for the Army, Air Force and Navy. From 1980 to 1983 he conceived and coordinated basewide community programs in support of alcohol prevention, and coauthored a desk guide called "Alcohol and Drug Abuse Prevention and Treatment." He then initiated and organized the first child sexual abuse seminar for professionals from Germany and the Netherlands. From 1998 to 2008, he presented 600 briefings and trained more than 80,000 military and civilian personnel, and authored over 70 articles on mental health-related issues. Lauber also earned the Meritorious Service Award and the Air Force Outstanding Civilian Career Service Award.

LAURIE LYTEL, MSW '89, continues teaching as a lecturer in the School of Social Work at the University of Nevada Las Vegas for direct practice classes. She also has a private practice, with mostly troubled teens, which she loves. She is politically active in our troubled times, trying to work for candidates who promote social justice.

MIA MOYAD, MSW '08, through her own exploration of self-therapy, has discovered healing through art and now has a gift line utilizing her art. She also offers thera-play classes to individuals and groups, and offers team building trainings in the workplace.



Betty Brown-Chappell



Nancy Kusmal



Samuel A. Lauber



Laura Wermick

JUDITH NEWMAN, MSW '73, is a training and supervising analyst at the Chicago Psychoanalytic Institute, where she is also a Director of the Psychotherapy Fellowship Program. She has a private practice of psychoanalysis, psychotherapy and consultation. Alumni in the area who are interested in psychoanalytic practice are encouraged to contact her.

CAROLINE PERKINS, MSW '18, is a school social worker for a K-6 charter school in Chicago. Her day-to-day work life includes supporting diverse learners, crisis management and behavior support. She engages in student advocacy on an individual, family, community and district level.

ERIC SHANBURN, MSW '94, after decades in the social service, nonprofit and church ministry fields, took a position in May 2019 as BSW Program Coordinator, leading Concordia University's newer Social Work program.

MILLER STAYROOK, MSW '68, worked from 1967 to 1975 at Kalamazoo Public Schools, and then at Bethel College in Newton, Kansas until 1986. Following this, he joined the Kansas Department of Welfare working on both child abuse investigations and the development of computer systems. Stayrook retired from the Kansas Department of Welfare in 1995, and worked at the Mental Health Association in Wichita, Kansas until his retirement in 1988.

LILA SWELL, MSW '58, was inducted into the Eleanor Roosevelt Chapter of the Kappa Delta Pi honors society in October 2019 for her contributions and pioneering work in effective education in schools throughout the United States.

LAURA WERNICK, PhD '09, was granted tenure at Fordham University Graduate School of Social Service in 2018.

SHARON WYSOCKI, MSW '89, in 2006 left a mental health and chemical dependency practice in Ann Arbor to pursue medical social work possibilities in Arizona. Her experience as an equine-assisted psychotherapist allowed her to pursue her dream of having a small horse ranch where she could utilize her horses as part of the healing process—physically, mentally and emotionally. She was awarded the Pride of City of Safford award in 2009. In 2018, she evolved into a professional actor. Wysocki has appeared in two westerns, a horror film, several TV commercials, and her first supporting role in a film headed to the film festival circuit. The biggest surprise she discovered in the film industry were the numerous social workers who have become filmmakers as an avenue for activism. Her niece, Grace Wysocki, is about to embark on her journey in the Master of Social Work program at the University of Michigan. Go Blue!

M100 1921 - 2021

MICHIGAN SOCIAL WORK

In 2021, Michigan Social Work will celebrate its first century and set the stage for its second. The Michigan Social Work Centennial Committee is exploring ways to commemorate this milestone while taking into account public health precautions and social distancing limitations. Look for more detailed information later this fall on the Michigan Social Work website.

Faculty

Toni Tripodi | DSW, Columbia University, January 23, 2020

Alumni

Bernard S. McLendon | MSW '70, February 23, 2013

Nancy L. Robinson | MSW '63, March 14, 2013

Constance W. Sholem | MSW '66, June 13, 2013

Wanda J. Engel | MSW '72, September 19, 2013

Rose A. Doutherd | MSW '58, September 24, 2013

Julian R. Gresham | MSW '70, December 24, 2013

Lee M. Sheldon | MSW '85, October 3, 2014

Kenneth E. Venn | MSW '53, October 25, 2014

Anne J. Rock | MSW '75, August 17, 2015

David B. Nicholls | MSW '88, September 5, 2015

Isadore Zuckerman | MSW '53, July 2, 2016

Johnnie M. Howard | MSW '80, August 3, 2016

Lydia A. Lindsey | MSW '08, December 29, 2016

Gerald C. Rothman | MSW '63, February 24, 2017

Linda U. Locher | MSW '85, April 9, 2017

Catherine E. Ward | MSW '79, August 25, 2017

Diana Hull | MSW '54, October 1, 2017

Lawrence L. Martin | MSW '72, October 29, 2017

Maurice Ginsburg | MSW '67, November 7, 2017

Richard L. Lynch | MSW '67, December 26, 2017

Cheryl E. Lee | MSW '80, January 3, 2018

Lucy Arzoian | MSW '51, January 11, 2018

James A. Ajemian | PhD '71, February 14, 2018

Edgar L. Clemons | MSW '75, March 20, 2018

Curt S. Sugiyama | MSW '58, May 5, 2018

Deborah L. Borrie | MSW '97, May 12, 2018

Helen M. Perry | MSW '87, May 17, 2018

Ellen B. Eichler | MSW '69, May 22, 2018

Ramona B. Smith | MSW '74, June 26, 2018

Edna M. Kaster | MSW '91, July 6, 2018

James W. Hoy | MSW '60, September 15, 2018

Sharon J. Hoeker | MSW '91, September 24, 2018

Cathy M. Demchak | MSW '88, November 8, 2018

Martha B. Mermier | MSW '70, November 14, 2018

Kathryn A. McCracken | MSW '88, December 11, 2018

Vincent J. Acciaioli | MSW '76, January 18, 2019

Fred L. Williams | MSW '94, March 10, 2019

Shirley A. Newbold | MSW '95, May 3, 2019

Jo Ann C. Frick | MSW '77, June 10, 2019

Debra L. Jackson | MSW '86, June 22, 2019

Sally A. Shanks | MSW '90, June 22, 2019

Linda D. Peake | MSW '85, June 26, 2019

Hubert R. Kaste | MSW '69, July 4, 2019

Patricia A. Bedi | MSW '90, July 8, 2019

Charlotte E. Russell | MSW '52, July 13, 2019

Hilda G. Kahle | MSW '61, July 18, 2019

Praim S. Singh | MSW '65, July 20, 2019

Kenneth E. Oettle | MSW '66, July 25, 2019

Rebecca K. Ratliff | MSW '94, July 27, 2019

Richard J. Kelly | MSW '64, July 29, 2019

James L. Zimmerman | MSW '67, August 10, 2019

Veda J. Roberts | MSW '70, August 25, 2019

Joyce A. Hachadourian | MSW '80, September 1, 2019

Virginia M. Britton | MSW '70, September 4, 2019

Carol E. Davis | MSW '83, September 5, 2019

Maeda J. Galinsky | MSW '61, PhD '63, September 9, 2019

Sandra J. Romej | MSW '83, September 12, 2019

Blair F. Barton-Percival | MSW '00, October 3, 2019

Ruth Endres | MSW '54, October 7, 2019

Aviva N. Kleinbaum | MSW '92, October 16, 2019

John T. Snavelly | MSW '69, October 21, 2019

Kenneth E. Lundquist | MSW '70, November 7, 2019

Harvey D. Saver | MSW '82, November 13, 2019

Robert J. Gonet | MSW '76, November 20, 2019

D'Arline D. Fabian | MSW '64, November 21, 2019

Autumn M. Smith | MSW '85, November 21, 2019

Annette "Nan" L. Allen | MSW '53, November 27, 2019

Ronald H. Goetz | MSW '80, December 10, 2019

Agnes E. Bangert | MSW '82, December 17, 2019

Robert G. Bloomquist | MSW '59, December 18, 2019

Leo C. Gryzan | MSW '61, December 27, 2019

Notices of deaths received before January 8, 2020



Guests shared photographs of their ancestors/loved ones for an ancestral altar. The altar was used as a cross-tradition and cross-faith space to honor all of those who have come before us and as a place to ground the collective work done at the conference.

BUILDING POWER AGAINST WHITE SUPREMACY CONFERENCE

Building Power was a Black-led conference based around countering white supremacy through community organizing and direct action. Organized by social work students, the conference brought together U-M students and community members from Ann Arbor, Ypsilanti and Detroit. Attendees learned about local associations and strategies for fighting white supremacy through community coordination. Breakout sessions included Disability Justice, Inter-generational Organizing, Organizing After Graduation and Supporting Immigrants in Our Communities. Adrienne Maree Brown, an American author, women's rights activist and Black feminist, was the keynote speaker.

"The purpose of this conference was to center community knowledge in the fight against white supremacy. This fight will not be effective without challenging ourselves to explore our own internalization of anti-Blackness and white supremacy, no matter our race or ethnicity. Transformative self-work is necessary before any of us presents ourselves as crusaders for racial justice. This work must be both consistent and persistent. The society in which we currently live in is anti-Black, anti-fem, anti-anything that deviates from the white cis-het man and his desires. Therefore, it is crucial to be mindful of these truths — and in complete opposition of them if we truly seek transformative change and a society that is equitable for all," said Dominique Crump, a member of the 2019 steering committee.



Below (left to right): James L. Curtis MD '46; Prof. Daphne Watkins, Director, Curtis Center; Dean Lynn Videka

CURTIS CENTER FOCUSES ON HEALTH EQUITY RESEARCH AND TRAINING

Last November, the Vivian A. and James L. Curtis School of Social Work Center for Health Equity Research and Training was relaunched and renamed. The center's new focus is health equity for marginalized communities in Michigan and beyond. "We will take care of home, but also go global," says the center's new director, Professor Daphne Watkins, "with social justice as our primary aim."

The Curtis Center continues to honor a social worker, Vivian A. Curtis, MSW '48 (1924–2007), and her husband, James L. Curtis, MD '46. Both are celebrated figures in U-M history. They met during James Curtis's residency and were married in December 1948. James Curtis began a career as a clinician, educator and healthcare administrator, and Vivian Curtis became a national leader in social work.

"Our ambition," Dr. Curtis says, "was to create research opportunities for people, regardless of race, gender or family income." When Watkins was appointed to lead the center last year, she aligned the center's new mission to fit within the School's strategic plan by focusing on health equity research and training.

Addressing Dr. Curtis at the November celebration, Watkins said: "Thank you for your candor and your commitment to the community. Furthering that commitment is an honor that we don't take lightly. The center's mission is to stimulate research, training and outreach opportunities that promote health equity. We support work that deepens our understanding of factors that lead to inequities and strategies that eliminate them." The re-creation of the Curtis Center joins the School's research mission to its strong commitment to diversity.

"The rededication of the Curtis Center represents wonderful aims for the whole country and progress toward greater health equity," Dr. Curtis said. The Vivian A. and James L. Curtis School of Social Work Center for Health Equity Research and Training is indeed making the Curtises' vision a reality for a new generation of "leaders and best."





Left to right: Dean Lynn Videka, Keynote speaker Congressman Andy Levin; Greta Fauri



Left to right: Anthony Abshire, MSW '19; Tyhesia Simpson-Van Beek MSW '19; Vivian Taylor, MSW '21



Keynote speaker Ann Leen, SER for Metro Detroit

FAURI MEMORIAL CONFERENCE 2019

The School of Social Work held its 36th annual Fedele F. Fauri and Iris M. Fauri Memorial Conference, Promoting Youth Opportunity and Re-engagement, on Friday, October 11, 2019. The Fauri Conference is a forum for discussing ideas that enhance the well-being of young people. It honors accomplishments in child welfare by Fedele F. Fauri, the first dean of the School of Social Work.

Congressman Andy Levin, U.S. Representative for Michigan's Ninth Congressional District, led off this year's conference with a keynote. Levin told his audience: "Too many barriers keep America's young people from sharing in American prosperity." He discussed crucial youth-related issues that he felt elected officials were set to tackle, including higher education opportunities, greater implementation of the 2012 JOBS Act, employment issues around youth incarceration and reentry, federal workforce programs and the "Green New Deal" as a jobs and quality-of-life issue.

"Dean Fauri's leadership in the field of child welfare spanned nearly 50 years," Dean Lynn Videka said, "with current social welfare legislation at state and federal levels being products of Dr. Fauri's work as director of the Michigan Department of Social Services and later in Washington, D.C. His accomplishments in child welfare and social work education brought national and international acclaim to him, to the School of Social Work and to the university."

The morning concluded with a panel, "Painting a Picture of Youth Disconnection: Experiences & Strategies in the Field," moderated by James Ellis, assistant research scientist at Michigan Social Work.

The first of two afternoon keynotes, "Serving Opportunity Youth with Comprehensive Programming, Leading to Long-term Success," was delivered by Ann Leen, Assistant Vice President of Youth Services for SER Metro Detroit. The

second keynote, "Our Responsibility to be Responsive: Overcoming the Struggle of the Status Quo," was given by Lumas Helaire, board president of Detroit's James & Grace Lee Boggs School and associate director of the U-M Office of Academic and Multicultural Initiatives. Helaire focused on preventive work with youth and keeping youth connected and responsible to society at large.

"Youth Voices," a panel moderated by Clinical Assistant Professor Abigail Eiler, featured three MSW students—Anthony Abshire '19, Tyhesia Simpson-Van Beek '19 and Vivian Taylor '21—who all have direct experience with the foster care system, and who called for innovative ways to help youth get to college. The stories of these three students made for an illuminating and encouraging conclusion to a day that tackled challenging issues.

PROGRAM EVALUATION GROUP

“You would be hard-pressed,” says Associate Professor Shawna Lee, newly appointed director of the School’s Program Evaluation Group (PEG), “to find a funder that does not require evaluation. It is a critical skill for social workers, who mix qualitative and quantitative methods and tell a more nuanced story than just numbers.

“I have a great staff and nine field placement students,” Lee says. “I also have independent study projects with two students. It has been rewarding, seeing them contribute to a critical aspect of social work.”

Seeds for PEG were planted a decade ago, when former Dean Laura Lein asked local agencies what the School might do for them. Their response—“evaluation”—was the right answer. One-third of our students are interested in macro practice, which offers opportunities to managers, policy experts, researchers and program evaluators.

The School created PEG and a field unit where students could get hands-on evaluation experience. Many students who work with PEG go on to leadership positions in program evaluation. Says Lee, “We train them to think about community-based participatory research, mixed methods and equity-based approaches. They see outcomes from many perspectives. They focus on collaboration and sustainability.”

Dean Lynn Videka is investing in PEG as part of the strategic plan for the School. The plan calls on the School to use the capacity of the Program Evaluation Group to advance engagement with the School’s regional communities. As it has for more than a decade now, PEG stands ready to serve the community in concrete, measurable, yet still nuanced ways, emphasizing social justice, collaboration and sustainability.



LEAD: LEGISLATIVE EDUCATION AND ADVOCACY DAY

More than 40 MSW students, faculty and staff attended LEAD (Legislative Education and Advocacy Day) in Lansing. The day included hundreds of social justice advocates from around Michigan for the largest annual gathering of social workers in the state. LEAD featured networking opportunities, social justice forums and nearly two dozen workshops on legislative issues, political action and advocacy efforts.





WINKLEMAN MEMORIAL LECTURE 2020

On February 18, the School of Social Work held the annual Leon and Josephine Winkelman Memorial Lecture. The annual Winkelman Lecture has become a leading forum on the U-M campus for presenting emerging knowledge in gerontology from the social sciences and the health science professions.

The annual Winkelman Lecture was established by an endowed gift from the Winkelman brothers—Stanley J., John, Frederick R. and Henry R.—as a memorial to their parents, Leon and Josephine Winkelman. In 1928, Leon Winkelman co-founded the Winkelman department stores in Detroit, and, even through the time of the Detroit riots in 1967, he stood by the city and its African American population. His philanthropy advanced social justice issues. Dean Lynn Videka also made special mention of Josephine Winkelman, an early graduate of the U-M social work program (when it was based in Detroit) and a social worker alongside Jane Addams at Chicago’s Hull House.

The theme for the 2020 Winkelman Lecture was “Brave New Age of Social Relations.” The keynote was delivered by Toni Antonucci, Elizabeth M. Douvan Collegiate Professor of Psychology and senior research scientist at the U-M Institute for Social Research. Antonucci works with the Convoy Model, a construct for understanding an individual’s health and well-being as a function of their personal interactions.

Three panelists responded:

- Kristine J. Ajrouch, director of the Michigan Center for Contextual Factors in Alzheimer’s Disease, who spoke on her more than 20 years of research on identity formation, social relations and unique aging and health needs among southeast Michigan’s fast-growing Arab American population
- Norvena Wilson, creator of the Silver Center, a pilot program in Wayne County that engages socially isolated seniors by using technology to facilitate pop-up group classes and social activities
- Assistant Professor Xiaoling Xiang of the School of Social Work, who spoke about her research providing homebound seniors with cognitive-behavioral therapy via computer applications, with home care workers assisting (see page 4).

The 2020 Winkelman Memorial Lecture demonstrated how those who would traditionally be isolated by age and poor health are participating in a wider world thanks to researchers working with technology to engage and deliver services in new ways.



Top (left to right): Dean Lynn Videka, Professor Toni Antonucci, Professor Robert Taylor

Bottom (left to right): Professor Toni Antonucci; Kristine J. Ajrouch, Michigan Center for Contextual Factors in Alzheimer’s Disease; Norvena Wilson, Silver Center; Assistant Professor Xiaoling Xiang



AYESHA GHAZI EDWIN
LECTURER AND ENGAGE: DETROIT
PROGRAM COORDINATOR

Ayesha Ghazi Edwin was appointed by Governor Gretchen Whitmer to serve on the Michigan Asian Pacific American Affairs Commission.



TERRI FRIEDLINE
ASSOCIATE PROFESSOR OF
SOCIAL WORK

Terri Friedline was appointed to the federal Consumer Financial Protection Bureau's Academic Research Council. Her research on fair banking and financial practices will impact the Consumer Financial Protection Bureau and the nation.



LUKE SHAEFER
PROFESSOR OF SOCIAL WORK,
DIRECTOR U-M POVERTY CENTER

Luke Shaefer was named a 2020 Andrew Carnegie Fellow. The two-year award provides support for his project, "Deepening Our Understanding of America's Most Vulnerable Communities."

Shaefer was also appointed Special Counselor to the Michigan Department of Health and Human Services and will act as special counselor to the director.





Ruth Dunkle

PAULA ALLEN-MEARES was named a 2020 Society for Social Work and Research Fellow.

DAVID CÓRDOVA was named an Ambassador for the Biomedical Research Conference for Minority Students.

RUTH DUNKLE was named a 2020 Society for Social Work and Research Fellow.

LISA FEDINA, LORRAINE GUTIÉRREZ, DACIA PRICE and **RICHARD TOLMAN** received a 2019 Michigan Social Work Diversity Equity and Inclusion Impact Award for leading the School's Undoing Racism community building efforts.

TODD HERRENKOHL was named a Fellow of the American Academy of Social Work and Social Welfare.

JOSEPH HIMLE was named a Fellow of the American Academy of Social Work and Social Welfare.

JUSTIN HODGE was elected to the board of directors for the Congressional Research Institute for Social Work and Policy (CRISP), which is committed to expanding the participation of social workers in federal legislative and policy processes.

- **JUSTIN HODGE** was awarded a 2019 Michigan Social Work Diversity Equity and Inclusion Impact Award. He facilitates dialogue in his courses that challenge students to communicate across cultural differences and encourages critical thinking about systems and how they affect communities of color.

SHANNA KATTARI is a member of the Student IDEA Board, which received a U-M Distinguished Diversity Leaders Award from the Office of the Provost and U-M Human Resources.

SHAWNA LEE was appointed director of the Program Evaluation Group (PEG).

DEBRA MATTISON is a member of the U-M IPE Foundations Experience Team that received the 2019 Demonstration Model Award at the Midwest Interprofessional Practice, Education, and Research Center annual conference.

ROSALVA OSORIO was appointed to the Task Force on Infant and Early Childhood Mental Health and Developmental Neuroscience, a collaborative project between the Council on Social Work Education and the Erikson Institute.

JULIE RIBAUDO was appointed by the Erikson Institute and the Council on Social Work Education to serve on the Infancy and Early Childhood Mental Health Steering Committee.

KRISTIN SEEFELDT was appointed new associate faculty director at University of Michigan Poverty Solutions. Poverty Solutions is a presidential initiative that aims to prevent and alleviate poverty through action-based research.

DIANE KAPLAN VINOKUR's new book, *Shared Space and the New Nonprofit Workplace*, won the 2019 Terry McAdam Book Award from The Alliance for Nonprofit Management.

DAPHNE WATKINS was appointed to the 2020 American Psychological Association Presidential Task Force on Advancing Social and Emotional Development of Black Boys through Research, Advocacy and Community Engagement.



Shawna Lee



Kristin Seefeldt



Daphne Watkins



Todd Herrenkohl



Shanna Kattari



William Elliott III

AYESHA GHAZI EDWIN and her students in the Social Work 560 course were covered by Detroit WDIV-TV for their semester-long project on community engagement in an Ypsilanti neighborhood.

WILLIAM ELLIOTT III weighed in on the student debt debate with *Morning Consult*. "It's not just about getting a degree; it's also about what financial position you're in when you get that degree," said Elliott.

LISA FEDINA'S research on child sex trafficking in the United States was cited in a *USA Today* story about Jeffrey Epstein's alleged sex trafficking targets.

TERRI FRIEDLINE and **TRINA SHANKS** identified key problems, and how to address them, in *WalletHub's* latest report on underprivileged children.

KARLA GOLDMAN was quoted in the *Times of Israel* article "200 years ago, John Adams promoted a Jewish state in the Holy Land." The article explains how the reasoning behind President Trump's support of a Jewish homeland differs sharply from that of the second president, John Adams.

EDIE KIEFFER'S latest research, "Diagnosis and Care of Chronic Health Conditions Among Medicaid Expansion Enrollees: A Mixed-Methods Observational Study," was included in a front page *Washington Post* story. The study finds that people with chronic conditions are significantly more likely to report improved physical and mental health since enrolling in the state's expanded Medicaid program.



Trina Shanks

JAMIE MITCHELL discussed the lack of diversity in the subjects of medical research studies and how diseases and treatment differ based on race and gender with Michigan Radio.

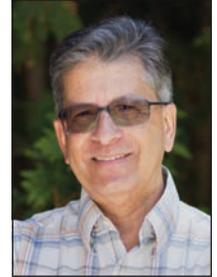
ROBERT ORTEGA appeared in a U-M video aimed at preventing sexual and gender-based misconduct at the university.

JULIE RIBAUDO discussed infant mental health programs with *Second Wave Michigan*. "Babies grow better when they love deeply and are loved deeply."

LUKE SHAEFER was quoted in the *Detroit Free Press* on rural and urban poverty. "If we go to Detroit, if we go to Chicago, if we go to the Upper Peninsula, we hear about housing and utilities," he said. "It's the same story, different details."

- **LUKE SHAEFER** was quoted in a *Washington Post* article "Poor and middle-class Americans are much less likely to survive into their 70s than the wealthy, federal report says." "One of the major takeaways is how incredibly important Social Security is in the retirement security of low- and moderate-income households," Shaefer said.

ROLLAND ZULLO commented on the General Motors strike in *Time*. The GM situation is part of a national uptick in strikes, with Americans increasingly turning to collective action in the face of unstable employment practices.



Robert Ortega



Roland Zullo

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