

ONGOING

University of Michigan School of Social Work

Summer 2022

A CONVERSATION WITH NEW DEAN BETH ANGELL

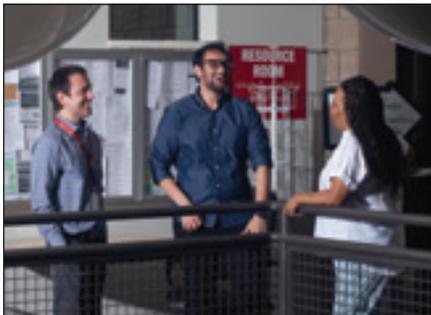
**FIELD EDUCATION
TRAINING FUTURE
SOCIAL WORK LEADERS**



**SCHOOL OF
SOCIAL WORK**
UNIVERSITY OF MICHIGAN



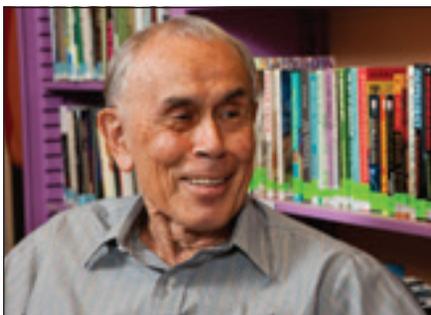
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Mission Statement

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 INTERIM DEAN



We are in a time of great change. As a society, we are slowly emerging from the initial response to a pandemic to create a new normal in how we work, learn and live. As a School, we began our second century by rethinking MSW education and launching new programs that prepare students for the future. These innovations include the eight new curricular pathways, which allow students to follow their own passions. We have also dramatically increased our options for part-time and online study, making a Michigan MSW degree much more accessible, especially for students balancing work and family commitments.

In this issue, we take a closer look at field education — the signature pedagogy in social work. Field education is an opportunity for students to apply the theories and concepts learned in the classroom to real-life practice situations while under the supervision of a licensed social work field instructor.

Like other health sciences professional programs at U-M (medicine, nursing, dentistry, pharmacy), MSW students are generally not paid for their field education (a small number of placements provide stipends). Expanding field education stipends is one way we could help ease the high cost of a graduate degree.

The School of Social Work convened a task force of students, staff, administrators and field instructors to consider strategies for improving educational stipends for students during their field education. The task force worked with the National Association of Social Workers-Michigan Chapter to influence legislation that would provide state funds to pay student stipends for social work, and to develop a new position paper on student stipends for field education. We will continue to work on these issues through our field advisory committee and the Office of Field Education.

As I conclude my service as interim dean, I want to take the opportunity to **welcome our new dean, Dr. Beth Angell.**

Beth is a deeply experienced administrator and has been the dean of the Virginia Commonwealth University (VCU) School of Social Work since 2018. During her tenure, VCU saw record student enrollment, launched a fully online MSW program, and navigated the many challenges in teaching and serving students during the pandemic.

I have known Beth for more than 15 years and I am excited for her to lead our community. She is a true scholar and leader and we are so fortunate that she has agreed to be our next dean.

Go Blue,

Joseph Himle, Interim Dean

Howard V. Brabson Collegiate Professor

SUPPORT MSW STUDENTS THROUGH THE NEW SSW FIELD FUND

In the quest for an MSW, students face all sorts of financial challenges while they juggle the required 900 hours of field education and their academic studies. The new SSW Field Fund will provide students with additional resources to alleviate financial pressures. The fund will prioritize students who have the most financial need. Please help us support our students in field education by making a gift to the SSW Field Fund today.

For more information, please contact donate.umich.edu/yXgM7



“It’s important to be able to get up every day and to feel like something we do will help to make a better world.”

Conversation with Dean Beth Angell

On July 1, 2022, Kathryn Elizabeth (Beth) Angell was appointed dean of the School of Social Work. She was previously dean of the Virginia Commonwealth University (VCU) School of Social Work and, before that, held a number of leadership roles at Rutgers University in New Jersey. We caught up with Angell as she prepared to move to Ann Arbor, to learn more about her experiences, perspectives and hopes for the future.

ONGOING: Tell us about your path to social work.

BETH ANGELL: Like many in our ranks, I was one of those people who was drawn to social work because of my own life experiences. My mother had a serious mental illness, a psychotic disorder, and she committed suicide when I was nine. That was the backdrop of my childhood. I was raised by my father, a single dad, and I was a first-generation student. I didn't have parents to help guide my decision-making about what I studied and I found myself, after several major changes, gravitating to psychology because I wanted to try to understand what happened to me in my life.

I worked in a neuroscience lab for a little while and had a wonderful lab director who took an interest in mentoring me. One day, he said, "I'm really struck when I talk to you about what you want to do with your life. You're a lot more interested in helping people than you are about being a lab scientist, and you ought to think about the field of social work."

Once I found social work, I really never looked back, because the way of thinking about structural causes of situations is different from other disciplines. Social work gives us ways of understanding how people react, and how what looks like resistant behavior is really grounded in lived experience. If it's the right place for you, you know.

In my very first field placement as a social worker, I was in a community mental health agency. One of the first things I had to do was deliver medication to a client at home, and the instruction given to me was to "make sure he takes the medication in front of you." But the client slammed the door on my foot and said "No, thank you. I don't want to. Take it back." And I didn't know what to do.

So my doctoral work focused on what happens when society decides someone needs help, but they don't think they do, or at least not the help we are offering. How do we approach that situation and how do we find ways to address the need? How do we help in a way that's as empowering as possible and how do we give people real choices? How do we set up services so that we don't just automatically oppress the disempowered?

As part of my research, I studied how we organize services for people with psychiatric disorder, and what I found is that we set up a lot of baseline expectations of our clients — quid pro quos — that are not explicit or clear. There's a lot of hidden coercion in the way we do business. That led me to study the way we use language, specifically verbal, to regulate choice. I studied how psychiatrists, in particular, use the way they talk to clients to open up or shut down opportunities for clients to talk about what they need or want. To do that, I learned a sociolinguistic technique called conversation analysis.

ONGOING: You are a first-generation college student. How does that experience guide you as a dean?

BETH ANGELL: As a first-generation student, I know how it feels to not be sure you belong.

I was lucky as an undergraduate: I had people who took a special interest in me, and who saw potential in me and who mentored me. That's what I want to see for our students, especially students who come from any marginalized identity or circumstance — that they feel as though the university is a place where they do belong, where there are people who can guide them and who will help them come into their own.

The way that shows up in leadership is that you need to be really aware of policies that are exclusive, you need to be aware of ways in which "the way we've always done it" can be a door that shuts for someone. I carry that identity as a first-generation student and am aware of those kinds of interactions.

ONGOING: The future looks different in 2022 than when you started as a dean at Virginia Commonwealth University in 2018. How has the turbulence of the last 18 months changed priorities in social work and academia?

BETH ANGELL: The University of Michigan, like everywhere in the country, has to figure out what social work looks like in a post-pandemic world. We're hearing a lot of dialogue within our field that questions the foundations of what we've done in the name of social work. Can this be made a just profession, or do we need to start over again? We were having those conversations before, but the so-called "twin pandemics" — COVID-19 and our country's reckoning with its history of racism — have centered that dialogue, because we're all questioning everything, from our safety every day in the world to our assumptions about who and how we are helping.

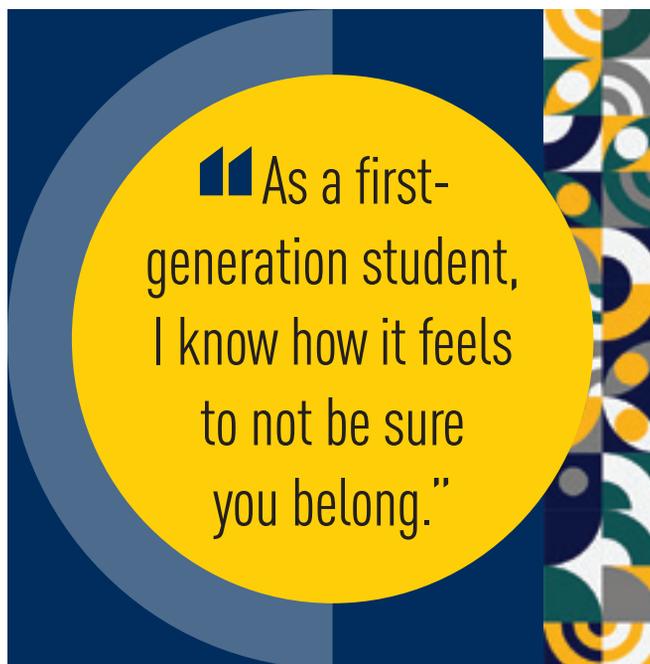
What role does social work play in this world? How will Michigan, as the leading U.S. school of social work, supply the thought leadership that will transform our field in the future? And is that a future where we're going to continue to produce lots and lots of social workers? I hope so, but that's a question we have to wrestle with.

And the other challenge — this is really, really pressing — is how we create sustainable careers for these bright young minds we're educating and whom we envision going out and shaping social work of the future. How do we make sure that they don't graduate with crushing debt and how do we advocate for the kind of careers, and the kind of pay, that will allow them to have sustainable careers as people who want to do good in the world and solve these thorny problems we are facing? As the School moves forward, these are the kind of high-level challenges that we need to engage.

Finally, on the pragmatic level, we're all still

figuring out how to come back to work and school. What is education? Is it a brick-and-mortar endeavor, or is it an online endeavor? How do we find our place in this hybrid world? This is a fun challenge because there isn't a right or wrong answer.

People have talked about how the second year of the pandemic has, in some ways, been harder than the first, because while the first year was scary and challenging in its own way, the second year has been more about pivoting, reacting and responding to the vaccines and then the variants, so trying to keep spirits up has been harder this year. Our lives are forever changed. As the dean, you have to be empathic and make sure that students' needs stay in the center. You also have to honor employees' needs for flexibility given the changes that have happened in their lives.



As a leader, you have to be able to pull back from your own defensiveness and understand that you're learning and remember that none of us has ever been through this before. And you have to listen and you have to decide. Sometimes, a decision isn't popular, but if you're transparent with people about how you made that decision, then it tends to be something we can all live with.

ONGOING: Beyond professional goals, what excites and inspires you about moving to Michigan? Tell us about your family. Who is coming with you?

BETH ANGELL: My husband, Andrew Murphy, is a political scientist; he's going to be at LSA as a professor of political science. We have a 13-year-old dog named Connor. We have two adult sons, and one of the very happy coincidences of this move is that it puts us closer to where both of them live. One is an MSW student — so I have another social worker in the family — and also a former football player, so he's really, really excited to go to games in the Big House. We're all excited. Ann Arbor is a great place to take in football and all the cultural offerings of an incredible university and college town.

ONGOING: How do you manage the demands of being dean?

BETH ANGELL: Balance is really important. I am an extrovert and one of those people who enjoy meetings. I love it when a team gets into the flow together. That's the part of the job that's really energizing for me.

At the same time, to keep your sense of balance, you have to have activities that help you step back from the small decisions that you have to make day to day and allow you to think in a larger frame. For me, that's running. I'm not a very fast runner but I've been running for about 15 years and I find that that gets me out of my head a little bit.

ONGOING: You're from North Carolina, which leads to a very specific question about barbecue preference — Eastern (vinegar-based) or Western (tomato):

BETH ANGELL: Oh, Eastern style, I have my own drum smoker and we were just debating about whether or not it's coming with us. It's moved from New Jersey to Virginia. But yeah, I smoke my own pulled pork and when I'm entertaining vegans, I make jackfruit barbecue.

ONGOING: Jackfruit?

BETH ANGELL: Yes, jackfruit. You buy it in a can at Trader Joe's and it has this really interesting texture. It has seeds and pulp and you pull it apart with your fork and it mimics the texture of meat and then you put a lot of barbecue sauce on it.

ONGOING: What gives you hope as a dean?

BETH ANGELL: Hope is in the doing and in the imagining and in the creating. Hope is watching the future that you see being crafted by our students and faculty. It's an important thing to be able to get up every day and to feel like something we do today will help to make a better world. As dean, I get this wonderful ringside seat to watch the passions of our students, and that gives me a lot of hope.

“As the dean, you have to be empathic and make sure that students' needs stay in the center.”



A Day in the Life of Field Educators

Training Future Social Work Leaders

Field education is the signature pedagogy in social work. Field education placements provide students with the opportunity to apply the theories and concepts learned in the classroom to real-life practice situations while under the close supervision of a licensed social work field instructor. Thank you to the more than 500 volunteer field instructors — their dedication is crucial to ensuring the future success of our students and our profession.

The Council on Social Work Education requires a specific number of credit-bearing hours (currently a minimum of 900) of field education for the MSW degree. In social work, the practice also draws from the traditions of apprenticeships. Through field education, students become part of the professional social work community.

The School's field faculty work with students and field instructors to identify curriculum objectives and competency-based learning goals. Our volunteer field instructors and agencies commit time and resources to creating field placements that provide MSW students with training, mentoring and supervision.



Field faculty provide support and training for field instructors to ensure the success of the students, retain outstanding field instructors and continue to create high-quality field practicum experiences.

A DAY AT...

Peace Neighborhood Center

Ann Arbor, MI

Through a wide range of comprehensive programs, Peace helps people discover options, enhance skills and make choices that promote education, health, well-being and fiscal independence.

Field Instructor:

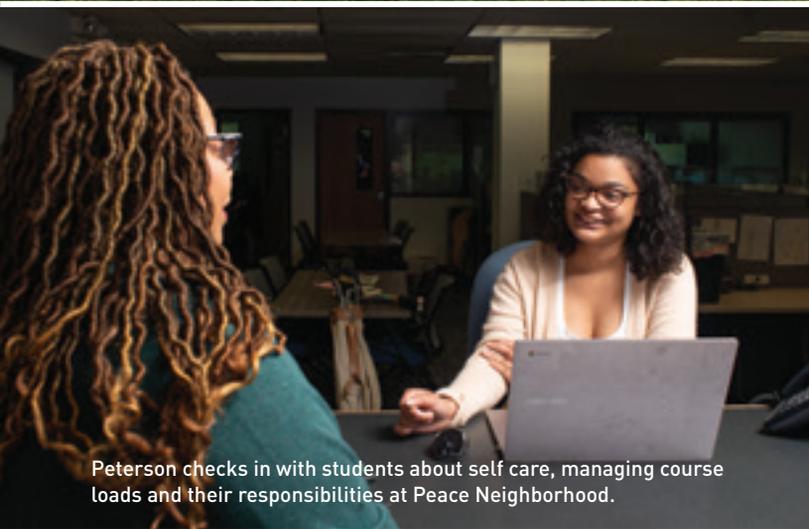
Bernice Hardman, MSW '09

Field Faculty:

Stacy Peterson

MSW students:

Taylor DeJulia, Amanda Riggs and America Vicente



Peterson checks in with students about self care, managing course loads and their responsibilities at Peace Neighborhood.



Field faculty are often on the road, traveling between field sites to conduct meetings and evaluations. Peterson checks in with a student about an issue with one of their clients.

A photograph of three people—two men and one woman—standing on a balcony with a metal railing. They are all smiling and looking towards the camera. The man on the left is wearing a blue patterned shirt, the man in the middle is wearing a blue button-down shirt and glasses, and the woman on the right is wearing a white short-sleeved shirt. The background shows a brick wall and a window.

A DAY AT...

ACCESS (The Arab Community Center for Economic and Social Services)
Dearborn, MI

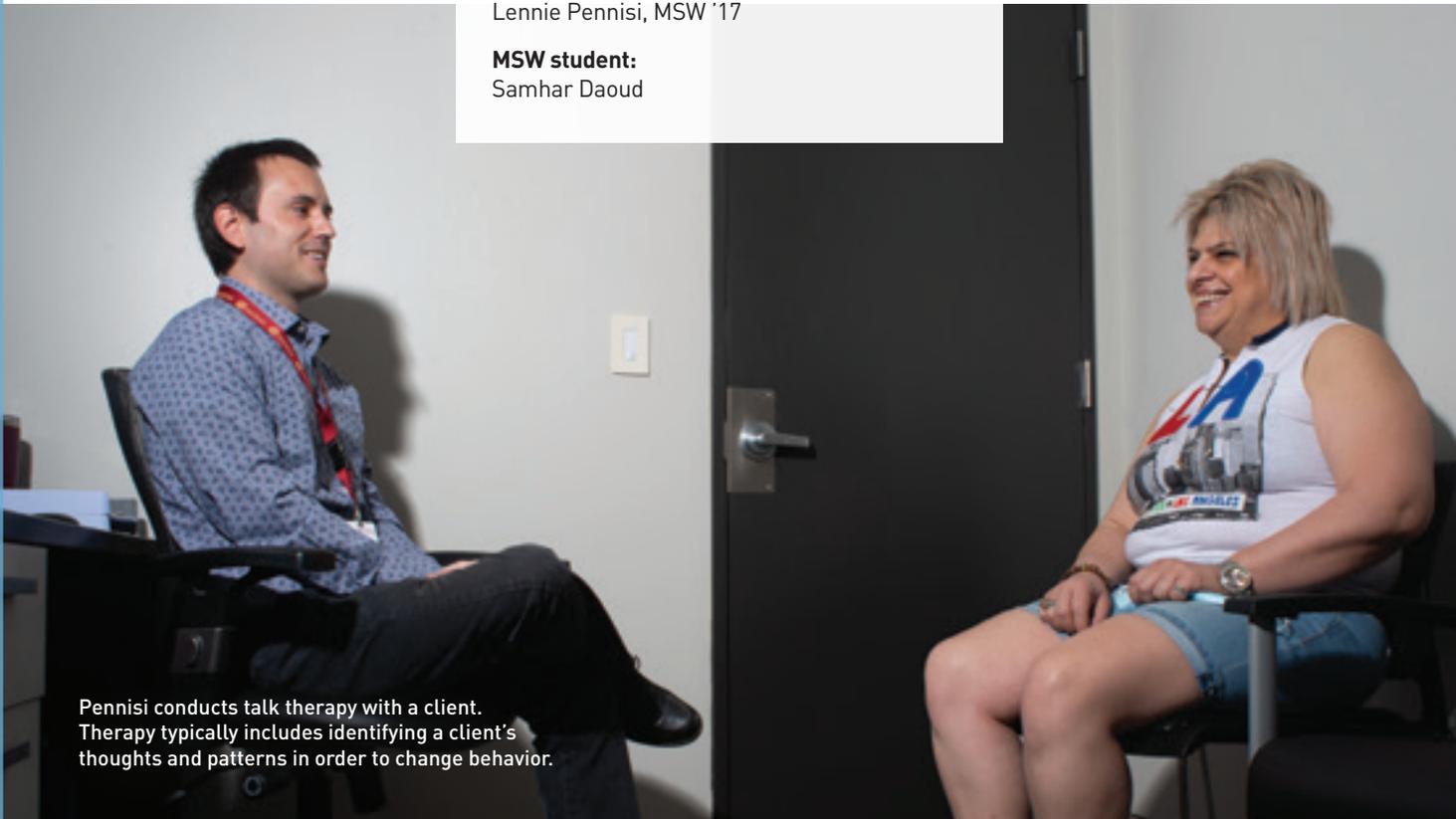
ACCESS honors their Arab American heritage through community-building and service to all those in need, of every heritage. ACCESS is a strong advocate for cultural and social entrepreneurship imbued with the values of community service, healthy lifestyles, education and philanthropy.

Field Instructor:

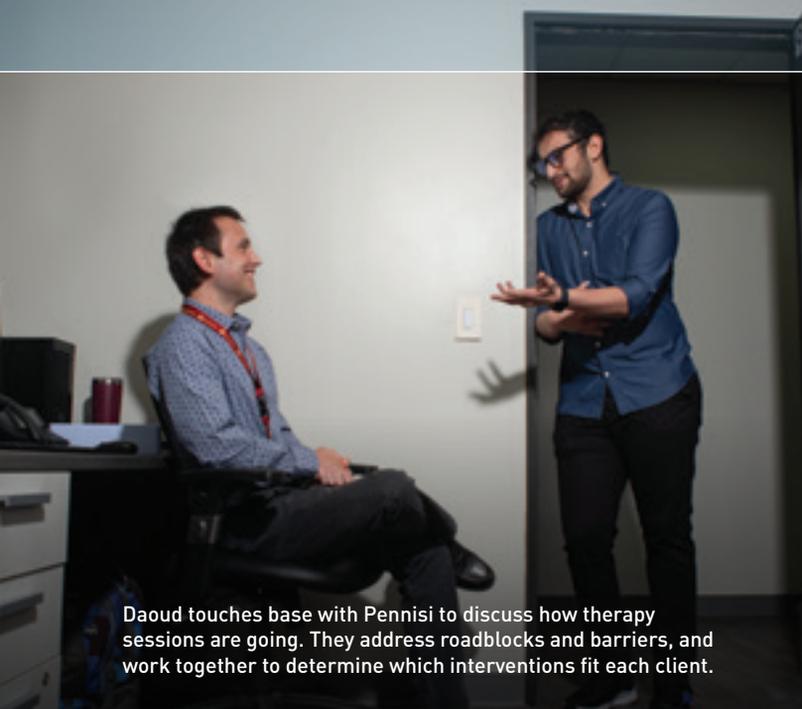
Lennie Pennisi, MSW '17

MSW student:

Samhar Daoud

A photograph of a therapist and a client sitting in chairs in a room, facing each other. The therapist, a man in a blue patterned shirt, is on the left. The client, a woman in a white tank top and blue shorts, is on the right. They are both smiling and appear to be in a conversation.

Pennisi conducts talk therapy with a client. Therapy typically includes identifying a client's thoughts and patterns in order to change behavior.



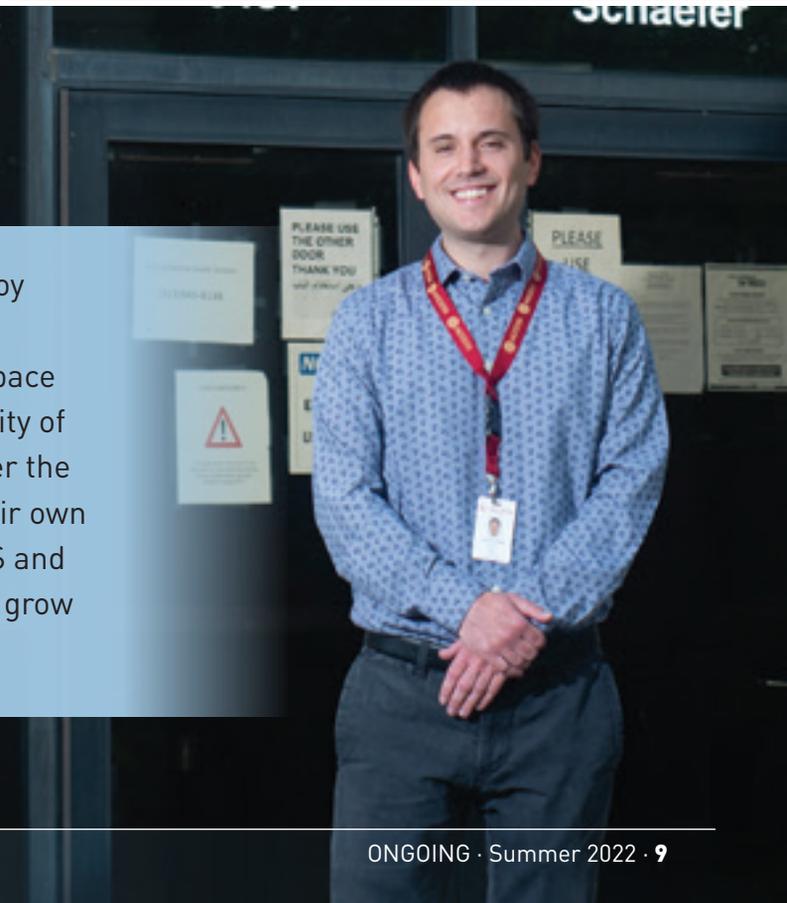
Daoud touches base with Pennisi to discuss how therapy sessions are going. They address roadblocks and barriers, and work together to determine which interventions fit each client.



Finding connection and support as colleagues is important. Therapists need to prioritize their mental health before they can effectively problem solve with their clients.



“ I became a field instructor because I enjoy teaching and I learn so much from the students. It is so important to create a space of growth: the more conversation, diversity of opinion and passion brought in, the better the outcomes. Each student has brought their own unique perspective, which helps ACCESS and the community as a whole and helps me grow as a social worker.” —**Lennie Pennisi**





A DAY AT...

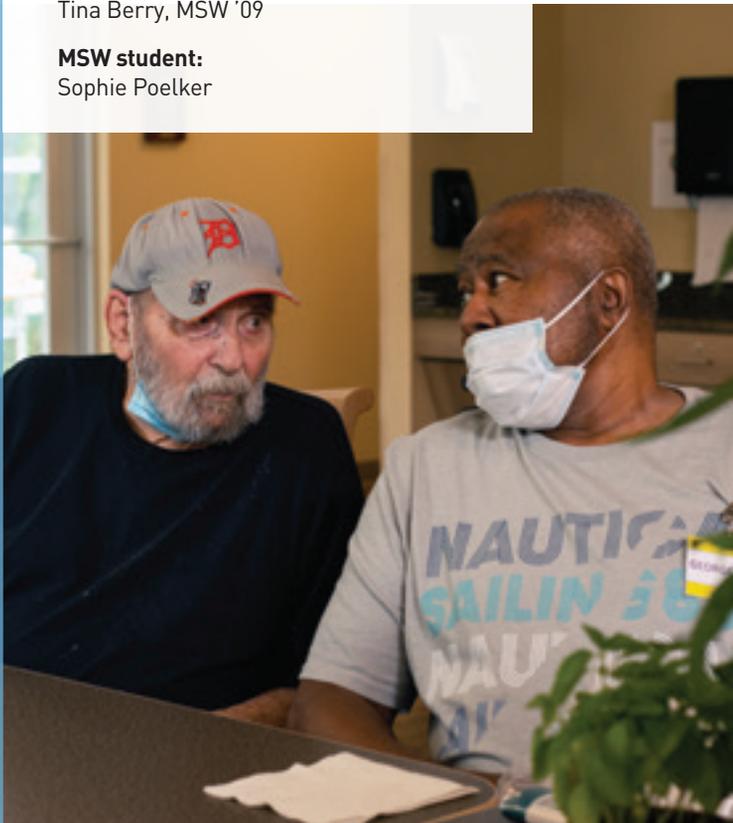
PACE (Huron Valley Program for All-Inclusive Care for the Elderly) Ypsilanti, MI

An alternative to nursing home care, PACE is a health plan and care provider that allows elderly adults to age in place and stay independent in their homes as long as possible.

Field Instructor:
Tina Berry, MSW '09

MSW student:
Sophie Poelker

Having mentors is the way social work students learn on the job. Human service agencies are complex and the way to learn how to navigate is by asking field instructors for guidance.



Berry meets with Poelker to discuss the day's agenda and any issues they may face with clients. Some common challenges include daily medical care, transportation to medical appointments, addressing social isolation and meal planning.



Participants enjoy socializing during their weekly Garden Club. “At my age, you really develop a keen eye for how things grow over time,” said one participant. “Watching these plants sprout from a seed to finally tasting our first tomato, that is what life is all about.”



PACE provides a wide variety of services to elderly adults. Each participant receives care that covers multiple areas, from socializing to meal planning to daily exercise.



Administrative and system tasks, such as tracking a client’s progress, support the critical services that PACE provides older adults. Berry keeps that mission in mind when mired in spreadsheets and databases.

Become a Field Instructor

The Office of Field Education welcomes new field instructors to mentor and train the next generation of social work professionals. Students benefit from working with dedicated professionals, and field instructors consistently report that teaching students is one of the most rewarding aspects of their work.

SSW needs instructors from across the U.S. who can provide learning opportunities for both our micro and macro pathways.

Please contact the Office of Field Education at ssw-fieldoffice@umich.edu to learn more.

HEY, ONGOING
READER...
YOU'VE BEEN
APPROVED!

WHO IS REALLY PAYING for advances in consumer finance?





Associate Professor Terri Friedline (L) with students So'Phelia Morrow, Kimberlee Hall and Carson Bolinger

How do you apply for a job? Or rent an apartment? When do you get your paycheck and what do you do with it? What is credit and how do you apply? What is this about a credit rating? There may be apps to answer these questions, but which ones should you trust? There are live people to talk to at your local bank, but can you trust them?

Social workers interact with many individuals who do not know the answers to these questions and who are thus vulnerable — to banks, lenders, credit card companies, developers of fintech (financial technology) apps and products and to all those who are constantly looking for ways to monetize our need to use money. Often, our own money.

Social workers studying finance are still few, and the funders to whom social workers typically apply are not always interested in economic matters. Nonetheless, the intersection of finance, race, class and gender has become a critical area in social work, and for Associate Professor Terri Friedline's research in particular.

RACIAL CAPITALISM

What keeps marginalized peoples from navigating the economy with dignity? And what gives well-to-do white people so many advantages? "Capitalism requires profit," Friedline explains, "and this economic system creates categories of difference, such as race, gender and class, in order to generate profit." Friedline says that capitalism shifts responsibility away from society and onto individuals. "Most bank tellers earn less than \$15 per hour, while their CEO may make 1,000 times that. Bank tellers are also disproportionately racially marginalized women while bank CEOs are almost exclusively white men. The





“I want all of us to question why systems are set up the way they are to begin with. We can change those systems. We can reduce the scope of these systems and their harms so that they aren’t so punitive.”

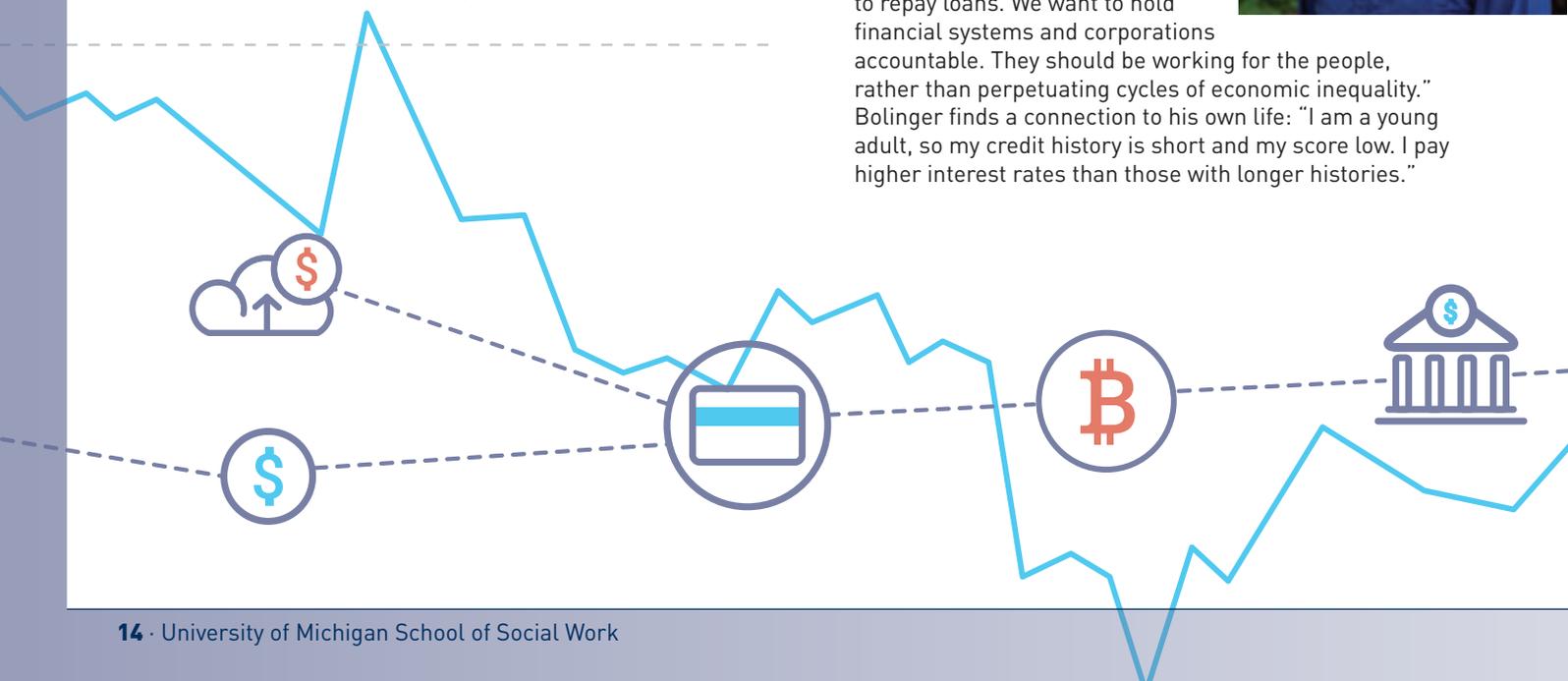
labor of workers doing crucial frontline and customer service work is valued less in the hierarchy of payment and compensation than that of their executives. But the frontline worker is deemed responsible for their poverty instead of the employer that fails to pay a living wage.”

Friedline and her students speak of “racial capitalism” — capitalism’s creation of racial categories, which, combined with a profit motive, affects customer service in finance. If you want to apply for a mortgage or have a fee waived, how do bank employees make the decision? They look for you to display “personal responsibility” and other ways to show that you deserve a better interest rate or fee waiver. “That is a real thing bank employees say,” Friedline remarks, “when people are trying to use their own money.” Banks create and perpetuate inequalities, consistent with racial, gender and class categories. “Personal responsibility,” needless to say, probably looks white and male. Such discrimination may be challenging to measure, but that has not stopped Friedline and a cadre of interested students.

CREDIT SCORES AND FINTECH

Friedline is currently working with students on two projects: a study of credit scoring, and a study of the daunting growth of fintech (financial technology) products and services.

Regarding credit scoring, MSW student Carson Bolinger explains: “We are reviewing articles and data that correlate credit scores with consumers’ ability to repay and their ability to cope with burdensome lending practices. Financial institutions increase interest rates for certain people based on their credit scores and so make it harder for those people to repay loans. We want to hold financial systems and corporations accountable. They should be working for the people, rather than perpetuating cycles of economic inequality.” Bolinger finds a connection to his own life: “I am a young adult, so my credit history is short and my score low. I pay higher interest rates than those with longer histories.”





MSW student Kimberlee Hall, who also works with Friedline, has her own personal connection to the work. “My mom dealt with credit scoring issues,” says Hall. “Seeing how hard it was for her to rebuild her credit after filing for bankruptcy made me want to look into finance in social work school.”



PhD candidate So'Phelia Morrow took a different path to her work with Friedline. Morrow was earning a master's of public health, but found that field “rooted in a biomedical model lacking empathy.” She came to our School for an MSW, because “social work is where we address systemic issues, including the root issue: racism.” Morrow examines social determinants of Black women's health, including racism, sexism and financial inequality. With Friedline, she is studying debt and Black, Indigenous and Latina mental health.

In 2020, Friedline published *Banking on a Revolution: Why Financial Technology Won't Save a Broken System* (Oxford University Press). “When I got my PhD,” Friedline says, “so many people were saying that financial technology — fintech — would expand access to the financial system, reduce poverty and close the racial wealth gap. Those are massive and deeply rooted social problems! And people are still making those promises. But we have no evidence that technology is closing the racial wealth divide. Banks have discriminated for centuries. They helped facilitate the slave trade. And they are still discriminating. Some aspects of technology may actually be making these problems worse.”

“I think if more social workers understood how their discipline is connected to finance, we could help inform the communities and the people we are working with.”

The themes Hall and Bolinger identify in the credit scoring study also echo in the study of fintech. Fintech comprises the exploding universe of financial products and service that includes lending technologies, wealth management technologies, cryptocurrencies and payment apps. Says Hall, “We look at how finance companies and social media market these fintech products. The company might claim they are putting a product out there to be more inclusive of underserved individuals, granting them greater access. But what are they really doing? What profit are they making?”

For example, think of the fee charged by PayPal for you to collect your own money immediately, as opposed to waiting a day or two. Poor and marginalized individuals may, of course, be more likely to need money right away and thus more likely to let PayPal take a little bit of it. Or think of banks reducing fees (again, charged to you for using your own money), while at the same time collecting your personal data and selling it for a profit. “We look at fintech through a social justice lens,” says Hall. “We don't just accept what the companies tell people.”



Modern Monetary Theory has implications for addressing climate change, but also for things social workers traditionally care about like funding for the social safety net and mental health services.”

Friedline explains how banks and fintech companies may harm the very students SSW works with: “Fintech lenders have been found to discriminate in how they charge interest rates on student loans,” she says. “Students may not realize that lenders rely on algorithms and inaccurate data to automate decisions about creditworthiness. Maybe the lender or whoever creates the algorithm decides that a student who attends a community college is less creditworthy, even when this isn’t actually true. Since a borrower’s race and class can’t be overtly considered in lending decisions, the algorithm is trying to use community college attendance as a proxy. So the student gets charged a higher interest rate, which makes it harder for them to pay off their loans.

“I want all of us to question why systems are set up the way they are to begin with. We can change those systems. We can reduce the scope of these systems and their harms so that they aren’t so punitive.”

Cryptocurrencies are also supposed to be helping people use money without the same problems as the financial system. These are decentralized digital currencies, not backed by material assets and thus lacking intrinsic value. This makes cryptocurrency investment a form of

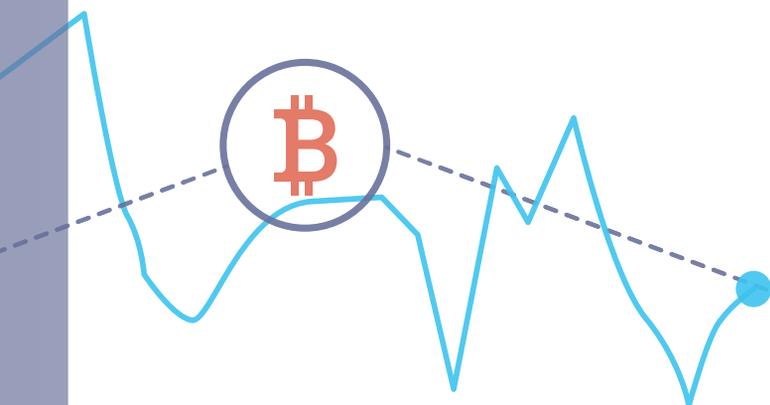
speculation. The first widely used cryptocurrency, Bitcoin, came online in 2008, the creation of a still-unidentified entity using the name “Satoshi Nakamoto.” With its anonymity, volatility and need for users to possess financial and technological savvy, Bitcoin—though touted as a secure, decentralized technology—mostly favors a few insiders.

IMPLICATIONS FOR SOCIAL WORK

Banks also directly fund the fossil fuel industry and many construction projects harmful to the environment. “It is important for social workers’ professional futures to build capacities in both finance and climate change and study the connections between them,” Friedline says. “One promising area for social workers is Modern Monetary Theory [MMT], which is a framework for understanding government spending. MMT has implications for addressing climate change, but also for things social workers traditionally care about like funding for the social safety net and mental health services.”

Fortunately, Friedline has found many social work students who are excited about these topics, and who want to learn more and plan careers in these areas. Social work must be wary, though, of being co-opted by business and finance. Friedline has presented at industry conferences and business schools and found “well-meaning people who want to know a little about poor people so they can better develop their new fintech product. They use the language of helping low-income people, then they start to turn a profit. Social work must be really careful not to betray its commitments to social justice by helping for-profit companies to better exploit their customers.”

Friedline served as a volunteer on the influential Biden-Harris Economic Policy Council, in the process making certain that her research is policy relevant. “It was an amazing experience,” she reports. “I was able to bring my research and practice expertise to bear on issues related to fintech, debt, the racial wealth divide and consumer protections. We helped to develop policy proposals related to what federal agencies could do, and we offered the administration guidance on implementing just and equitable policies.” Friedline is also a member of the Academic Research Council for the Consumer Financial Protection Bureau, advising mostly on research related to consumer protection. Here on campus, she is an affiliate with U-M Poverty Solutions, the U-M Center on Finance, Law & Policy and the Center on Assets, Education, and Inclusion.



PUBLIC BANKING

Friedline has researched postal banking, a public alternative to private, for-profit banks. In an article dated April 24, 2022, the *Boston Globe* noted that 60 million Americans live far from banks and may be dependent on check-cashing companies, payday lenders and currency exchanges, all of which, of course, charge high fees. Banking at local post offices, says the *Globe*, “might be the fix for the racial gap in managing our hard-earned cash.” Postal banking might help close other gaps as well.

“There are lots of models like this for public banking,” Friedline says, “and public banking has implications for clinical work.” Social workers today may have clients looking to open bank accounts, get lines of credit or participate in the financial system in other ways. In addition to helping these individuals, social workers must also take an interest in how the cities and communities they serve fund projects and how public banks have the

potential to keep money in local communities. “Instead of having a city bank with Wells Fargo — where Wells Fargo holds the tax money or pension funds and the profits go elsewhere in the world — public banks can keep that money local,” says Friedline. “Research from the Action Center on Race and the Economy finds that local governments in the United States spend about \$160 billion on annual interest payments to banks like Wells Fargo. That’s money for affordable housing, mental health services and education.”

“It opened my eyes,” Kimberlee Hall says of Friedline’s work. “I think if more social workers understood how their discipline is connected to finance, we could help inform the communities and the people we are working with. Then maybe we could pass federal and state legislation to protect people from the duplicity and injustices of big institutions.”

Present an Alumni Webinar

The offices of Development and Alumni Relations and Continuing Education are always looking for alumni and friends to serve as presenters for continuing education webinars and lectures.

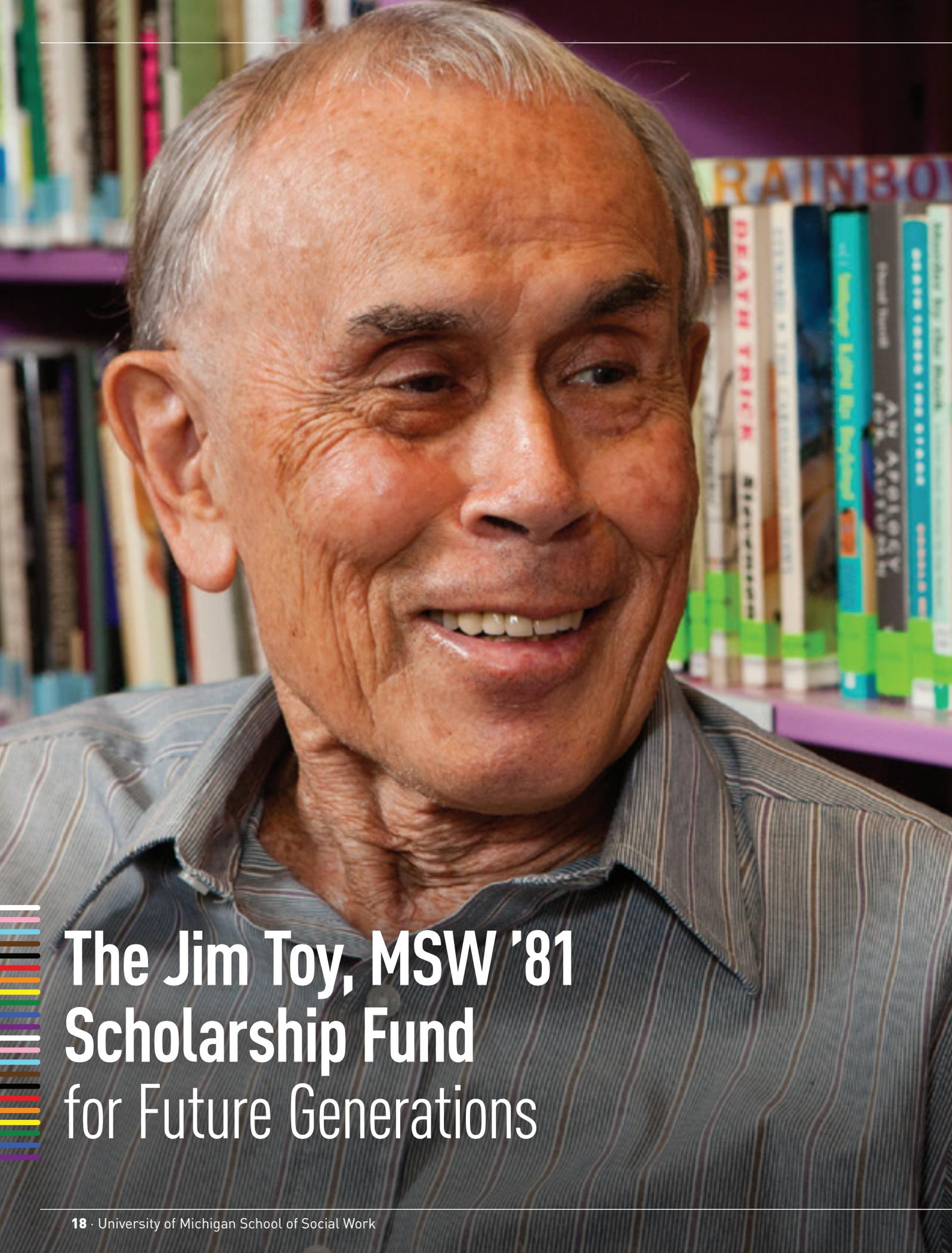
Past webinar topics have included: “Social Work and Sport: Utilizing Sport as an Intervention and Innovative Practice Approach,” “Housing in America and the Affordable Housing Crisis” and “The Social Work Leader Role in Organization Culture Realignment.”

These webinars are free for alumni and offer continuing education hours.

Learn more:

sww.umich.edu/r/ce-webinar-presenter





The Jim Toy, MSW '81 Scholarship Fund for Future Generations

Pioneering queer rights activist, Jim Toy, MSW '81, died on New Year's Day 2022. His lifelong LGBTQ+ activism resulted in the implementation of many inclusive policies at the university and legislation at the state and local level — including the creation of U-M's Spectrum Center, which was the first such university office of its kind in the nation. Toy received an Honorary Doctor of Humane Letters from U-M in May 2021.

To honor Toy's life and legacy in perpetuity, Professor Emeritus Thomas Powell and Charles Tommasulo, MSW '79 and retired field instructor, have created The Jim Toy, MSW '81 Scholarship Fund within the School of Social Work. Many people whose lives were impacted by Toy have joined Powell and Tommasulo as members of a steering committee helping to raise additional funds. The scholarship will support MSW and PhD students at Michigan Social Work who are driven by the ideals Toy demonstrated as an advocate for human rights — in particular, the rights of LGBTQ+ communities.

Born in New York City in 1930 to a Chinese American father and Scotch-Irish American mother, Toy grew up in Granville, Ohio. In 1951, he received his bachelor's degree in French and music from Denison University. He publicly came out as gay at an anti-Vietnam War rally in Detroit in April 1970.

Toy cofounded both the Detroit and Ann Arbor Gay Liberation Fronts. In response to a petition from those groups, U-M opened a human sexuality office in 1971, which would become the Spectrum Center — the first on-campus office in the country for queer students at an institute of higher education. Toy was a cofounder and one of two original employees.

With the office as his platform, Toy went about educating the community, vocally and wittily, about the nature of sexuality and the oppression facing the LGBTQ+ community. "He came to my courses and told his story beautifully to the students," said lecturer Laura Sanders. "His identities were like a tapestry: gay, Chinese American but misidentified as

Japanese during World War II, and so on. And he had a wonderful sense of humor. He would end the class with his Marlene Dietrich impression, and he would always admonish us to 'Keep misbehaving!'"

"He spoke to my classes about aging," recalled Professor Emerita Berit Ingersoll-Dayton. "He was a fellow teacher and I became a learner. My students felt completely comfortable asking him questions. He had a great ability to make everyone feel special."

Powell and Professor Emeritus Charles Garvin remember car rides with Toy to and from an extension course they taught in Jackson, MI, in which Toy was enrolled. "We had the most wonderful conversations," Powell says. "In many ways it was the real beginning of my education. Jim was a generous, easygoing, responsive conversationalist." The learning went both ways. Later, when Toy received awards for his activism, Powell would send congratulations, adding "Please remember where you learned it!" Toy's reply: "I remember it all!" Toy would later visit both Powell's and Garvin's classes to discuss queer issues with students.

"Jim was a remarkable person," said Tommasulo. "His ability to listen and analyze and come up with solutions was way out of the box."

"Generations of students going forward will learn about his life and all he stood for," said Powell. The Jim Toy Scholarship, MSW '81 Scholarship Fund is an endowed scholarship, which will ensure that his legacy continues."

The Jim Toy, MSW '81 Scholarship Fund Steering Committee

Tom Powell, co-chair

Charles Tommasulo, co-chair

Jay Aiken

Fred Blow

Letha Chadiha

David Emmett-Hulet

Kathleen Faller

Charles Garvin

Berit Ingersoll-Dayton

Edith Lewis

David Pratt

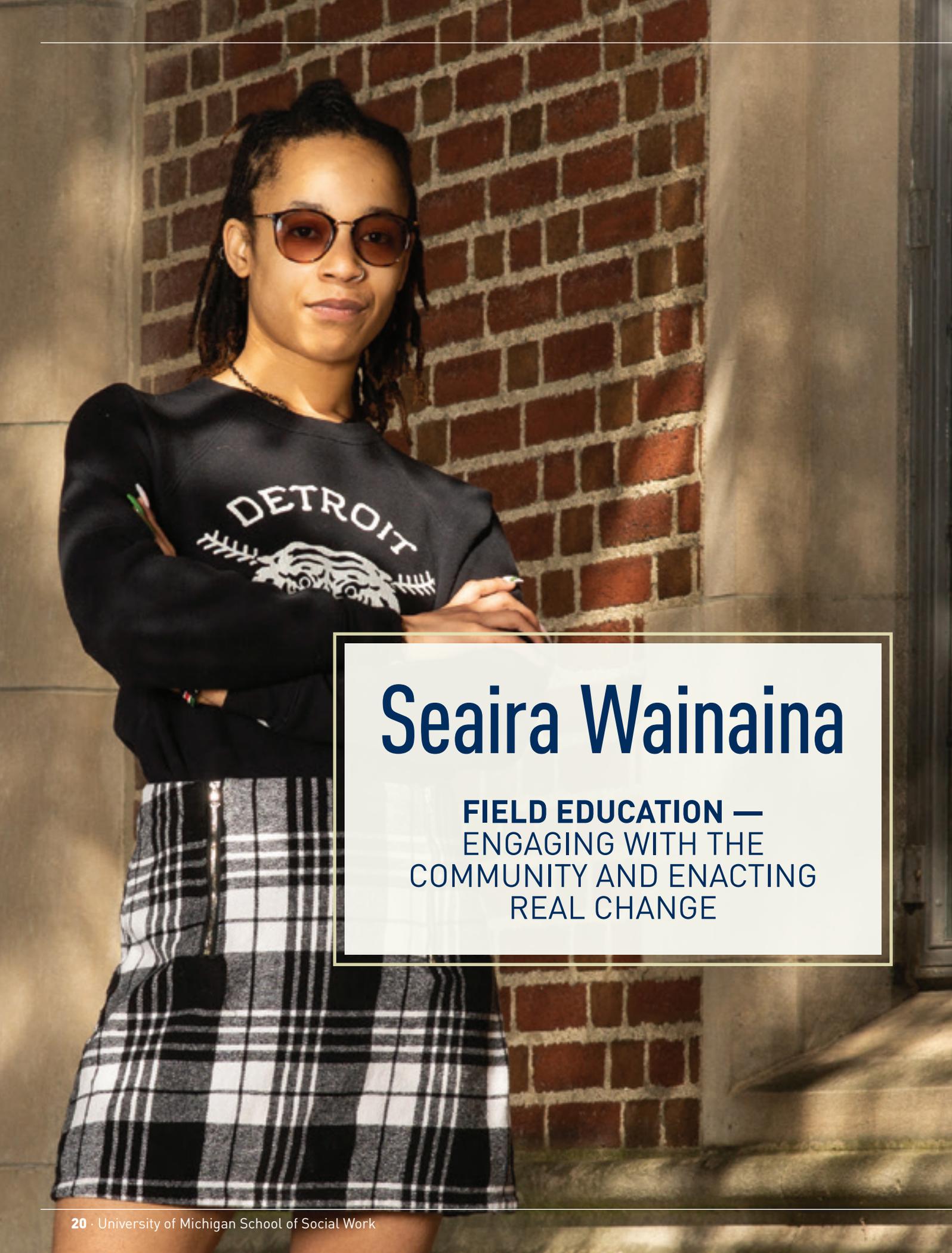
Laura Sanders

Elizabeth Voshel

We welcome donations and encourage our community to share the news about this new fund honoring Jim Toy. To make a gift to The Jim Toy, MSW '81 Scholarship Fund:

donate.umich.edu/vnNzJ





Seaira Wainaina

**FIELD EDUCATION —
ENGAGING WITH THE
COMMUNITY AND ENACTING
REAL CHANGE**

MSW student Seaira Wainaina's field education is in the Advocacy, Intervention & Mitigation (AIM) Division of the Washtenaw County Office of Public Defender. The office provides mandated legal defense representation for those facing criminal, civil contempt and juvenile charges.

The office provides mandated legal defense representation for those facing criminal, civil contempt and juvenile charges. The AIM division provides social work services to support clients and complement the work of the office's defense attorneys. Wainaina is the senior intern in the division.

Each morning, Wainaina begins by reviewing the files in her caseload. If it's a resource navigation case, she'll identify any immediate needs and find appropriate resources — perhaps rental assistance and funding support. If she's preparing an assessment, she starts by reviewing the file, and the police and case reports, and checking for inconsistencies to ensure she has all the information she needs. Writing her first assessment, she says, was one of the most memorable and momentous experiences of her MSW studies.

What's an assessment? "It is a narrative piece that we write for judges and prosecutors that informs them about the client: background, social history, any type of mental health history, any type of substance abuse history," says Wainaina. "Assessments are a way for us, as social workers and social workers-in-training, to humanize our clients and give them the voice that they might not be able to have, or might not be able to articulate. We act as the bridge between all these larger powers and the folks who might feel like they don't have much power in the system. We try to get our clients on a more level playing field because they are humans, too, and regardless of whether or not they committed a crime, they still deserve that same humanity."

Wainaina's supervisor is Brittney Williams, MSW '17. "Each Wednesday, as part of our supervision, we have what we call 'Black girl magic time,'" said Wainaina. "Being able to connect with Brittney — as a Black woman, as a social worker and as someone feeling those same pressures of being in that space — and being able to talk and relate and be our full selves is always just the best.

"Field has made this program for me," says Wainaina. "It's allowed me to apply concepts and theories that I'm learning in my MSW courses. In a practical sense, field has allowed me to go out into the community and enact real change."

Wainaina has always looked for ways to help. When she was younger, she wanted to be a doctor or a surgeon. She entered U-M as a Pre-Health student. "When I had an internship on

the MICU floor (Medical Intensive Care Unit), I realized that this was not something I was going to be able to sustain within myself. We saw a lot of death, we saw a lot of suffering. Suffering is a reality of everyday life — especially in Black communities — so that's a reality that I'm used to, but it's different when your purpose in that space is to help, and you aren't able to do that."

As she began to doubt her career and academic path, she turned to her friends in the U-M community for support. Lawrielle West, MSW '18, is passionate about community organizing and social justice. She took Wainaina under her wing and along to community events and meetings. "Something inside me clicked," said Wainaina. "I wanted to get involved." Wainaina double majored in Women's Studies and Afroamerican & African Studies with a Community Action and Social Change (CASC) minor. "CASC was my first introduction to social work and, after getting involved with community organizing, I realized that this type of advocacy work is where my heart lies.

"I know that there is no one out there who can make the change that I want to make other than me," she says. "I also live by the philosophy that if there's no space for you, make some. There are too many spaces in this world where there isn't enough space for me. To make the changes that I want in the world, I'm getting an MSW. If it looks like I need an MPP or a JD, then I'll go get them."

This summer, Wainaina will intern at the Justice Policy Institute in Washington, DC. The institute's mission is to use research and data analysis to end mass incarceration and reduce reliance on the criminal and juvenile justice systems. "Justice policy is truly a place where law, social work and policy intersect, so I'm very excited."

Wainaina is aware of and advocates for the way social workers are changing the field of justice policy. "Social work can be so many different things. Social workers are not just therapists, and not just caseworkers and case managers, but can be integrated into everything. Social work gives us the framework to inform how we move and navigate within systems and power."

Seaira Wainaina's field education is supported by the Washtenaw County Public Defenders Office Field Placement Fund. Thank you to Robert S. Lepsig, MSW '67, for establishing this fund.

Interested in supporting students through a field fund or a scholarship?
Contact our development team at ssw.development@umich.edu or **734-763-6886**.



“It is so helpful to have CASC knowledge and awareness about educational inequity.”

Anjali Narain

CASC PROVIDED KNOWLEDGE AND AWARENESS ABOUT EDUCATIONAL INEQUITY

Anjali Narain recently graduated from the University of Michigan with a major in Molecular, Cellular and Developmental Biology and a minor in Community Action and Social Change from the School of Social Work.

In April 2020, Narain flew home to India. COVID numbers were climbing. She and three U-M friends got online and created and implemented HumanKind, a nonprofit that uses virtual tutoring to rectify K-12 educational inequities. “I was in India and the kids I was tutoring were in Michigan,” Narain says, “so I was up every night from 9 p.m. to 5 a.m. HumanKind volunteers tutored more than 500 kids that summer.”

Narain saw how income disparities affect education. She recalls how “one student, from a low-income community of color, had to use her mom’s work phone. I would tutor her for 10 minutes, then her mom had to make a work call, then she would log back on. The mom would do anything to get her daughter the education she deserved. That touched my heart, and I realized that I loved any kind of social justice or social change initiative.”

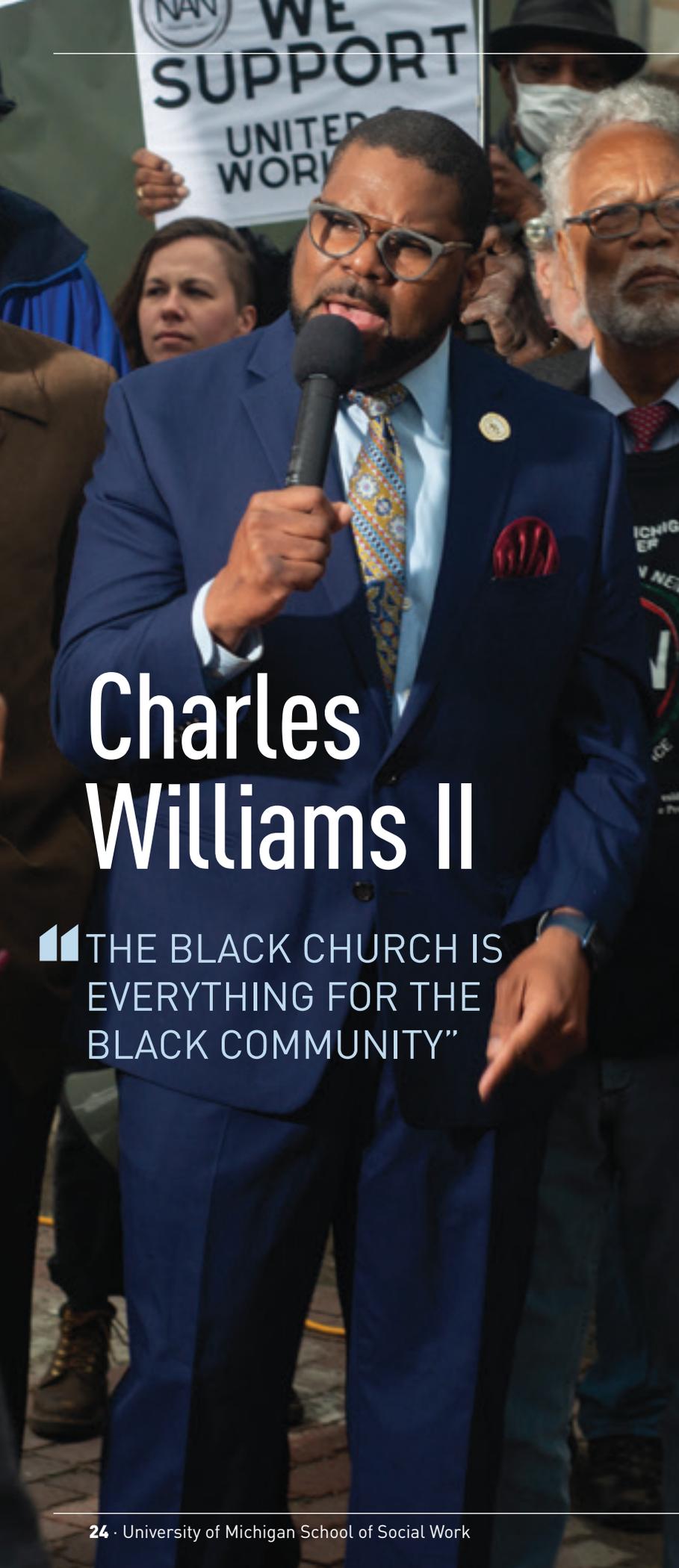
Narain researched U-M minors in these fields and found Community Action and Social Change at the School of Social Work. Immediately it felt like home. When Narain learned that her visa limited the number of hours she could volunteer for HumanKind, a CASC instructor suggested she take Social Work 305, Foundations of Community Action and Social Change, and make HumanKind her class

project. “CASC feels like a family; I can remember everyone in it and even the conversations we had, because it’s a small group.”

Based on her undergraduate experience and work on the CASC board, Narain has an encouraging message about CASC’s potential: “There are so many people on this campus involved in volunteering and social work initiatives. If we keep spreading the word about CASC, I know more people will pursue it. It will teach them to reflect deeply on their experiences.”

Narain was recently admitted to Stanford University for a master’s in human genetics and genetic counseling. Her CASC background will be useful. “There may be no treatment for a genetic condition,” she says, “so clinicians have to deal with the emotional aspect of that.”

“It is so helpful to have CASC knowledge and awareness about educational inequity,” she says. “CASC also made me aware of how each culture has its own norms, values and beliefs. This helps while working with individuals from different backgrounds at HumanKind and it will help me with genetic counseling, too.”



Charles Williams II

“THE BLACK CHURCH IS EVERYTHING FOR THE BLACK COMMUNITY”

The Rev. Charles Williams II is a student in the Joint PhD Program in Social Work and Social Sciences. He is also the pastor of Historic King Solomon Church in Detroit. Where might these two paths meet?

ONGOING: Charles, you are an unusual PhD student, perhaps, because you have a whole separate career elsewhere. Or perhaps it is not so separate.

REV. CHARLES WILLIAMS II: I started pastoring 13 years ago and entered into the world of civic engagement/advocacy as a community organizer intern for MOSES, which is Metropolitan Organizing Strategy Enabling Strength. There was a lot of social work in my family. My mother, father and grandmother all have MSWs — my grandmother from U-M. For me, ministering to an underserved population has many parallels with social work. We advocate, which is (macro) social work. We engage individuals at traumatic times, which is (micro) social work. The small, neighborhood Black church is a social safety net that doesn't often receive substantial support from government or foundations. We're an underserved institution helping an underserved community. Everybody wants to help Black underserved communities but no one likes to work with the organizations often right in front of their face. W.E.B. DuBois said the Black church is everything for the Black community — meeting space, civil rights space, economic space, social safety net.

ONGOING: What brought you to the University of Michigan?

CW: I needed to go where I could influence policymakers, open the eyes of charitable foundations and help reimagine and contribute to decolonizing social work as a discipline. The best social work school in the country was in my backyard. For each problem we have in Detroit or even Black America for that matter, there's someone working on an answer at the University of Michigan. I applied to the doctoral program and didn't get in, but, as a Black man, I learned early in life that if I want something, I try every angle. So I got into the MSW program, took some doctoral courses, built relationships, did well, applied again and got into the Joint PhD program — joint with sociology.

ONGOING: How has your congregation coped with the murders of George Floyd and others?

CW: Black America has the privilege of generations of leadership aligned with the church. A spirit spoke to Harriet Tubman and prodded her to move folks north, then right on up to Dr. Martin Luther King, and now Jesse Jackson, Al Sharpton and William Barber. Reverend Sharpton said we are tired of having the white institutional knee on our neck. That spoke to us. We know that weight. We carry it. We made it through because of those individuals who had the microphone.

ONGOING: How did King Solomon respond to COVID?

CW: We got together and we mobilized, even on Zoom. The pandemic was slamming Black America. I did a funeral today and everybody had masks. Black churchgoers are more likely to be vaccinated and boosted. We have a heavy skepticism of public health — there are historical factors driving that — but we are resilient enough to make our churches available as vaccine, and testing sites, and provide groceries to deal with food insecurity.

ONGOING: What keeps you sane these days?

CW: The free space of the Black church empowers me. It's about the only space where we can unapologetically be us. The only way for me to successfully navigate white supremacy is to spend some time in a place where it's understood that it's totally okay to cry, moan, holla and just sit in the stillness. You get a feeling. You know the song because your mama sang it, your grandma sang it, your

great-grandma sang it and we sing it like they sang it. For the same reasons they sang it. These songs kept us through hot days on plantations picking cotton and they keep me when scrolling social media and being triggered by another police shooting.

ONGOING: Do you have a favorite song?

CW: "Father, I Stretch my Hands to the Thee" is my favorite. It is a call for liberation. Favorite jazz song would be "Footprints" by Wayne Shorter and Miles Davis.

ONGOING: Why is a PhD important to you?

CW: I'll tell you a story. One Sunday I got a call from Ron Scott. He was an activist on police brutality in Detroit. He said, "Rev, I need you right now." He was on the east side. He said, "The police shot a seven-year-old girl. The community is on edge. The family is distraught." When I got there, the first thing that struck me was the abject poverty. I saw that house and I thought, We've got to change lives and change culture. Aiyana Jones was her name. She was the light bulb where social work became so important to me. Social work can be more effective, and the Black church has answers as to how.

White people, white social workers, like to be in charge, even if they're there to help you. But in Black churches, Black people, Black pastors, they're in charge. So how does a white social worker go into a Black church or a black community and work for them, with them? That's a very interesting question to answer. That's why I'm here.



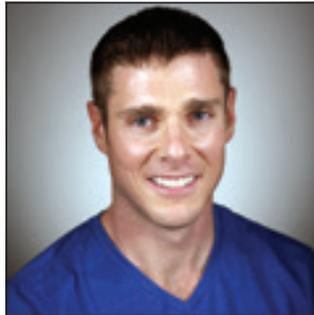
DISSERTATIONS DEFENDED



BERENICE CASTILLO

PhD Social Work and
Psychology

“Three Studies Examining
Externalizing Behavior and
Substance Use Among Diverse
Youth”



MICHAEL EVANGELIST

PhD Social Work and Sociology

“Three Essays on Race and
Trust in the United States”



HAYEON LEE

PhD Social Work and
Anthropology

“Korea Dreaming: Vietnamese
Women’s Stories from the
Marriage Migration Cycle”



SARA STEIN

PhD Social Work and
Psychology

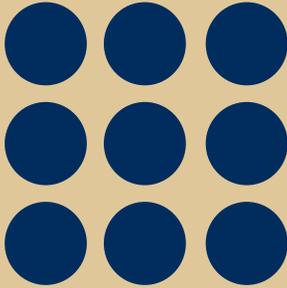
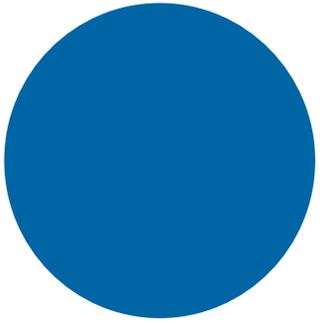
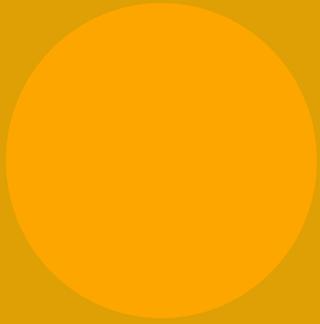
“Towards Intentional Relational
Well-Being: Syndemic
Contributions of Mental
Health, Trauma Exposure, and
Sociodemographic Factors
to Risk for Intimate Partner
Violence Victimization”



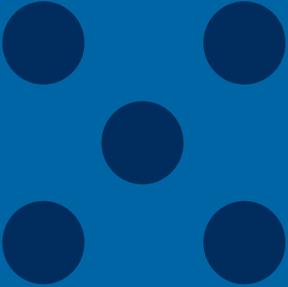
ED-DEE WILLIAMS

PhD Social Work and Sociology

“Black Boys Mental Health
Help-Seeking: Exploring
Perceptions, Barriers and
Social Processes”

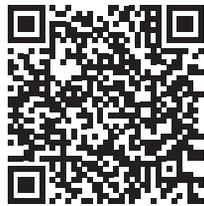


Online CE Certificates Provide Interprofessional Training for a Socially Just Practice



The Office of Continuing Education announces two new web-based certificate programs: the **Online Certificate in Disability Inclusion and Accessible Design** and the **Online Certificate in Dismantling Oppression**. These programs provide timely diversity, equity and inclusion knowledge and tools that are relevant to social workers as well as a broad range of other professionals.

ssw.umich.edu/offices/continuing-education/certificate-courses



YUSEF BUNCHY SHAKUR, MSW '19

Losing to Win

Intellectual ideas shape and are shaped by the constant push and pull of human life. We live together in society. We have individual life plans. We are products and producers of culture. Still, a few of us are intellectual trailblazers.

We live our lives by ideas that push against the cage of our current cultural context. We perform actions that our contemporaries may greet with awe or contempt because our talking and walking seems strange, eclectic and irreverent. Yusef Bunchy Shakur is an intellectual trailblazer. He is wonderfully strange in his thinking. He is beautifully eclectic in his commitment to social justice. He is courageously irreverent in his fight for Black liberation. The offbeat striving and wonderfully strange thinking that makes Yusef Bunchy Shakur special is evident in his deep appreciation for loss.

“When I lost my mother, it put life in perspective. I think we all grapple with loss. I lost my grandfather when I was young. I lost my father to mass incarceration. I lost the traditional family structure to the new social phenomenon known as single parenting. My parents were young. My mother was 15 and my father was 17. I was born at the height of key changes in Black family dynamics. I have lost a lot. But I have also gained so much. Losing these key cornerstones has heightened my awareness of what I can become, what I can gain and attain.”

Released from prison 20 years ago, Shakur has gained and attained. He has a lifelong commitment to social justice. As a student, he founded Black Radical Healing Pathways, a U-M student organization. He participated in the New Leaders in African-Centered Social Work (NLACSW) program, and received the Carol Goss Leadership Scholarship. He graduated in 2019 with an MSW and is currently the Deputy Director of Strategy and Innovation at the Michigan Roundtable for Diversity and Inclusion.

Yusef Bunchy Shakur is a social worker. He is a community organizer and a revolutionary. He is an author. He has a deep commitment to Black liberation and social justice. He has spoken, organized and advocated for justice, parity and inclusion. One of his

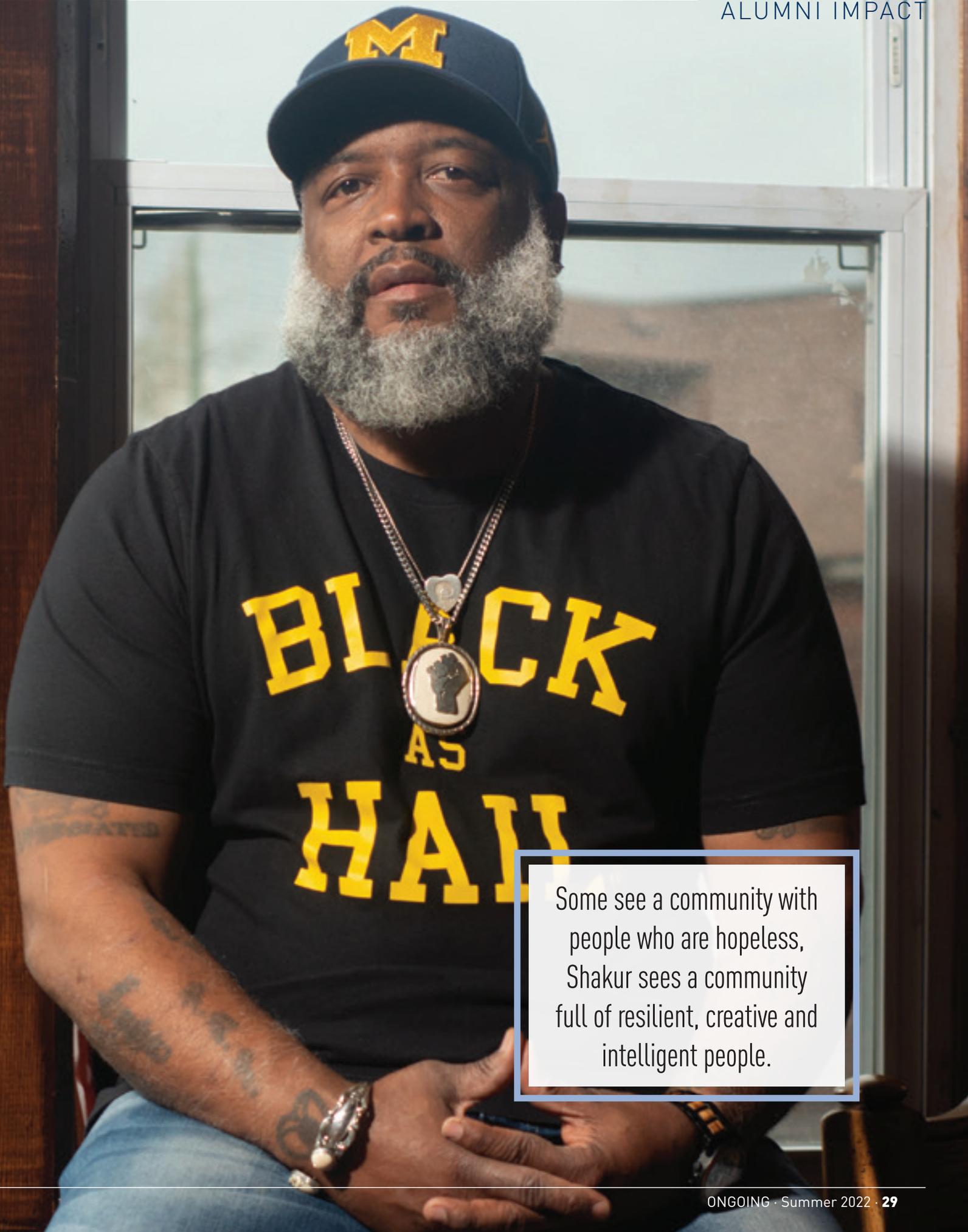
signature interventions is a back-to-school book bag giveaway in his childhood neighborhood.

He credits his mother as the inspiration to become a social worker and continue working in Detroit.

“People call me a success, but my success is a direct result of my mother. She was a Black woman and a mother with a Black son. She faced many challenges, but she overcame them. In terms of work and community commitment, my mother was a social worker. She didn’t receive a formal social work education — in fact, she didn’t even graduate from high school — but she accessed resources. She had a “strengths” approach to life. For example, in order to save my life, my mother, because she had limited financial and social resources, made me a ward of the state at the age of 15. She did what she had to do to keep me from dying in my youth. It was her passion and drive that inspired me to succeed and transform and stay in inner-city Detroit. I could do this work anywhere; however, I remain in my childhood neighborhood in solidarity with my mother’s passion and commitment.”

Some see despair, Shakur sees an opportunity for repair. Some see a community with people who are hopeless, Shakur sees a community full of resilient, creative and intelligent people. People who do the best with what they have and would benefit from more resources, fair institutions, exposure, and opportunity. He reflected on his own experiences as a youth: “My neighborhood was drastically changed by the introduction of crack cocaine. I was exposed to a hostile environment. I remember older guys would create a gladiator arena, get young guys and have them fight each other. I developed a misguided approach to dealing with anger, but if I can transform so can others.”

Since graduating, he continues to fight for Black liberation. He is also continuing his education as a doctoral student interested in public policy. “I am open to what the future holds. I am not closing any door. I take pride in my work. I will continue to grow and continue the journey toward becoming a better human being. I am not a finished product; there is more to achieve and experience.”



Some see a community with people who are hopeless, Shakur sees a community full of resilient, creative and intelligent people.



John Paul Abenojar

JOHN PAUL ABENOJAR, MSW '05 worked as a social worker in long-term care facilities in Arlington, Virginia where he realized that one of his greatest passions was working with the elderly. He founded Napo Difference Initiative in his home country of the Philippines which offers many programs, such as mentoring, community events, a lecture series and a summer tutorial.



Chyrell Bellamy

CHYRELL BELLAMY, PhD '05, MSW '93 is an associate professor of psychiatry and has been appointed director of the Yale Program for Recovery and Community Health (PRCH). Bellamy has been at Yale and with PRCH since 2006 and is recognized internationally as a thought and practice leader and researcher in the areas of peer support/peer-run programs, leadership development, health disparities, community-based participatory research and co-production. Her research is focused on sociocultural pathways of recovery and healing from mental distress, trauma, mental illness, substance use, HIV and other health or life challenges.



Michael Dover

MARCIA NAOMI (FISCH) BERGER, MSW '68 recently published her second book *Marriage Minded: An A to Z Dating Guide for Lasting Love*. The book was reviewed as a clear, witty and positive guide to help women (and men too) find a true life partner.



Karen Fein

MICHAEL DOVER, PhD '03, MSW '80 has committed his entire life and career to social justice. He has been a member of NASW since 1977, promoting engagement amongst his students and advocating for improvements within the organization. He has written peer-reviewed publications on human needs, oppression/exploitation, microaggressions and cross-cultural practice — and the first-ever entries on human need in the NASW Encyclopedia of Social Work.

J RUSSELL GARRIS, MSW '68 writes: "The coursework leading to my MSW provided an invaluable underpinning for understanding not only the interplay of individuals but also the role and ability of organizations (both formal and informal) to inform/influence/negotiate/dictate. This insight has assisted me in my 30+ years as a community organizer, settlement house director, public school building administrator, and public and state central office administrator."

KAREN R. FEIN, MSW '85 was unanimously elected to the National Academy of Social Insurance and looks forward to supporting efforts to develop and conduct research that reflects the importance of those who live the experiences/realities that our nation's policies impact. Fein writes "As a member who is a social worker (from the best program ever), among other things, I will help bring faces and personal narratives to the way we think about and consider social policy. GO BLUE!!!!"

CHERISH FIELDS, MSW '11 has published *Where Social Work Can Lead You*. Fields describes the book as a refreshing and eye-opening view into people in the social work profession, and a professional call to action. "Let's be reminded that the helping profession of social work was in fact built on passions professionalized," writes Fields.

ROBIN GORDON, MSW '84 provides psychotherapy in-person and via teletherapy with a specialty in trauma recovery using Eye Movement Desensitization and Reprocessing eye movement desensitization and reprocessing strategies. Gordon presented a session at the 2020 NASW Nevada Virtual Conference on "Burnout and Self-Care."

EDWARD HUMENAY, MSW '87 has been in the field of social work for more than 50 years, working in addiction/mental health then with Chelsea Hospital's Kresge House, Older Adult Recovery Center, and the University of Michigan's Addiction Treatment Services program.

GAIL HUTCHISON, MSW '82 retired after 35 years of providing outpatient substance use disorder treatment to individuals and families. Her final position was with the Department of Veterans Affairs, which meant a lot to her as her dad was a World War II veteran.

NANCY KUSMAUL, MSW '00 has published her first book, *Aging and Social Policy in the United States*, which is intended for undergraduate and graduate students in social work and the social sciences. The book explores the issues facing older adults and their families through local, state, federal, and international policy lenses.

MEREDITH MASON REMLER, MSW '11 is an assistant professor of Human Services/ Social Work and Human Services Program Coordinator at Gateway Community and Technical College in Kentucky. She received a Doctor of Education degree in May 2021 from Northern Kentucky University and a master's degree in Public and Community Health Education from the University of Cincinnati in 2015. She lives in Cincinnati with her family.

CRISTINA MOGRO-WILSON, MSW '03 has been promoted to full Professor — the first Latina full professor in the history of the University of Connecticut School of Social Work. She writes "It's a reflective moment: What's more important, the journey or the destination? My answer without a doubt is the company along the way, and the relationships we build. Without my supportive family, friends, colleagues and mentors I would never have made it here. My vision for what is next is clear: to raise up the academic mothers, doctoral students, minority scholars and all those on this path, to success."

BARBARA RACHELSON, MSW '79 is serving in her fifth term in the Vermont legislature representing a part of Burlington in the Vermont House and serving on the Judicial Nominating and House Judiciary committees. Rachelson is leading a Communities of Practice course for undergraduates at the University of Vermont, College of Arts and Sciences in public health, and recently wrapped up her job as Interim Executive Director of the Epilepsy Foundation of Vermont. Rachelson also serves on the national board of Human Rights for Kids.

SARAH RAKES, MSW '09 is an Assistant Professor at Radford University School of Social Work. She completed a PhD at Florida State University College of Social Work in spring 2021 with a dissertation focused on the well-being of grandmothers raising their grandchildren.

RANDALL ROSS, MSW '94 was promoted in January 2021 to Vice President, Philanthropic Services at the Community Foundation for Southeast Michigan. In his new role, he is responsible for leading the Community Foundation's fundraising and donor services activities. In 2020, the Community Foundation raised more than \$121 million in new gifts. The Community Foundation seeks to build a permanent endowment in order to improve the quality of life in the seven-county region of southeast Michigan, including Wayne, Oakland, Macomb, Monroe, Washtenaw, Livingston and St. Clair counties.

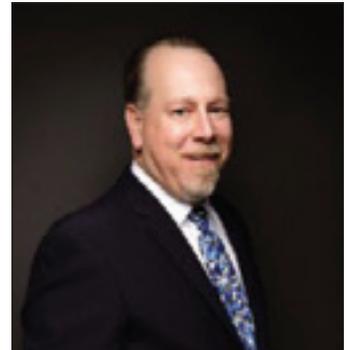
JAMIE SIMMONS, MSW '20 has worked as the Engagement Director for Michigan Climate Action Network since graduation, where she has helped bridge the gaps between justice, equity and climate change. She has also worked with organizations across the state to build attention to and advocate for state and federal policies that center on the most underrepresented communities in Michigan. Simmons has recently become the first Community Engagement Reporter for Michigan Radio and her reporting will supplement Michigan Radio's coverage in Detroit neighborhoods across the city.



Cristina Mogro-Wilson



Barbara Rachelson



Randall Ross



Jamie Simmons



Jenna Weintraub

BARBARA SMITH, MSW '77 recently published *Addiction: One Cause, One Solution*, which describes an evolution in the field of addiction treatment, and provides hopeful insight into the principles of human psychology and spirituality.

D. SCOTT THARP, MSW '07 recently published "Decoding Privilege: Exploring White College Students' Views on Social Inequality" which explores how White students understand the concept of privilege so that educators can more effectively teach students about social power and inequality.

JENNA WEINTRAUB, LICSW, MSW '18 provides group and individual therapy for substance use disorders at Kolmac Outpatient Recovery Centers and individual therapy for a wide range of issues including depression, anxiety, substance use and eating disorders at Golden Life Counseling.

Share your latest news with us: ssw.umich.edu/alumni/class-notes/add

IN MEMORIAM

Alumni

Margot A. Brummett | MSW '91, November 12, 2021

Beverly J. Sharp | MSW '66, November 26, 2021

Jake E. Terpstra | MSW '57, December 1, 2021

Lynne V. Bradley | MSW '82, December 6, 2021

Richard S. Ostrow | MSW '81, December 6, 2021

Milton B. Carthens | MSW '21, December 17, 2021

Lois Bass | MSW '79, December 30, 2021

Jay W. Bollman | MSW '69, January 1, 2022

Trish A. Melnick | MSW '78, January 1, 2022

Jim W. Toy | MSW '81, January 1, 2022

Margaret N. Barnes | MSW '78, January 2, 2022

David W. Hudgins | MSW '97, January 3, 2022

Georgia M. Bryant | MSW '83, January 8, 2022

David J. DenHouter | MSW '70, January 17, 2022

Ralph J. Young | MSW '65, February 2, 2022

Mary A. Thebus | MSW '57, February 11, 2022

Katherine L. Root | MSW '03, February 14, 2022

Bernard R. Klein | MSW '88, February 15, 2022

John H. Vanderlind | MSW '55, February 17, 2022

Mark Arnett | MSW '89, February 26, 2022

Cynthia M. Bublitz | MSW '86, February 28, 2022

Ruth J. Baumann | MSW '66, March 1, 2022

Lawrence Green | MSW '68, March 1, 2022

George Rouman | MSW '60, March 17, 2022

Tai K. Shin | MSW '69, March 18, 2022

Amy B. Ryberg | MSW '73, March 19, 2022

Barry W. Baker | MSW '71, March 24, 2022

Hanny Leitson | MSW '60, April 1, 2022

Bonnie B. Morgan | MSW '62, April 11, 2022

Kenneth J. Darga | MSW '76, April 14, 2022

John R. Francois | MSW '85, April 21, 2022

Peggy A. Asher | MSW '81, May 7, 2022

Jeanne M. Quinn | MSW '80, May 9, 2022

Willard W. Markham | MSW '84, May 16, 2022

Notices of deaths received before June 1, 2022.



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bell hooks

all about love

bell hooks

all about love

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all about love

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all about love

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all about love

**STUDENT ACTIVITIES:
BLACK LOVE DAY**

Students gathered to learn the history of Black Love Day and how to apply the principles of bell hooks' *all about love* when engaging with the community in culturally centered work. The event was organized by the Association for Black Social Work Students and Black Radical Healing Pathways. All participants were given a copy of the book and walked away with new knowledge about love work and unpacking how we learn to love.

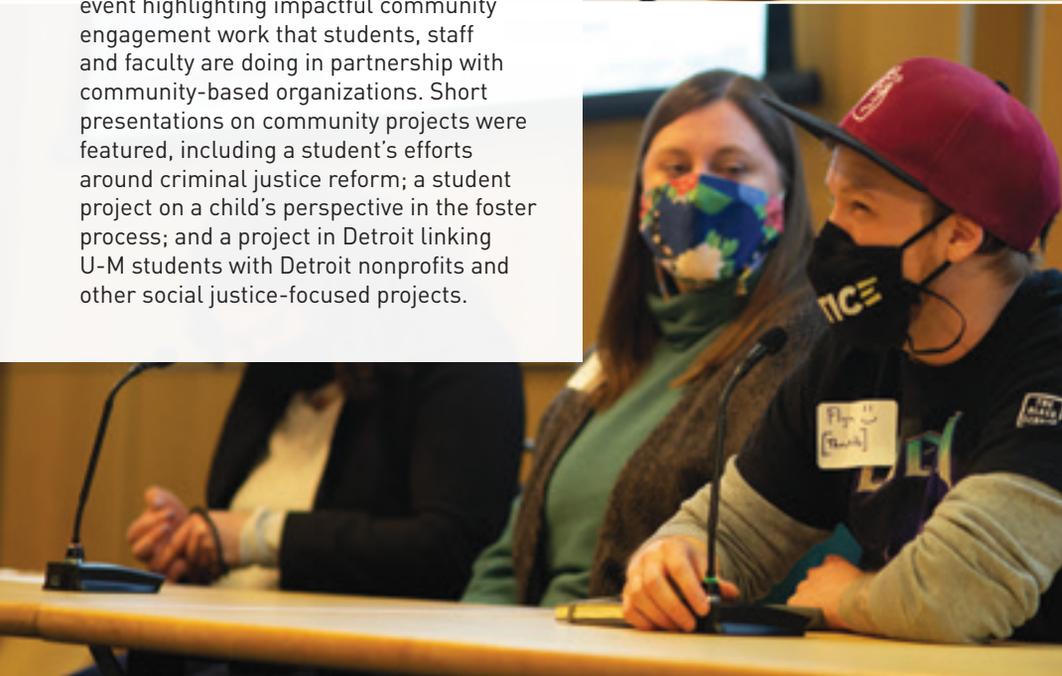






ENGAGE SHOWCASE

The ENGAGE team hosted a showcase event highlighting impactful community engagement work that students, staff and faculty are doing in partnership with community-based organizations. Short presentations on community projects were featured, including a student's efforts around criminal justice reform; a student project on a child's perspective in the foster process; and a project in Detroit linking U-M students with Detroit nonprofits and other social justice-focused projects.



“ I was born, raised and still reside in Detroit, so seeing it from another angle is life-changing and will shape the work I do in the future.”
— MSW student Stephen Herrod



“The Youth Advocacy Project seeks to elevate youth voices in court proceedings to increase permanent outcomes for youth in foster care. When it comes to working with youth I think the best ethical social worker is making sure that the youth know that their voices matter the most and they are the experts of their own lives.”

— MSW student **Brittney Barro**



“I co-founded MiLiberation. We conduct week-long trainings with formerly incarcerated folks, community organizers and other stakeholders focusing on building power, team building and understanding policies to effect change in the criminal justice system. Social work has been my own therapy. I've been incarcerated, and a lot of time we miss the opportunity to talk about our traumas and talk about healing that trauma.”

— MSW student **Nicholas Buckingham**



CELEBRATING DR. JAMES CURTIS' 100TH BIRTHDAY

The Vivian A. and James L. Curtis School of Social Work Center for Health Equity Research and Training is a marvelous testament to the world-changing efforts of one man, one woman and one center.

The man is Dr. James L. Curtis. The Vivian A. and James L. Curtis Center for Health Equity Research and Training was named after him and his wife. Curtis celebrated his 100th birthday in April and continues to provide guidance and support to the center.

The woman is Daphne Watkins, University Diversity and Social Transformation Professor in the School of Social Work and Director of the Curtis Center. Watkins directs the center's work through the powerful lens of equity. "I am immensely proud of the center's vision," she says. "Many of our projects are really focused on our vision to promote health equity for marginalized communities in Michigan and across the globe. We are very intentional to have balance as we are guided by this commitment to health equity and make sure that we take care of home first. That is why we identify our dual commitment to communities in Michigan and across the globe."

The center is the Curtis Center. It has developed a research, training and practice agenda that makes equity a centerpiece of all its projects. Survey data reveals that, by a wide range of health care quality metrics, minorities still lag behind white Americans. Two of the center's current projects include the African American Chronic Care Equity through Self-management Program, and Developing a Partnership to Address Violence Against American Indian and Alaska Native Women in Michigan.

As the state of Michigan and communities across the globe continue to develop ways to honor the values of diversity, equity and inclusion in practice, the Curtis Center's mission remains focused on the goal of advancing health equity for disproportionately affected populations.







Fernanda Cross



William Elliott III



Terri Friedline



Andrew Grogan-Kaylor



Rogério M. Pinto



Lisa Wexler

THE SCHOOL OF SOCIAL WORK was again named the nation's top social work school in the *U.S. News & World Report's* 2023 Best Graduate Schools rankings.

LINDA CHATTERS, LORRAINE GUTIÉRREZ, TODD HERRENKOHL, JOSEPH RYAN, ROBERT JOSEPH TAYLOR, RICHARD TOLMAN and **BRAD ZEBRACK** were the seven U-M SSW faculty who were included on Stanford University's 2021 World's Top 2% Scientists list.

ROSALVA OSORIO COOKSY and **JULIE RIBAUDO** were part of the national task force that developed the "Specialized Practice Curricular Guide for Infant & Early Childhood Mental Health." The guide is part of the Council on Social Work Education's (CSWE) Curricular Guide Resource Series.

FERNANDA CROSS was featured on the Deutsche Welle website in an article exploring her immigrant journey to the U.S. and her research at the U-M School of Social Work.

WILLIAM ELLIOTT III spoke with NPR's Here & Now about Los Angeles' recent move to open more than 40,000 bank accounts — one for every first-grader in the Los Angeles Unified School District with a deposit of \$50 — and the advantages of children's savings accounts.

- **WILLIAM ELLIOTT III** spoke with WalletHub about college affordability and student loan debt and called for a new approach in how we think about the cost of higher education.

- **WILLIAM ELLIOTT III** spoke with MarketWatch about the role children's savings accounts can play in countering racial wealth inequality.

TERRI FRIEDLINE shared her research on overdraft fees with the U.S. House Committee on Financial Services.

- **TERRI FRIEDLINE** discussed her research in the Conversation on how postal banking could provide a financial lifeline to the millions of Americans without a bank account.
- **TERRI FRIEDLINE's** op-ed in the Emancipator explained how reviving post office banking could advance racial equity.
- **TERRI FRIEDLINE** and **WILLIAM ELLIOTT III** spoke with the *Guardian* about the benefits of children's savings accounts, which extend beyond saving money for college.

ANDREW GROGAN-KAYLOR's corporal punishment research was cited in the *Guardian*. Wales and Scotland have recently banned hitting, smacking and slapping children — and the children's commissioner for England wants to introduce the same ban in England.

ROGÉRIO M. PINTO spoke with *Marie Claire Brazil* about the importance of the Stonewall riots in terms of current LGBTQ+ rights and aspirations.

KRISTIN SEEFELDT spoke with NPR on how government aid has reduced poverty in Michigan.

- **KRISTIN SEEFELDT** spoke with WXYZ Detroit about the struggles families face due to food insecurity and how the new SNAP benefit can help.

LUKE SHAEFER spoke with the *New York Times* about how the stimulus checks issued during the pandemic brought an immediate reduction in food insecurity.

- **LUKE SHAEFER** spoke with the *New York Times* about how the new monthly child tax credit could increase economic stability for families.

TRINA SHANKS was quoted in a *Washington Post* article about how federal relief programs initiated during the pandemic have been surprisingly effective at lifting people and families out of poverty.

ROBERT JOSEPH TAYLOR's study on the inner workings of Black extended family networks was featured in the Brookings Institute's "Class Notes." Taylor's research shows how younger Black women serve as crucial pillars in their families due to their high levels of involvement within their family networks.

LISA WEXLER's research was featured in an article on resilience, which is the April 2022 cover story of *NIH News in Health*.

- **LISA WEXLER** spoke with the podcast Nature on the importance of research into gun violence in Alaskan communities.



Ashley Cureton

ASHLEY CURETON was named a 2022 Public Engagement Faculty Fellow by the U-M Center for Academic Innovation.

ASHLEY CURETON was named 2022 Student Union Teacher of the Year.

KATRINA ELLIS was named an inaugural Rogel Scholar in Cancer Health Equity.



Katrina Ellis

DANIEL FISCHER, DEBRA MATTISON and **ANAO ZHANG** are members of Interprofessional Education (IPE) teams that won 2022 IPE Innovation & Excellence Awards.

ANDREW GROGAN-KAYLOR was appointed the Sandra K. Danziger Collegiate Professor of Social Work.



Justin Hodge

LORRAINE GUTIÉRREZ was appointed the Edith A. Lewis Collegiate Professor of Social Work.

JACLYNN HAWKINS was appointed as the Associate Director of the Vivian A. and James L. Curtis Center for Health Equity Research and Training, where she is a Signature Program faculty affiliate.

JUSTIN HODGE was appointed by Governor Gretchen Whitmer to the Commission on Community Action and Economic Opportunity.

SHANNA KATTARI was recognized as a Woodhull Freedom Foundation 2022 Vicki Sexual Freedom Award Honoree.

DEBRA MATTISON was awarded a 2022 Provost's Teaching Innovation Prize.

SUNGGEUN (ETHAN) PARK was elected treasurer of the Society for Social Work and Research.

STACY PETERSON received the 2022 Distinguished Lecturer Award.

ROGÉRIO M. PINTO was appointed the Berit Ingersoll-Dayton Collegiate Professor of Social Work.

DAICIA PRICE was recognized at the 2022 Washtenaw Community College Foundation Women's Council Celebration of Women's Leadership for her significant contributions to the Washtenaw County community.

LUKE SHAEFER received the 2021 U-M President's Award for Public Impact.

ROBERT JOSEPH TAYLOR received the James Jackson Outstanding Mentorship Award from the Gerontological Society of America.

DAPHNE WATKINS received the 2022 Distinguished Faculty Award.

BRADLEY ZEBRACK received the American Psychosocial Oncology Society's Ruth McCorkle Excellence in Research Mentorship Award.



Sunggeun (Ethan) Park



Luke Shaefer



Bradley Zebrack

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THE FUTURE DEPENDS ON SOCIAL WORK

Our world is facing unprecedented social challenges and social workers are needed more than ever. Projections indicate the U.S. will be short 195,000+ social workers by 2030. Legacy gifts are a way to support the next generation of Michigan Social Workers.

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- **Bequests** — With as little as a sentence added to your will or living trust, you can support the School long into the future. We can provide language you can use in these documents.
- **Charitable Gift Annuities and Charitable Remainder Trusts** — These gifts are made now and they can provide you with income, in regular payments, during your lifetime.
- **Retirement Plan Assets, Gifts of Stock, and other Assets** — You may make the School a beneficiary of your retirement account, give directly from your IRA account or transfer securities.

Have you already included Michigan Social Work as a beneficiary in your will or estate plan? If so, please let us know so we can thank you and ensure your intent is documented with the university.

Are you considering a legacy gift to the School? Please contact a member of the Development team; we'd be happy to provide information to you or your financial advisor, discuss your options and explore the impact your gift can make in the future. Call **734.763.6886** or ssw.development@umich.edu.