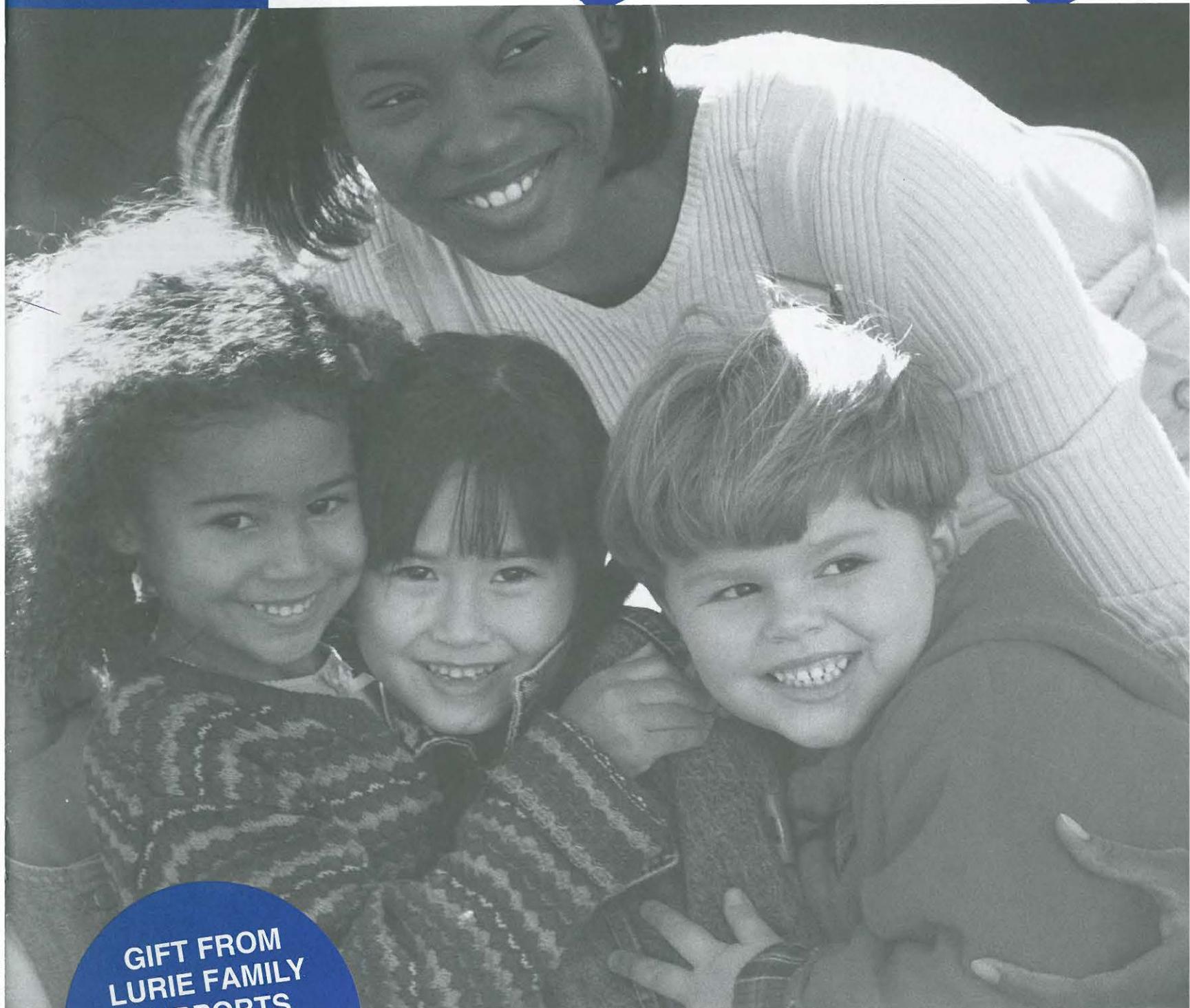




Ongoing



GIFT FROM
LURIE FAMILY
SUPPORTS
CHILDREN AND
FAMILIES
(SEE P. 8)

**TEACHING THE WHOLE CHILD:
SOCIAL WORK IN SCHOOLS**

Save these Dates!

September 17 and 18

Zaldfest: A two-day conference honoring the contributions of Professor Mayer Zald to the discipline of sociology. Attendance at the conference is free of charge; registration and payment are required for meals. For additional information, call (734) 764-7487.

October 5

Installation of Bill Meezan as Marion Elizabeth Blue Endowed Professor in Children and Families, 3:00 p.m., School of Social Work Building, call (734) 763-6886.

November 30

David Liederman presents the annual Fedele F. and Iris M. Fauri Memorial Lecture on Child Welfare, 3:00 p.m., Schorling Auditorium (School of Education), call (734) 647-4281.

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▲ *The Lurie Family: Jesse, Elizabeth, Ann, Abigail, Andrew, Sara, and Benjamin*

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BACK COVER: CONTINUING PROFESSIONAL EDUCATION PROGRAMS



Gregory Fox

▲ *Ruth Dunkle, Sheila Feld, John Kerbs, Paula Allen-Meares, Tracy Schroepfer, and Edna Brown at Student Awards Ceremony. Dunkle and Feld are co-directors of the NIA training grant; Kerbs, Schroepfer, and Brown are NIA Fellows.*

Ongoing

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Message from the Dean

This issue of *Ongoing* highlights the School's commitment to children and families. Included is a report on our first endowed chair, the Marion Elizabeth Blue Endowed Professorship in Children and Families, established by the Lurie Family Foundation (see p. 8). The feature article looks at school social work, examining how that field has changed in some ways and, in many other ways, is returning to its historic roots by making connections between the child, the home, and the community. With all of the media attention on school violence and problems of adolescence, the role of school social workers is extremely important. As you will learn from the feature article, our faculty is conducting research and working on school-related practical problems that are having a direct impact on policy and practice.

Another important topic in social work, teaching tolerance, was the focus of a day-long program in February. The School sponsored a "Day of Vigilance" to raise awareness about hate crimes. Organized by Professor **David Burton** and a student committee, the day was planned as a constructive response to the tragic death of Matthew Shepard, the twenty-one-year-old college student who was brutally murdered in Wyoming last year because of his sexual orientation.

German Pastor Martin Niemoller once said, "In Germany, they first came for the Communists, and I didn't speak up because I wasn't a Communist. Then they came for the Jews, and I didn't speak up because I wasn't a Jew. Then they came for the trade unionists, and I didn't speak up because I wasn't a trade unionist. Then they came for the Catholics, and I didn't speak up because I was a Protestant. Then they came for me—and by that time, no one was left to speak for me."

On October 7, 1998 "they" came for Matthew Shepard, who was pistol-whipped, tied to a fence post, and left to die on a cold, windswept

Wyoming pasture. Matthew was gay, and his death was a hate crime. Hate crimes can be defined as violence against individuals based upon their race, ethnicity, gender, religion, disability, or sexual orientation. According to the Leadership Council on Civil Rights, "Hate crimes are a national emergency requiring national attention." The FBI reports that there were 1,102 anti-gay hate crimes in 1997, which was 13.7% of the total hate crimes reported for that year. Sexual orientation was the third highest category of hate crimes behind race and religion. The Southern Poverty Law Center (a nonprofit organization that combats hate, intolerance, and discrimination through education and litigation) reports that hate crimes against gays and lesbians are on the rise. In 1996, at least twenty-one men and women were murdered because their assailants didn't agree with their sexual orientation. And, of course, these are only the reported numbers.

The Day of Vigilance started with a panel discussion on hate crimes, facilitated by four community leaders: **Ruth Seymour** (Professor of Intercultural Communications, Wayne State University), **David Nacht** (civil rights attorney with the Anti-Defamation League), **Roland Hwang** (Assistant Attorney General for Michigan and volunteer for the Asian American Center for Justice), and **Jeff Montgomery** (Triangle Foundation). The panel was followed by educational workshops and action planning sessions.

The tragedy that occurred in Laramie, Wyoming serves as an important reminder that we must find ways to demonstrate our opposition to hate crimes and teach compassion and tolerance. As social workers, we are in a unique position to do this—as a social conscience of our society—through our own behavior, work, and outreach. We must respond in both word and deed. The Day of Vigilance provided an opportunity for members of the School of Social Work commu-

nity to unite in shared concern and action.

Teaching tolerance will continue to be a significant item on our agenda this year. Other items include the orientation of new faculty, students, and staff; completion of the conference and instructional center; the annual Fedele F. and Iris M. Fauri Memorial Lecture on November 30, to be given by **David Liederman** (President and CEO of the Council on Accreditation of Services for Families and Children and former Executive Director of the Child Welfare League of America); and a visit by a scholar from abroad.

Our agenda will be significantly advanced by the addition of six new faculty members. They are an exceptionally talented group of people who will enrich the intellectual life of the School. **Bill Meezan** joins us as the Marion Elizabeth Blue Endowed Professor in Children and Families. Learn more about him by reading the article on p. 9. He will be formally installed as Chair on October 5, at a public ceremony and reception you are all invited to attend. The other new faculty are **Janet Finn**, **Daphna Oyserman**, **Michael Reisch**, **Mary Ruffolo**, and **Deborah Wilkinson**, who are profiled on pp. 11-12. Please read the article about them and you will be impressed, as I am, by the richness of their backgrounds, research, teaching interests, and contributions to the social work profession. Our Master's and Joint Doctoral programs will be greatly enhanced by their talents and commitment to new and collaborative endeavors at the School and UM. ➤

— Paula Allen-Meares

Gregory Fox



▲ **Bill Meezan, Paula Allen-Meares, and Ann Lurie**

TEACHING the WHOLE CHILD:



Social Work in Schools

*School days, school days,
Dear old golden rule days. . .*

These lyrics from a popular old song sound very dated when students, teachers, and administrators are forced to cope with increasing levels of stress and violence in their daily lives. The education system has made great advances in both curriculum and disciplinary methods since the days when “reading, and ’riting, and ’rithmetic were taught to the tune of a hickory stick,” but there has also been a reduction in the amount of time and attention that many parents have to devote to the oversight of their children’s well-being and education. Instead, schools have had to take on increasing responsibility for the mental health and moral development of their students. One of the most important resources in this effort is the school social worker.

HISTORICAL BACKGROUND

As Dean Paula Allen-Meares points out in her book, *Social Work Services in Schools*, co-authored with Robert Washington and Betty Welsh, there is a very rich history of school social work. It began in 1906, when outside agencies provided social work services to students in schools in New York, Boston, and Hartford in the form of “visiting teachers” who served as a link between the school and the home. At this time, concern for the illiteracy of immigrant and American-born children resulted in the passage of compulsory school attendance laws. In order to teach the whole child, the social worker acted as a liaison between the home, the school, and the community, keeping the school informed of happenings in the child’s out-of-school life, interpreting to the parents the demands of the school and the needs of the child, and helping the school to understand the neighborhoods in which the children were being raised and to which they would contribute in the future.

Allen-Meares notes that as the field of practice grew, the role of liaison was all but abandoned. Social workers assumed a more specialized role, resulting in the social casework approach in the 1940s and 1950s. The personality needs of the individual child took on primary attention at this time, and the school social worker’s efforts were focused on contact with the pupil rather than the community.

The 1960s saw a great deal of social upheaval in the form of racial violence, the women’s liberation movement, desegregation of schools, the Vietnam war, and the war on poverty. Public schools were under attack from all quarters. The 1970s brought an increase in the number of school social workers and in the development of new programs, such as community-school programs in urban cities. There was a swing back to a broader role definition, but there was also confusion and overlap among the functions of school social workers, counselors, and psychologists.

During the 1980s, school social workers grew in number, and legislation and mandates began to play a major role in determining school social work services. School social workers were included as “qualified personnel” in

*Artwork
on p. 5 by
Demarko
Harrison,
Horace Mann
Learning
Community,
Detroit, MI*

various acts and amendments, including the Individual with Disabilities Education Act. With this increased credibility came the opportunity to get more involved in setting policy and serving on crisis response teams.

In 1994, the Year of Education Reform, social workers were once again included in a major piece of legislation, the American Education Act, designed to ensure equality of educational opportunities for all students. However, as Allen-Meares and her co-authors point out, there are still a great many forces that may prevent the Act from achieving equity; forces such as poverty, technology, welfare and healthcare reform, substance abuse, and violence in communities and schools. Now, more than ever before, school social workers are being asked to serve more populations and provide more services, placing increased demands on their time and skills.

THE ROLE OF THE SCHOOL SOCIAL WORKER TODAY

Carole Durgy, MSW '97, is a social worker at Hale Creek Elementary School in the Romulus (MI) Community Schools. The school has 500 students in grades K through 6. Most social workers normally are assigned on a part-time basis to two or three or more schools, but Durgy works full-time in the one building on a year-to-year contract. She appreciates being able to concentrate her attention on one school, but is apprehensive about the fact that a loss of funding could mean the end of her contract.

Durgy has a specified caseload of thirteen special education students who are emotionally impaired or have learning disabilities, but also works with all the children in the school. She sees students individually and in groups and in the classroom. "I work with the children on everything from anger management, bullying, and name calling to issues surrounding divorce, grief, and teamwork and communication," says Durgy. "I make home visits related to truancy and suspected neglect, I consult with teachers about behavior plans for students and give them someone to bounce ideas off, I run groups with lunch staff to deal with lunchroom and playground conflicts, I meet with parents who need someone to talk to about their children, and I do crisis intervention throughout the day and occasionally assist with a crisis at another building within the school district." Durgy also involves the community by bringing in people from local agencies to speak to the children on such issues as conflict resolution and self-esteem, helping with a Community Police Mentoring Program where police officers are assigned to mentor individual students, and organizing a Parent Networking Group which brings in speakers to address topics of interest to the parents.

Durgy loves her job, but it is not without its stresses. The sheer volume of work can be somewhat daunting and each day can be very unpredictable. "I never know what is going to happen and have to be very flexible. I can have my whole day planned out, but then something can happen that requires immediate intervention and I have to disappoint some students to help others." Durgy also notes that she was surprised at how difficult it can be to get parents involved. "I did not

expect that, and it happens more than you would think. Also, problems can arise when there are conflicts between school rules and the parents' rules." Although Durgy feels very much a part of the staff, attending all teacher meetings, and gets a lot of support from the school principal, she wishes that school social workers could be more involved in decision-making at the district level. "I think it would be good to have a social work perspective as well as an administrative one when schools are setting policy or starting a new program."

Durgy credits the training she received at UM and Clinical Assistant Professor **Tony Alvarez**, who supervised her field placement, with giving her the skills and knowledge she has needed to perform a demanding job. "My training was ideal. Professor Alvarez made it

pretty realistic for me and gave me good tools to work with. There are certain things that one can never be prepared for, but with many of the problems the children have, I have a good background to draw on."

Durgy would like to see more school districts employing social workers, especially given the present climate of fear resulting from increasing levels of violence in schools. She thinks it is very important that skilled people be available to train staff to look for warning signs, to perform crisis intervention, and to get parents more involved in their children's education. "I would like to be able to do more but just don't have the time. My work is very challenging, and I can't imagine doing anything else. The children make it very rewarding."

"Social workers need to get back to the role we had at the turn of the century when the social worker helped teach the whole child."

— Ron Astor, SSW
Assistant Professor

IMPROVED TRAINING THROUGH COLLABORATION

For the past three years, social work students have received hands-on experience through a collaborative project developed by the Schools of Social Work and Education and the Detroit Public Schools. Assistant Professor Tony Alvarez describes the project as an initiative designed to give students and faculty field experience and to offer the schools the benefit of their expertise. However, Alvarez emphasizes that the project is client-driven. "Rather than coming in with a plan, we go into the schools with a clean slate. We listen to where the client is, see the strengths that are in place, help to identify holes, and then bring in the best resources to help meet the needs."

Alvarez and four students worked this past year with three Detroit schools. At each school, they met with the principal, vice-principal, and counselor to assess needs. They began by working with special education cases, but slowly expanded their roles to include community building and parent support as they built credibility with teachers and administration. Alvarez estimates that the students now spend 10% of their time working with individuals and the rest doing classroom intervention, lessons on respect and emotional and physical safety, adventure work, parent group work, and in-service training with teachers on preventive services.

Sarah Shatz, an MSW student studying community organizing and interpersonal practice, was assigned to a Northwest Detroit school. She



Gregory Fox

Tony Alvarez

admits that she and the school had preconceived notions about each other at the beginning, but soon learned to put them aside. "I came from a completely different perspective so my idea of community was quite different. I ended up learning more about the concept of community and about community organizing than I ever thought possible. At the same time, I think the school had a very narrow idea of what I could do, but I was able to step out of that box, which benefited all of us."

Both Alvarez and Shatz talk about the need to look at the "big picture" without losing sight of the initial problem when working in the school setting. Alvarez says, "When I talk with my students about who is the client, I tell them that the building is their client and everyone in it. Help used to go to the one child who was a problem, but no help was given to the teacher and the kids who shared a classroom with that child. We have to assure that their education is not minimized because of one person's special needs. We need to keep training ourselves to understand our clients." Shatz agrees that "it is really hard to think about macro level interventions when you are just coming in, because you need time to look at the big picture, but it should be easier for the next group of students now that the groundwork has been laid."

RESEARCH CAN LEAD TO ANSWERS

Alvarez sees tragic incidents, such as the shooting at Columbine High School in Littleton, Colorado, as being symptoms of a system in a state of trauma. "All kinds of

things are happening in schools that require attention. We are good at the crisis response, but we can't stop there. We need to look at the 'whys'." Two faculty members who are looking at the whys are Assistant Professors **Michael Spencer** and **Ron Astor**.

Spencer has experience as a school social worker in Austin, Texas, and has long been interested in reducing racism in schools. He was hired by the Northwest Coalition against Malicious Harassment to look at the extent to which various school districts in Montana, Wyoming, Washington, Idaho, and Oregon recognized multicultural education as a vehicle for increasing awareness and understanding of cultural differences in schools. The idea for this project arose in the early 1990s when racial tension in schools was high and hate groups in the Pacific Northwest were becoming increasingly visible.

Spencer wanted to know what schools were doing to prevent racial bigotry and what were their needs. Through his research, he found that even where models of multicultural and anti-racist education were in place, teachers were not rewarded for teaching these courses. Even though 90% of respondents reported that incidents of bigotry or racism occurred in their schools, most often schools lacked policies to deal with them. Some work was being done through history lessons, but basically teachers didn't know what multicultural education was nor did they understand its goals.

Spencer concluded that although the education system tries to meet the challenges of a multicultural society, the goal of eliminating racism in schools is an immense task that requires the attention of all school personnel. Spencer says, "School social workers are ideally suited to provide leadership in this area, because of their training in working with diverse and oppressed populations and their increasingly visible role in educational institutions." Spencer is just about to release a paper presenting the results of this study and the implications for social work practice.

Spencer and Professor **Oscar Barbarin** are collaborating with the Detroit Head Start Program to determine which aspects of poverty are linked to mental health problems in children and which factors protect children living in poverty from these problems. In addition to studying family income and welfare status, Spencer and

Barbarin look at such factors as basic needs (food, security, housing quality), family and community violence, and parental functioning. Their research also assesses ethnic/cultural group differences in how parents and teachers define what is adaptive and maladaptive behavior and how much, if at all, this affects which children are classified as behaviorally or emotionally impaired. They are also asking parents such questions as "What are you most concerned about?" and "What makes a well-behaved child?" They then ask teachers the same questions to test whether the two groups are speaking the same language and to determine who is concerned about which behaviors. Through their work, Spencer hopes to provide some state-of-the-art measures that take into consideration cultural variability and social risks encountered in their environment by children and their families.

A parallel project is taking place in South Africa and Uganda. Barbarin is working with **Norah Madaya**, a researcher in Uganda, on the relationship of poverty and community violence to emotional and behavioral adjustment of children in Kampala. He is also doing a similar project in schools in Soweto, South Africa using similar measures across all sites. The children in Kampala seem best adjusted, while the children in South Africa have more difficulties with bullying and aggression, and the African American children in the Detroit Head Start Program, particularly males, have more difficulty with emotional and conduct problems.

Michael Spencer



Gregory Fox

OTHER SCHOOLS-RELATED PROJECTS:

Associate Professor **Daphna Oyserman**, a new faculty member, operates a career counseling program for Detroit inner-city children in their schools. A pilot project in a public middle school is operational and a grant application to NIMH is under development for this "School to Jobs" intervention. Associate Professor **Lorraine Gutierrez** has been providing undergraduate students from one of her psychology classes to work with the project.

Associate Professor **Larry Gant** and Adjunct Professor **Rick Lane** run the EZLink Program at Noble School in Detroit. This program is part of the Noble School community initiative, a 13-member collaborative presenting a comprehensive after-school program for youth in grades three through eight. The EZLink program specifically is designed to create, staff, and implement a computer lab emphasizing cognitive, language, and applied software familiarity with elementary and middle school students.

Assistant Professor **John Wallace** is doing research on racial/ethnic differences in adolescent drug use and on the relationship between religion and adolescent health behavior.

Assistant Professor **Ron Astor** has been interested in the ways of school violence since he observed many forms of potentially lethal violence in junior high school, and has spent years investigating when and why violence occurs. "I got started because I became obsessed with the question of why people allow themselves to become violent." Answers came from eight separate research projects in America and Israel that Astor has spearheaded. One project led him to question 10- to 13-year-olds who committed violent crimes, including murder, about their moral codes. He discovered that the perpetrator is always justified in his mind and even sees himself as a victim. The aggressive children have strong ideas about what justifies using violence and what does not. "To us," Astor says, "things can look completely unprovoked, but to the perpetrator, who may have put up with a

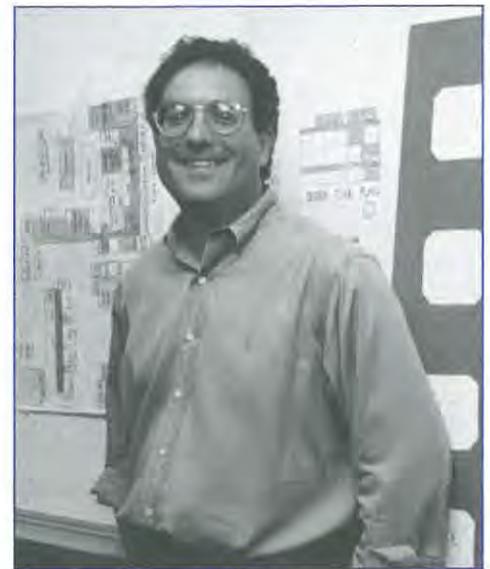
situation for some time, his actions are justifiable retribution. This is not dissimilar to how we describe war."

Astor and some of his students have also done research to uncover danger zones in schools and communities, areas where students and staff say fights, assaults, and harassment occur or which contribute to feelings of aggression and fear. "In schools, some places are seen as being more safe than others—bathrooms, lunchrooms, and school grounds can be unsafe. Schools can reduce violence by reclaiming the unowned spaces where students feel unsafe."

Astor believes that schools need to take a zero-tolerance stance toward violence, including abusive name-calling and physical intimidation. Extreme acts of violence, like shootings in rural and suburban schools, garner all the headlines and attention, but the more common acts of fights, sexual threats, and verbal intimidation that occur on a daily basis are equally disturbing. He thinks that adults should respond to even minor events, such as teasing, pushing and exclusion, in a fair, consistent, reliable, and predictable way. Astor believes that schools should have clear norms, rules, and procedures and an array of non-punitive responses to violence that encourage bystanders to support victims, prevent fights, and solve altercations in a non-violent way. However, many schools lack a uniform policy on violence and don't even track numbers of incidents. "I have yet to find a school that can define how many events constitute a problem, which is a reflection of a national issue—we can't define what constitutes a problem. Schools need to document incidents and gather numbers so they can track progress to give context to the discussion."

THE FUTURE OF SCHOOL SOCIAL WORK

Astor thinks that school social workers are particularly well trained and positioned to play a key role in dealing with school violence, sexual harassment, racism, and emerging social issues such as gay and lesbian students and teachers. Astor echoes Durgy's thoughts when he says, "Social workers know what's needed but don't have the time to do these things because they are locked in by prescribed roles. We need to expand our view of ourselves to include an advocacy role as well as a treatment role, and we



Ron Astor

need to become more visible at the state and national levels. Social workers need to get back to the role we had at the turn of the century when the social worker helped teach the whole child."

Dean Allen-Meares agrees with Astor whole-heartedly. "As America turns its attention to its children and schools, the promotion of functional relationships among school, home, and community in support of learning and healthy development will take on more significance in the next millennium. The liaison role played by social workers in the early 20th century is equally relevant for the 21st century."✍

— Suzan Alexander

The Office of Continuing Professional Education offers three courses designed for persons with MSW degrees who would like to fulfill the requirements for recommendation for approval as a school social worker in Michigan. The courses are offered on weekends to give more scheduling flexibility to those who work full time.

To receive information regarding Spring/Summer 2000 course offerings, please contact Kitty Foyle at 734-647-4281 or email kfoyle@umich.edu, or visit our Web site at www.ssw.umich.edu/external/conted/

Please see the back page of this publication for further details of all our 1999-2000 workshop offerings.

Chicago Philanthropist Ann Lurie Puts Children First



*Marion
Elizabeth Blue,
mother of Ann Lurie*

Ann Lurie has made generous gifts to the University of Michigan before; a carillon tower and administration building for the College of Engineering were loving and lasting tributes to her late husband, Chicago real estate investor **Robert H. Lurie**. But a gift of an endowed professorship to the School of Social Work was motivated by her love of children—the six she raised, as well as countless others in less fortunate circumstances.

Lurie wasn't born to wealth. The only child of a single parent, she watched her mother work long hours as a nurse in a Miami hospital. "It

was hard for her to be the classic, nurturing mother when she was busy being the sole provider,"

explained Lurie. **Marion Elizabeth Blue** did what she could to support her small family, and even managed to send her daughter to the University of Florida to study for a bachelor's degree in nursing. "When I was a senior there, she died suddenly, and I never got around to telling her what a good job she did raising me."

Following her graduation from Florida, Lurie traveled north to Chicago and built a challenging career in pediatric intensive-care nursing. "Sometimes I was called upon to act as a social worker between parents and their sick children," she said. "I saw firsthand the need for people who were well-trained in this field."

After her marriage to Robert Lurie, the couple began a family of their own and had six children in twelve years' time. With each new child, Lurie's interest in children's issues grew. When the Luries established their foundation in 1986, the needs of children and families were included under "social service" as a giving goal.

CIVITAS HELPS MAKE A CONNECTION

In 1997, Lurie's friend, lawyer **Jeffrey Jacobs**, established the CIVITAS Initiative, a national effort to educate and train committed professionals to work directly with abused and neglected children. Jacobs founded CIVITAS programs aimed at law students, medical students, and social work students, with the social work program based at UM.

"CIVITAS focused my attention on programs that train people to be advocates for children," explained Lurie. "This was an avenue I felt comfortable supporting." Lurie's first contact with the School was as a supporter of its CIVITAS training program. Then, in 1998, she extended her commitment by endowing a chair in Children and Families. She named the professorship for her hard-working, single mother. "It was my way of honoring her memory."

A Chair is Endowed; USC Professor Accepts

The first Marion Elizabeth Blue Endowed Professor in Children and Families is **Bill Meezan**, formerly a professor of social work at the University of Southern California.

"Bill is an ideal recipient of the chair," noted **Dean Paula Allen-**

Meares, "because he has dedicated his professional career to teaching and research involving children and their families." Meezan has also written extensively on family and children's issues, co-authoring five books on those subjects. The establishment of this named professorship is a significant gift that will, in the words of Allen-Meares, "enhance the School's capability to become a major intellectual force in this core area of service delivery for the profession."

CHILD WELFARE EXPERT BILL MEEZAN ASSUMES NEW CHAIR

"This is the third time I've considered coming to Michigan in the last twenty years," noted Bill Meezan. "I just couldn't pass up the wonderful opportunity this time."

Meezan is speaking of the new Marion Elizabeth Blue Endowed Professorship in Children and Families, established by Chicago philanthropist Ann Lurie. Meezan comes to UM after eleven years at the University of Southern California, where he was the John Milner Professor of Child Welfare, preceded by ten years at the Jane Addams College of Social Work at the University of Illinois at Chicago. He earned his DSW from Columbia University in 1978. Meezan's primary area of interest is, appropriately enough, child and family services. He recently completed a four-year evaluation of in-home services and a comparative evaluation of treatment modalities for abusive and neglectful

Bill Meezan



MAXIMIZE YOUR ESTATE PLANNING

For many people, the majority of their estates today are assets accumulated in individual and employer retirement plans. These assets have never been taxed in one's lifetime, which means they could be subject to estate and income taxes at death. The result is that heirs may end up with only 25% or less of the value of these plans. If your personal financial goals include supporting your family and a charitable organization, such as the School of Social Work, you may be interested in receiving information on planned giving. There are several ways to maximize what you leave to your family and your favorite charities (voluntary philanthropy). Knowing how these planning techniques apply to your personal situation can save you taxes and allow you to leave a much larger legacy to the people and institutions you care about most.

For additional information, please contact Deborah S. Perry, Director of Development, School of Social Work, 1080 S. University, Ann Arbor, MI 48109-1106. Phone: 734-763-5959, Fax: 734-764-9954, or email: dsperry@umich.edu

parents. He was also the principal investigator of a family support project for the state of California.

Though leaving sunny climes behind, Meezan is enthusiastic about assuming his duties at Michigan: "I had faculty call me before I even arrived. The atmosphere has been so welcoming." Meezan has also been impressed by the caliber of the School. "This school is unique in the country in that true interdisciplinary work—like the Joint Doctoral Program in Social Work and Social Science—is done here."

Interdisciplinary studies are something he recommends to every doctoral student he mentors. "I also do a lot of publishing with my students, and encourage them to publish their own papers." Dean Paula Allen-Meares echoed his thoughts:

"Bill is committed to supporting, mentoring, and collaborating with faculty and students. We are very excited to start the new year with him on board."

— *Patricia Majher*

Kellogg Grant Supports Children and Youth

The School of Social Work recently received a \$1.5 million grant from the W.K. Kellogg Foundation to support a Global Program on Youth, which brings together broad-based groups of scholars, policymakers, and service providers to confront issues of youth in schools and communities, child welfare, children's rights, and family violence.

"The program addresses the lack of attention given to the translation of research into public policy and in the delivery of social services," says Dean Paula Allen-Meares, principal investigator of the Global Program on Youth. "It also demonstrates how higher education and the social work profession can have a significant impact on the well-being of youth throughout the world by restructuring the way the School of Social Work relates to human communities at the state, national, and international levels. The ultimate goal of the program is the transformation of the way social workers are trained, how social work research is disseminated, and how technical assistance is provided."

Cynthia Hudgins has been hired as the director for the Kellogg project "Global Program on Youth: Transforming Social Work and Advancing the Well Being of Youth." She is a PhD candidate in Higher Education in the School of Education and has extensive experience in evaluating programs, assessing interventions, and leading large research projects. In May, a Request for Proposals was released and seven projects were submitted for consideration. The topics included school violence; poverty, social risks, and early childhood development; international comparison of youth groups; and mental health services for children in Detroit Head Start. We will have more to report on this in the next issue of *Ongoing*.

Rosemary C. Sarri

Most people retire because they want to slow down and take life easier. Since retiring from the School of Social Work in 1993, Professor Emeritus Rosemary C. Sarri has done just the opposite. Sarri is a whirlwind of activity as she continues to teach, write, research, and consult, maintaining a schedule that would exhaust a much younger person.

From the early days of Sarri's career when she worked with settlement houses, the Girl Scouts, and 4-H programs in Minnesota and Connecticut, Sarri has shown a particular concern for the welfare of juveniles. In the 1960s, she became very interested in juvenile and criminal justice when it was also a major concern of the Kennedy administration. From 1971 to 1976, she and Professor Emeritus Robert Vinter served as co-directors of a multi-million dollar research project funded by the U.S. Department of

Justice to document the character and problems of juvenile justice and corrections in all fifty states. Five major reports, papers, and books on the findings of this project were published, resulting in a movement away from committing youths to adult jails and lock-ups and toward community-based alternative programs. Sarri says, "I'm proud of our work in the 70s, of helping to change policies in the juvenile justice system. But those were different times and, sadly, the situation has reverted to earlier times." Vinter and Sarri have collaborated on a number of other ground-breaking research projects over the years, and when asked about his co-worker, Vinter responds with great admiration, "Rosemary is distinguished by some remarkable qualities: she is a determined high achiever, knowledgeable, broadbased, and tireless, and withal generous and compassionate."

In the 1980s, Sarri expanded her research efforts in the area of criminal

justice to include studies on women at risk and prisons for women. She still serves as a monitor for the federal court, providing information about educational programming, vocational training, and apprenticeships for women in Michigan prisons. Joyce Dixon, who earned her BA from UM while incarcerated and went on to obtain her MSW after her release, received a lot of support from Sarri in her efforts to form the "Sons and Daughters of the Incarcerated" program, a Washtenaw County program that provides group treatment for children of incarcerated parents. (See Winter/Spring 1997 *Ongoing*)

Professor Sarri has not confined her activities to the United States. In 1977, she traveled to Australia as a Fulbright scholar, and has been interested in international social work ever since. Sarri has taught in and helped develop schools of social work in the Philippines, Korea, Hungary, Peru, China, and Russia. She continues to be actively involved as a consultant with new schools, particularly in China.

Sarri has also been a major source of support to SSW international students in their efforts to increase the international focus in the School's curriculum. Izumi Sakamoto, a doctoral student from Japan who served on the International Social Work Task Group, says, "Rosemary has been a great mentor and advocate for international students for over twenty years, and has extensive experience in working as a consultant, researcher, and practitioner all over the world. She is a very compassionate, warm, and down-to-earth person who is truly a role model for me."

In the forty years she has served the University and the School, Sarri has been a major influence on large numbers of students in both the Master's and Doctoral programs, taking both a professional and personal interest in their growth.

From 1967 to 1970, Sarri served as Head of the Master's Program in Social Welfare Administration and from 1970 to 1975 as Director of the Joint Doctoral Program in Social Work and Social Science. Sarri has had the opportunity to work with "hundreds of wonderful students, to see their development into outstanding practitioners, scholars, and teachers. I take great satisfaction from being able to say that, in some small way, I was helpful to them." Sarri continues to influence new students as she is a Faculty Associate at the Institute for Social Research and will teach a course on "Criminal Justice Policy and Practice" for the School this Fall.

Sarri has reaped many honors for her body of work and for her contributions to the field of social work, excelling as an instructor, a researcher, and an administrator. She received the UM Distinguished Faculty Achievement Award in 1984 and the School's Distinguished Alumni Award in 1995; was named Michigan Social Worker of the Year, also in 1995; and in 1997 received both the National Association of Social Workers Presidential Award for Research and the Lifetime Achievement Award of the Association on Community Organization and Social Administration (ACOSA), affiliated with the Council on Social Work Education.

Perhaps the greatest honor accorded to Sarri, though, is the continuing respect and admiration of her peers and students, as articulated by Professor Phillip Fellin. "I can think of no social work professor and researcher as highly regarded by students, educators, and social workers, both nationally and internationally," says Fellin. "Rosemary Sarri is a wonderful colleague and friend who brings honor to the School, the University of Michigan, and the social work profession." 

— Suzan Alexander



Gregory Fox

NEW FACULTY

Janet Finn will hold a joint appointment in social work and anthropology. She received a BA in psychology from the University of Montana, an MSW from Eastern Washington University, an MA in anthro-



Janet Finn

pology from UM, and a PhD in social work and anthropology from UM, and is currently on the faculty of the University of Montana. Finn's doctoral thesis at UM on mining communities in Montana and Chile received the Distinguished Dissertation Award and has been published as a book (*Tracing the Veins: Of Copper, Culture, and Community from Butte to Chuquicamata*).

Through her research for this book, which compares two mining communities owned by the same corporation, Finn defined many lessons for social work. These include the value of a cultural and historical perspective, exploring relationships between communities, and the role of women in family life, political action, and community change. Finn examined the efforts that women in these communities made to mobilize networks for

social support for family and community survival in the face of powerful forces of resistance. This research has fueled her interest in women's history and grassroots community organizing.

Finn will be teaching a doctoral seminar on "Ethnographic Inquiries Into Social Welfare Systems and Services." She is also developing classes on gender and family, women and social action, and community transnational context.

Finn is pleased to be returning to Michigan—her "second home"—and looks forward to collaborating with her past mentors, Barry Checkoway and Rosemary Sarri, as well as new ones. She described her time here as a doctoral student as "a powerful, transformational, learning experience that sparked my love for writing." Finn will miss the mountains of Montana, but plans to continue long-distance running, canoeing, and hiking in Michigan.

Daphna Oyserman is an associate research scientist at the UM Institute for Social Research's Research Center for Group Dynamics and for the

Daphna Oyserman



Gregory Fox

Panel Study on Black Americans. She obtained her BSSW and MSSW degrees from the Hebrew University of Jerusalem and is an alumna of the Joint Doctoral Program (Social Work and Psychology). Upon completion of her PhD in 1987, she returned to Israel to teach at Hebrew University and was struck by the differences between American, Arab, and Israeli cultures. This fueled her interest in research in intergroup dynamics and the impact of social identities on everyday behaviors and motivation.

Oyserman's currently funded research includes three interlocking projects. The first, funded by the W. T. Grant Foundation (she is one of their Faculty Scholars) and ISR's Michigan Prevention Research Center, focuses on the development of self-concept and racial identity in adolescence. A component of this research involves an intervention running at Pelham School in Detroit in collaboration with Lorraine Gutierrez and Deborah Bybee. The "School to Jobs Program" uses a possible selves and racial identity schema framework to help students develop more detailed visions of pathways through middle and high school. (See p. 7)

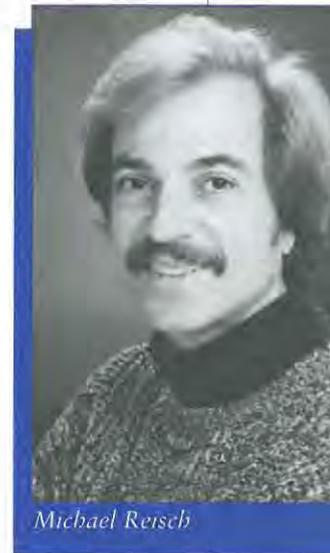
A second set of grants, funded by NIMH, focuses on the situation of mothers with a serious mental illness (the MOMS study) and developmental pathways for their adolescent children (the Pathways study). Oyserman and Carol Mowbray collaborate on these studies; Oyserman is co-principal investigator on the MOMS study and principal investigator on the Pathways study.

The third project, in collaboration with Randolph Nesse and David Williams, is the NIMH-funded YES Health Study, which looks at the consequences of everyday discrimination regarding health issues.

Oyserman has three children, two middle schoolers and one entering EMU in the fall. She will have a half-time appointment at the School teaching "Evaluation in Children and Youth."

Michael Reisch received his BA from New York University and MA and PhD degrees in social history and the history of ideas from SUNY-Binghamton. His interest in social work grew out of his experiences as a youth worker and community organizer in the 1960s and 70s. He obtained his MSW from Hunter College. Reisch is currently a professor of social work at the University of Pennsylvania and director of their PhD program. Prior to that he was the Director of the School of Social Work at San Francisco State University and on the faculties of SUNY-Stony Brook, the University of Maryland, and UC-Berkeley.

Reisch's research interests include contemporary social policy, the history and philosophy of social welfare, community organization theory and practice, politics and social work, and social work values and ethics. He



Michael Reisch

has published extensively and serves on the editorial boards of six professional journals.

Reisch is excited by the programs at the School and UM, and sees numerous opportunities for research and community service here. There are several clusters of faculty interest groups with whom he wants to work, including community-based research, nonprofit organizations, poverty and welfare, the role of the arts in community change, and the history and economics of social welfare. He is also interested in collaborating with community groups in Michigan, continuing his involvement in national issues, and developing more international linkages at the School.

Reisch says that Michigan has "a very exciting, intellectual climate from which I will learn a great deal and hopefully be able to contribute." He will be teaching "Organizational, Community, and Societal Structures and Processes" in the Fall and Winter terms and "Policies and Services for Social Participation and Community Well-Being" in the Winter term. Reisch enjoys a variety of leisure activities including hiking, cycling, cooking, traveling, dancing, swimming, photography, and writing fiction.

Mary Ruffolo came to the School last year as a visiting associate professor on leave of absence from Syracuse University School of Social Work. She was raised in Illinois and Ohio, and holds a BS in Spanish and Social Work from the University of Dayton (OH), an MSW from the University of Illinois Champaign-Urbana, and a PhD from Ohio State University. Her thesis was on



Mary Ruffolo

social support networks for women who were single parents and full-time employees. Ruffolo learned that the support of family and friends helped these women cope with their difficult situations. Between her masters and doctoral studies she worked as a psychiatric social worker, an administrator of an outpatient mental health center, and taught at the University of Dayton.

At Syracuse, Ruffolo taught classes in case management, generalist social work, and solution-focused therapy and was director of the BSW program for three years. She has always worked in clinical settings and brings that experience to her teaching. Ruffolo's students at UM this past year praised her as an excellent teacher who is well-organized and offers a wealth of resources for her classes.

Ruffolo is completing a five-year NIMH R29 research grant award that focuses on the development and evaluation of a multiple family group model for parents of youth with serious emotional disturbances enrolled in New York State's Children and Youth Intensive Case

Management Programs in Onondaga and Oneida counties. She organized the second NIMH Faculty Development Workshop, held in Ann Arbor this summer for social work faculty across the country, on integrating mental health services research into MSW curriculums.

She is looking forward to collaborating with faculty at both the NIMH Center on Poverty, Risk, and Mental Health and the UM Health System, and to conducting research in health services. Ruffolo will teach "Interpersonal Practice with Children and Youth" and "Foundation Skills for Social Work Practice" in the 1999-2000 academic year.

In her spare time, Ruffolo enjoys golf and spending time with her nieces and nephews who live in Michigan and Ohio.

Deborah Schild Wilkinson joins the School from the University of Kansas School of Social Welfare. She holds a BA in general biology from San Jose State University, an MSW from Cal State Sacramento, and MPH and PhD degrees from UC-Berkeley. Her primary research interests are in maternal and child health and genetics. Although Wilkinson started her BA in 1966, she dropped out of college during the wave of social and political activism surrounding the Vietnam War. She worked in a variety of social action programs and, for a time, she and her husband worked in group homes—but she never stopped wanting to be a researcher. While Wilkinson was an MSW student, she discovered her knack for teaching and decided to pursue a PhD

so that she could have a career as a social work academician.

Wilkinson's mother, Sylvia Schild, was one of the first social workers to study genetics and co-authored, with Rita Beck Blank, a textbook on that subject; Wilkinson claims her "interest in genetics is hereditary." She is interested in studying the psychosocial and ethical issues created by new genetic information, and has co-authored an article on genetic policy and its impact on families.

Wilkinson's long interest in public health is grounded in social work's historic place in public health and that discipline's commitment to social justice. She plans to collaborate with Kris Siefert and faculty in Public Health on issues relating to maternal and child health. She will be teaching classes on "Program Evaluation in Health" and "Foundation Research."

In her spare time, Wilkinson enjoys gardening, walking, riding, cycling, and cooking. Her husband, a retired psychiatric nurse, designs jewelry. They have one son at home who will be attending high school in Ann Arbor. ✎

— Robin Adelson Little



Deborah Wilkinson

Faculty and Staff News

Joan Abbey presented on “The Impact of Welfare Reform on Children and Families in Michigan” in April at the University of North Carolina’s School of Public Health for the 26th annual regional conference on Maternal and Child Health.

Paula Allen-Mearns has written a chapter on “African-American Males: Their Status, Educational Plight, and the Possibilities for Their Future” for L. E. Davis’s book, *African-American Males: A Practice Guide*, published by Sage. An article she wrote with **S. Burman**, “Cross-Cultural Therapeutic Relationships: Entering the World of African Americans,” was published in *Journal of Social Work Practice* in 1999. The third edition of her book (with **Robert Washington** and **Betty Welsh**) *Social Work Services in Schools* was published by Allyn & Bacon.

Tony Alvarez presented at several conferences: The Michigan Alternative Educators Association in April on “I Got an E? Been There, Done That...What’s New?”; the Michigan Chapter of the Association for the Advancement of Social Work with Groups in May on “Adventure-Based Counseling and Group Work;” and the National Symposium on Children’s Grief Support in Ann Arbor in June on “An Adventure in Community.” He was appointed the vice-chair of the Association for Experiential Education Heartland Regional Council for 1999-2000. Alvarez received funding from SSW for the Baker Middle School Project, which involves developing and evaluating adventure-based education for sixth graders.

Ron Astor was interviewed by local, state, and national media (newspapers, radio news shows, and CNN) following the school shootings in Columbine, CO in May. Astor published three papers on mapping school violence and presented two papers on school violence at the American Educational

Research Association conference in Montreal on April 20. In addition, findings from the Israeli national survey of school violence were released on June 2. Astor was the recipient of this year’s Evan G. Pattishall and Helen Geib Pattishall Junior Faculty Award from the School of Education.

Oscar Barbarin has many recent publications: he edited a special issue of the *Journal of Black Psychology* on the social and cultural context of sickle cell disease and, with **Marcelle Christian**, co-wrote four articles for that issue; he co-authored an article with **L. Greisel Richter** on “Behavioural Problems Among Preschool Children in South Africa: A Longitudinal Perspective from Birth to Age Five” in *International Perspectives on Child and Adolescent Mental Health* published by Elsevier; and he co-authored with **L. Richter, T. De Wet** and **A. Wachtel** “Ironic Trends in the Transition to Peace: Criminal Violence Supplants Political Violence in Terrorizing South African Blacks” in *Peace and Conflict: Journal of Peace Psychology* 4 (3). Barbarin traveled to South Africa in late February with UM President **Lee C. Bollinger** to acquaint him with projects that UM has underway in that country.

David Burton was been awarded a grant from the Office of the Vice President for Research (OVPR) for “Psychopathy, Empathy, and Ego Functioning Among Adolescent Sex Offenders and Juvenile Delinquents.”

Barry Checkoway was awarded a grant from the Center for Community Change for “Lifting New Voices.”

Mary Corcoran and **Colleen Heflin** were awarded a grant from HUD for “Barriers to Work Among Housing Assistance Recipients.”

Sandra Danziger and **Kristin Seefeldt** were awarded two grants: one from the Joyce Foundation for “Welfare Reform Implementation and Service Delivery Variation” and

the other from the Aspen Institute for “The Role of Nonprofit Organizations in Michigan’s Work First Program.”

Sheldon Danziger participated in the Wingspread Briefing on Welfare Reform sponsored by the Johnson Foundation in Racine, WI on April 15. The topic of the briefing was “Welfare Reform: How is it Affecting Families?” He presented an invited lecture at Bryn Mawr College on “Is Welfare Reform Working?” on April 20. He was quoted in *The Ann Arbor News* on May 16 in an article on how the robust economy has benefited mainly high income workers. On June 4, Danziger spoke on “How Children and Families are Faring After Welfare Reform” at the home of Chicago alumna **Joan Tobin**.

Sheldon Danziger, Richard Tolman, Mary Corcoran, Sandra Danziger, Kristine Siefert, Colleen Heflin, Ariel Kalil, Judith Levine, Daniel Rosen, and Kristin Seefeldt, all at the Poverty Research and Training Center, have been studying the impact of welfare reform on single mothers in Michigan and the barriers to work that exist for this population. Their data was cited in the national media and can be found on the Poverty Research Center’s Web site: www.ssw.umich.edu/poverty/pubs.html

Doug Davies has written a book—*Child Development: A Practitioner’s Guide*—published by Guilford Press.

Ruth Dunkle and **Lily Jarman-Rohde** were awarded a grant from the Hartford Foundation for “Strengthening Geriatric Social



Gregory Fox

Oscar Barbarin

Work" (see p. 16). Dunkle was awarded a grant from Rackham for "Racial/Ethnic Variations in the Sources of Caregiving for Frail Elders."

Kathleen Faller was a "Michigan Road Scholar," one of twenty-nine UM faculty who traveled all over the state of Michigan in May. The program was designed to allow faculty to explore the state's economy, educational systems, government, politics, health, and social issues. The group traveled to Detroit, Flint, Saginaw, Oscoda, Sleeping Bear Dunes, Muskegon, and Lansing. Faller's and **Suellyn Scarnecchia's** video on "Testifying About Child Sexual Abuse: A Classroom Guide" won the Bronze Award in the Film Video Production-Training Division of the 32nd annual Worldfest-Houston International Film Festival. Faller received a grant from the Michigan Family Independence Agency for "Field Supervision to the Family Independence Agency."

Sheila Feld is the 1999 recipient of the University of Michigan Distinguished Faculty Governance Award. She was selected by the Senate Advisory Committee on

University Affairs. This award, presented annually since 1986, recognizes outstanding contributions to the faculty governance system of UM.

Kitty Foyle was the recipient of the Winter Term 1999 Staff Recognition Award. She is the program coordinator for the Office of Continuing Professional Education.

Larry Gant was awarded a grant from Agouron Pharmaceuticals for "Countering the HIV/AIDS Ma'afa: Developing an NABSW Action Agenda for the 21st Century." He is also a co-editor of the book *Social Workers Speak Out On the HIV/AIDS Crisis: Voices From and To African-American Communities*.

Rose Gibson has been named the distinguished professor at UCLA's academic geriatric resource center. In this capacity, she will share her research with faculty and students in the schools of medicine, dentistry, nursing, public health, social welfare, public policy, and social research and with the Center on Aging.

Lorraine Gutierrez received the Distinguished Recent Contributions to Social Work Education Award from the Council on Social Work Education at their annual meeting in San Francisco in March. She was recognized for her work on empowerment practice and multicultural issues. She and **Edith Lewis** have co-authored a book titled *Empowering Women of Color*, published by Columbia University Press. Gutierrez and **Robert Ortega** were awarded grants from OVPR for "Program for Research on Latino Families and Communities" and from the UM-Flint Office of Community Partnerships to collaborate with the



Lorraine Gutierrez

Spanish Speaking Information Center on a community asset and needs assessment project.

Jane Hassinger, Beth Reed, and **Linda Groat** have been awarded a Gilbert Whitaker Faculty and Curricular Development grant from the Center for Learning and Teaching. This grant will support the creation of a new interdisciplinary graduate seminar on "Women Talking Work," which will focus on the impact and influences of gender, race, and ethnicity on the professional workplace and progressive approaches to diversity efforts and planned change in organizational life.

Leslie Hollingsworth's annual collaborative study with the Michigan Federation of Private Child and Family Agencies that analyzes aggregate data on adopted children and adoptive families received local and national media coverage in May and June. Among other findings, the study revealed that the number of international adoptions arranged through Michigan private agencies increased by two-thirds in 1997, with adoptions of children from Eastern Europe exceeding those of children from Asian countries.

Richard Howlin was awarded a grant from the Office of the Provost's Lecturers' Development Fund to

support his research on the clinical treatment of children with Asperger's Syndrome.

Lily Jarman-Rohde and **Michael Reisch** presented on "Using Cultural Activities to Teach Multicultural Community Practice" at the Council on Social Work Education Annual Program Meeting in San Francisco in March. In May, Jarman-Rohde gave a keynote presentation on "School/Agency Collaborations in a Changing Political Environment" at Ohio State University. Along with **Valire Carr Copeland, Vivian Jackson, Anita Rosen,** and **Glen Stone,** she co-authored *Model Approaches to Teaching Health Care in Social Work*.

Sherrie Kossoudji is the new chair of the Senate Advisory Committee on University Affairs (SACUA). She was awarded a grant from the Institute for Research on Women and Gender for "Why Didn't Legalization Matter for Women: An Investigation into the Gender Differences in the Impact of IRCA on the Economic Mobility of Formerly Unauthorized Workers."

Armand Lauffer and **Daphna Oyserman** were awarded a grant from OVPR for "Ethnic Identity, Social Obligation, and Loving Kindness in the Former Soviet Union." Lauffer is also co-directing a study at the

Sheila Feld



Brookdale Research Institute in Israel of the Hesed system in the former Soviet Union, examining issues of identity and motivation among clients, volunteers, and staff.

Susan McDonough was in Australia from April 23 to May 14 and visited universities in Perth, Adelaide, Sydney, and Brisbane. She presented a series of lectures, workshops, consultations, and case discussions about her research on predicting mental health outcomes in infants from high risk environments and clinical mental health initiatives. She was invited by the Australian Association of Infant Mental Health.

Carol Mowbray conducted an all-day institute on "Consumers as Providers in Psychiatric Rehabilitation," based on her book with the same title, at the International Association of Psychosocial Rehabilitation Services conference in Minneapolis in May. She was also an invited speaker at the annual conference of the Wisconsin chapter of the National Alliance for the Mentally Ill. Mowbray was recently appointed to the National Research Advisory Committee of the Council on Social Work Education and to the editorial board for *Social Work Research*.

Barbara Ramsey received a BA in Business Administration, graduating cum laude from Siena Heights University in Adrian, MI.

Beth Glover Reed is on the executive committee for the UM Dialogues on Diversity Initiative. She is also on two steering committees for the Substance Abuse and Mental Health Services Administration (SAMHSA). One committee will advise on how to incorpo-

rate a substance abuse perspective into the "Welfare to Work" initiatives and the other is the planning committee for SAMHSA's second women's conference on "Life Pathways: Women Healing, Thriving, and Celebrating." In June, Reed presented on "Increasing Resources for Reproductive Health and Violence Within Substance Abuse Treatment Systems: Innovations, Incentives, Barriers" at a special invitational conference on violence and reproductive health sponsored by the Centers for Disease Control and Prevention.

Larry Root and **Armand Lauffer** had Web sites nominated for Smithsonian Awards. Lauffer was nominated for the Project STaR site and Root for the UAW/Ford University site. Both sites are now part of the Smithsonian's permanent research collection.

Laura Sanders was profiled in *The Ann Arbor News* on March 16 for her work with adolescent girls who have been sexually abused. Sanders is the associate clinical director of the Family Assessment Clinic.

Daniel Saunders presented the keynote address "Beyond Interventions: The Promise of Prevention Strategies" at the conference "Healing Domestic Violence Trauma" in Somerset, NJ on April 16. Saunders and **Richard Tolman** were interviewed for the article "Treating Men Who Batter Women" in the summer edition of *Scientific American Presents*. The article examined treatment programs for men, the types of men who batter, and the programs that are most effective for each type.

Kristin Seefeldt and **Sheldon Danziger** have been awarded a grant from The Urban Institute for the project "Assessing the New Federalism."

Kristine Siefert, **Mary Corcoran**, and **Colleen Heflin** were awarded a grant from the University of Wisconsin's Institute for Research on Poverty for "Food Insecurity and Welfare Reform."

John Tropman has written a new book titled *Does America Hate the Poor? The Other American Dilemma: Lessons for the 21st Century from the 1960s and 1970s*, published by Praeger Publishers.

David Tucker and **Michael Dover** have been awarded a grant from the Interdisciplinary Committee on Organizational Studies for "The Ecology of Voluntary Action: A Multi-level Analysis of Giving."

Diane Kaplan Vinokur presented a paper co-authored with **Joseph A. "Jay" Connor** on "Nonprofit Incubators: Comparative Models for Nurturing New Third Sector Organizations" at the Third International Conference of the International Society for Third Sector Research in Geneva, Switzerland in July 1998. The paper was also chosen for publication in the conference working paper series. Vinokur presented another paper at the Society for Social Work Research in Austin, TX in March on "Life Cycles of Community 'Incubators' of Nonprofit Organizations." Vinokur was awarded research grants from The Aspen Institute's Nonprofit Sector Research Fund for "Under One Roof: Benefits and Challenges of Co-locating Nonprofit Organizations in

Shared Sites, 'Incubators,' and 'Havens'" and from the Community Service Building Corporation for "The Community Service Building Cooperation Evaluation."

John Wallace and **Larry Gant** have been awarded a grant from the Knight Foundation for a project that will address youth violence in Detroit.

Roxanne Webster was the recipient of the Spring/Summer Term 1999 Staff Recognition Award. She is a secretary in the Office of Faculty Support.



Mieko Yoshihama

Mieko Yoshihama has been awarded three grants: from the UM Institute for Research on Women and Gender and The Center for Japanese Studies for the "World Health Organization's Multi Country Study of Domestic Violence and Women's Health—Japan," from the Asian and Pacific Islander Health Information Network's Local Community Contractor Program for "Detroit Hmong Women Community Information Network"; and from OVPR for the project "Life History Calendar of Domestic Violence."

In Memoriam: Louis A. Ferman

Louis A. Ferman, emeritus professor of social work and a well-known labor expert, died on March 25 in Ann Arbor at the age of 72. He was on the faculty at the School from

1964 to 1993 and was also research director and research scientist at the Institute of Labor and Industrial Relations (ILIR) from 1962 to 1993. He was the author of more than fifty articles, chapters, monographs, and books

on issues such as employment and unemployment, plant closings, job training for the hard-to-employ, poverty, and racial discrimination. Ferman was widely regarded as the “father of informal economy research,” lecturing extensively in the U.S. and abroad on a wide range of industrial relations topics.

A memorial service was held on April 16 in the Michigan Union,

where Ferman’s friends and colleagues gathered to remember this remarkable man.

Professor **Larry Root** offered the following reminiscences: “My first experience with Lou was as a graduate student reading *Poverty in America*, a seminal work that he co-edited with Joyce Kornbluh and Alan Haber. Years later, when I came to UM as an assistant professor, he shifted from being words on a page to a lively and interesting person with broad perspectives and experiences which he would share over a cup of coffee or an omelet at his home. Lou had retired by the time I joined ILIR, but from a labor market point of view, he strained the definition of ‘retirement.’ I knew that he was continuing to do some work, but I must admit that I was surprised a couple of years ago when he casually brought over a two-volume work on the ‘irregular economy’ that he had just published. In my role as director of ILIR, I became increasingly aware of his worldwide reputation as a labor market researcher. I was honored to know Lou, and was proud of his accomplishments as a colleague and appreciative of how his work had enhanced the Institute.”

Carol Kent, who worked with Ferman for almost twenty-five years,

spoke of his unending support for the underdog. She said that “whether looking out for the hard to employ or workers in the irregular economy or, in my case, the struggling, perennially-hassled, single, working mother, Lou was always thinking ‘what can I do for this person to make life easier, what knowledge do I have that can help them, whom can I connect them with that can help?’ There are friends, and then there was Louis Ferman; a friend without whose help and counsel you maybe wouldn’t have your child, or maybe wouldn’t have your job, or maybe you wouldn’t have finished graduate school. I will cherish the times Lou and I spent together and I will never forget his many kindnesses to me and to my children.”

Ferman, a native of Fall River, MA, was buried there. He is survived by two sons, Daniel E. Ferman of Cincinnati, OH and John Ferman of Ann Arbor; a sister and brother-in-law, Ruth and Ben Davidson of Fall River, MA; and two grandchildren. He will be remembered as a creative, productive scholar who identified and pursued key issues at the intersection of work and society.



Lou Ferman

SCHOOL RECEIVES HARTFORD GRANT

The John A. Hartford Foundation and The New York Academy of Medicine have awarded the School a \$50,000 one-year planning grant for “Strengthening Geriatric Social Work.” The project will develop a consortium of agencies in Ann Arbor-Washtenaw County and Greater Detroit to provide comprehensive field training to MSW students in the care of older adults. It will also help the School reach populations tradi-

tionally underserved in the Midwest, including Latinos, Arab Americans, and African Americans. As the elderly population increases (see feature article in Winter/Spring 1999 *Ongoing*), the future demand for geriatric social workers will also grow. This grant will address that need by strengthening the connections between institutions that provide care for the elderly and those that educate the professionals

who will go on to provide services. **Lily Jarman-Rohde**, director of the Office of Field Instruction (OFI) and **Ruth Dunkle**, director of the Joint Doctoral Program, are co-principal investigators on this project. **Warren Clark**, a field associate who has responsibility for gerontology placements, will also be working on the project.

MICHIGAN ASSOCIATION FOR INFANT MENTAL HEALTH (MI-AIMH) CONFERENCE

The 23rd annual MI-AIMH conference was held in Ann Arbor in May. The School co-sponsored the introductory colloquium, presented by Ross D. Parke, PhD, professor of psychology at the University of California-Riverside. Dr. Parke's talk was on "Barriers to Father Involvement and What We Can Do About Them."



Ross Parke and Susan McDonough, director of the School's Post-Master Degree Certificate Program in Infant Mental Health

Research Office News

On many occasions, **Dean Paula Allen-Meares** has spoken about the scholarly and productive faculty at the School. In 1998-99, total external funding available, so far, exceeds twenty-seven million dollars. This is a record amount!

The sources for such a large amount of funding are varied and interesting to note. Of the forty-eight grant awards that make up this multi-million-dollar total, the largest number (twenty, or 42%) have come from the federal government. The majority come from the National Institute of Mental Health. Other federal sources are the National Institutes on Aging and Child Health and Human Development, the Substance Abuse and Mental Health Services Administration, and the Administration for Children and Families.

The second largest number of grants (sixteen, or 33%) is from foundation sources, which actually produce a larger total dollar amount than do the federal sources. The foundations that fund our faculty include the W. K. Kellogg

Foundation, the Robert Wood Johnson Foundation, the Joyce Foundation, the Ford Foundation, the John A. Hartford Foundation, the Mott Foundation, Blue Cross/Blue Shield of Michigan, the Grand Rapids Foundation, the Aspen Institute, the John D. and Catherine T. MacArthur Foundation, and the McGregor Fund (which provides funding support for Michigan Comnet). If any alumni, students, or friends of the School of Social Work have suggestions for other foundation sources, please share this information with the Research Office by calling 734-936-0805. We are always on the look-out for additional sponsors for our research.

A little more than 10% of the number of grants received come from corporate sources. However, corporations contribute the largest amount of total revenues. The largest funding contributors are UAW-GM and UAW-Ford, followed by American Axle Manufacturing. Finally, the School also receives

funding from state and community government sources, primarily the Michigan Family Independence Agency.

Not included in the totals presented above are a large number of grants faculty receive from sources internal to the University of Michigan, thirty-two grants, which add up to nearly one million dollars. Much of this internal support is start-up funding for major initiatives designed to eventually receive external support or for pilot projects and research development activities of new faculty or faculty changing their substantive research focus.

Please read the "Faculty and Staff News" section (pp. 13-15), which highlights faculty research activity. If you would like additional information about specific faculty research grants, feel free to contact the Research Office at the phone number above. The friendly and helpful staff, directed by **Barb Tietjen**, will be glad to assist you.

— *Carol T. Mowbray*

TRAPPED BY POVERTY/ TRAPPED BY ABUSE CONFERENCE

The second annual "Trapped by Poverty/Trapped by Abuse" conference, co-sponsored by the School of Social Work's Center on Poverty, Risk, and Mental Health and the Taylor Institute in Chicago, was held in Ann Arbor on April 16-18. U.S. Senator **Paul Wellstone** (D-WI) was the keynote speaker, addressing the subject of prolonging the time period for receipt of welfare benefits for persons affected by domestic violence. Professor **Richard Tolman** helped organize the conference which drew over 200 participants who attended workshops on the connections between domestic violence, poverty, and welfare reform.



Senator Paul Wellstone

SOCIAL WORK AND PSYCHIATRY

For the third year, the School and the UM Department of Psychiatry presented a series of grand rounds lectures and a public lecture on the topic of "The Social Aspects of Serious Mental Illness." **Dr. Lisa Dixon**, professor of psychiatry at the University of Maryland School of Medicine, presented on "Services to

Families of People with Serious Mental Illness: From Treatment Recommendations to Dissemination." Dixon is investigating the value of family interventions for schizophrenics. Her talk focused on data from a PORT (Patient Outcomes Research Team) study of schizophrenia that was funded by NIMH. The research demonstrated that there are lower relapse rates when families are involved in treatment plans for schizophrenics.

PROJECT STaR STUDENTS GO TO UPPER PENINSULA

In February, Project STaR students and staff traveled to the Upper Peninsula to learn about the challenges and opportunities of living in a small Jewish community. STaR students

and staff conducted Friday night services with the Jewish prisoners at Kinross Correctional Facility and spent the rest of the weekend learning with and from members of Congregation Beth Jacob, which serves just thirty-five families from throughout Michigan's Upper Peninsula and Ontario.

In Memoriam: Merle Dinsmore

Merle Dinsmore '53, professor emeritus of social work, died on April 12 in San Diego, CA following a brief illness. She had lived in San Diego since her retirement from the School in 1983. Dinsmore joined the faculty in 1962, after working for sixteen years as a social worker at the Children's Center of Wayne County. She taught and directed the field program. Joan Morrissey, the friend who reported her death, said that Dinsmore was "crazy about the School, talking often about her years there."

Project STaR
students and staff
on visit to Upper
Peninsula



CSWE Task Force on Multicultural Social Work Education

On December 4-5, 1998, a task force meeting on Multicultural Social Work Education for the 21st Century was held at UM. The task force meeting was co-sponsored by CSWE and the School of Social Work, with the purpose of identifying where we have been, where we are currently, and where we should be going to prepare social workers for practice in a multicultural society. Recognized scholars in the field of multicultural social work were asked to present papers on specific topics or areas of practice. Over ninety faculty from the United States and other countries participated in small working groups that looked at the implications of our current knowledge for education. In plenary wrap-up sessions, the participants identified issues, trends, and strategies for multicultural education in social work.

A number of activities have been planned to follow up the hard work done at the task force meetings. The field education and human behavior and the social environment task groups have continued their

discussions electronically, and both are working on developing education strategies. The task force organizers, Lorraine Gutierrez, Doman Lum, and Maria Zuniga, are developing an edited book for CSWE Press that will incorporate revised versions of the papers presented at the conference, along with an overview of the process and themes. A Web site providing information about the task force and related activities is also planned.

One of the plenary sessions held at the CSWE Annual Program Meeting in March in San Francisco featured Dr. David Hayes-Bautista of the UCLA Center for Latino Health. His keynote address noted the implications of demographic trends for health and mental health services. This address provided a context for the working groups in each curriculum area.

This project has been successful in increasing communication among scholars and identifying common themes and difficult issues. These include: the degree to which a multicultural perspective would require a major paradigm shift in



Social Policy Working Group (back row l to r) Rita Takahashi, Alejandro Garcia, Mario De la Rosa, Leon Ginsberg, Ruth Massinga, Alison Bautista; (front row l to r) Jamie Abelson, Yolanda Padilla, Beth Reed, Reiko Hayashi, King Davis

how we think about education, research, policy, and practice; ways in which multicultural content is viewed as central or peripheral to social work; and whether or not our current models for multicultural education and practice have been empirically tested and are reflective of current knowledge. The next phase of work will use this information to build a deeper knowledge base for multicultural education throughout the social work curriculum through new scholarship and curriculum development.

— Lorraine Gutierrez

HAROLD R. JOHNSON DIVERSITY SERVICE AWARD RECIPIENTS

This year's faculty recipients of the Harold R. Johnson Diversity Service Awards are: James J. Chaffers (architecture), Charles Krause (otolaryngology), Ann E. Larimore (geography and women's studies), Earl Lewis (vice provost for academic affairs and dean of the Rackham School of Graduate Studies), and Margaret Scisney-Matlock (nursing). Named for the former dean of the School, the \$5,000 awards are given to advance the research, education, and creative activities of faculty members whose service contributes to the development of a more culturally and ethnically diverse campus community.

In Memoriam: Clarice Freud

Shortly before going to press, we learned of the death of Emeritus Professor Clarice Freud on June 22. She was ninety-one years old and was living at Hillside Terrace in Ann Arbor at the time of her death. Freud, an expert on child welfare, was one of the founding members of the faculty of the School when it was based in Detroit in the 1930s. She also served as chair of the Michigan Youth Commission under Governors Williams, Swainson, and Romney. A complete tribute will be provided in the Winter/Spring 2000 issue of *Ongoing*.

Joint Doctoral Program

HENRY J. MEYER AWARD RECIPIENTS

Two students received the Henry J. Meyer Fellowship Award this year, named in honor of the founding and long-term director of the Joint Doctoral Program. This award is given annually to students whose written work exemplifies the goals of the Joint Doctoral Program in relation to the integration of social

work and social science. Students submit a paper that is judged for its original contribution to the empirical or theoretical literature. **Deborah Megivern** (Social Work and Psychology) is a native of Waterloo, Iowa with an undergraduate degree in social work and psychology from Luther College. Her advisor is Carol Mowbray. Megivern's paper was on college students with psychiatric disabilities. She interviewed more than 160 UM students at risk of dropping out because of mental health problems, including depression, eating disorders, and bipolar disorder. Megivern was surprised to

(l to r) Deborah Megivern and Sherrill Sellers



Gregory Fox

learn that most students did not know about the support services available to them and that they were sometimes encouraged to leave school. Considering the evidence linking level of education with lifetime earnings, one of the implications of this research is to find ways for colleges to retain students with mental health problems. Megivern has applied for an NIMH grant to

expand her research to other Michigan colleges and universities. She will be teaching "Introduction to Social Welfare Policies and Services" in the Fall Term. Upon completion of her dissertation, she plans to pursue a career in academia.

Sherrill Sellers (Social Work and Sociology) holds BA (History) and MSW degrees from the University of Chicago. Her research is on the mental and physical health consequences of social mobility, and her advisors are Sheldon Danziger and David Williams. Sellers has studied mobility patterns, the effects of mobility on physical and mental health, and mobility

over time. Using the National Survey of Black Americans dataset, she learned that there are adverse health consequences associated with upward mobility for African Americans. The reasons for this outcome include the effects of childhood poverty, racial insensitivities, and better health care for the upper classes. Sellers is pleased that her research reopens the subject of the consequences of mobility, provides social workers more information on this group of

clients, and reinforces the belief that families have an impact on health. Like Megivern, she will be looking for an academic position when she completes the PhD.

Both Megivern and Sellers are grateful for the help they have received from their advisors and faculty at the School. They see their own research as intrinsically collaborative because of the support they have received from both faculty and peers.

Doctoral Cohort Entering Fall 1999

- ▮ **Beverly Yvette Araujo**, Psychology, Hunter College, Psychological and educational effects of poverty; racial, cultural, and linguistic stigma, identity and poverty
- ▮ **Alexandra Crampton**, Anthropology, Stanford University, Origins of race, class and conflict; social construction of race; race relations and racial identity in post-apartheid South Africa
- ▮ **Hae-Sook Jeon**, Psychology, Kyungpook National University (Korea), Lifespan development of self and self-worth among different ethnic groups; social perception and attitudes toward aging and long-term care service
- ▮ **Anthony J. Mallon**, Political Science, University of Connecticut, Relationship between poverty-related issues and public policy formation; economic and political factors in developing anti-poverty policies and programs
- ▮ **Tamara A. Middleton**, Sociology, Dillard University, Family and kinship; African-American fathers and family structure
- ▮ **Katherine E. Richards-Schuster**, Sociology, University of Michigan, Inter-organization networks and community collaboration; community and nonprofit organizations
- ▮ **Peregrine C. Silverschanz**, Psychology, University of Michigan, Identity formation, self-concept, and futuring and its measurement; internalized homonegativity measures for gays and bisexuals
- ▮ **David Sommerfield**, Sociology, Wheaton College, Social and economic problems of urban poor populations; barriers to work, health, and child-care needs
- ▮ **Rebecca Stotzer**, Psychology, Carnegie Mellon, Implementation of programs for special needs of service providers; occupational stress and esteem among health care providers



Ruth Dunkle, Paula Allen-Meares, Sharri Umansky

STUDENT AWARDS CEREMONY

The first comprehensive student awards ceremony was hosted on April 12. MSW and PhD recipients of School of Social Work and other University of Michigan awards gathered with their classmates, faculty, staff, and donors. Dean Paula Allen-Meares welcomed the recipients and praised their accomplishments. Here is a list of the awards presented:

MSW Awards

ARTHUR L. JOHNSON
ENDOWED SCHOLARSHIP
Tamika Pennamon

BRUCE ALAN SCHAFFER
MEMORIAL AWARD
Kathryn Elizabeth McGee

MICHIGAN-NASW STUDENTS
OF THE YEAR
Natasha Alimchandani and
Seann Patrick Riley

THOMAS JACKS SCHOLARSHIP
Michael Burke

CIVITAS SCHOLARS
Elaine Aubin, Ryan Coffey,
David Crampton, Lauren
Korn, Rachel Luna, Laurisa
Rogers Lusby, Leona Schick,
Deborah Willis

CHILD WELFARE FELLOWS
Monica Dixon, Maia
Perinchief, Rose Regalado,
Alisa Dashefsky, Kristyn
Spangler

MERVIN AND HELEN S. PREGULMAN
SCHOLARSHIP
Rebecca Line

GELMAN FELLOWSHIP IN
JEWISH COMMUNAL SERVICE
Sharri Umansky

HILDA E. BRETZLAFF
SCHOLARSHIP
Joshua Cohen

FRANKEL FELLOWSHIPS IN
JEWISH COMMUNAL SERVICE
Joshua Cohen, Amy Gross,
Rebecca Line, Stefanie Pessis,
Hila Reichman, Melissa
Sandler, Sharri Umansky,
Hayley Warshaw, Martin
Zimmerman

CENTER FOR THE EDUCATION OF
WOMEN SCHOLARSHIPS
Yunju Nam, Rose Regalado,
Tracy Schroeffer

PhD Awards

NATIONAL INSTITUTE
ON AGING FELLOWS
Edna Brown, Kimberly Clum,
John Kerbs, Van Luong, Carla
Parry, Barbara Sarnecka, Amy
Schiller, Tracy Schroeffer, Brad
Zebrack

ROSEMARY SARRI ENDOWED
SCHOLARSHIP
Jessica Worden

HENRY J. MEYER FELLOWSHIP AWARD
Deborah Megivern and
Sherrill Sellers

RACKHAM MERIT FELLOWSHIPS
Deborah Bey, Khari Brown,
Laina Cheng

REGENTS FELLOW
Laura Brand-Ballard

BARBOUR FELLOWSHIP
Yunju Nam

MICHIGAN SOCIETY OF FELLOWS
Izumi Sakamoto

INSTITUTE FOR RESEARCH
ON WOMEN AND GENDER
COMMUNITY SCHOLARS
Izumi Sakamoto

BARBARA A. OLESHANSKY AWARD
Izumi Sakamoto

SIMS MEDAL AND AWARD
Revathy Arunkumar



Gregory Fox

Above: Ruth Dunkle, Izumi Sakamoto, Paula Allen-Meares



Left: Armand Lauffer, Merv Pregulman, Rebecca Line

ALUMNI PROFILE **Marvin Parnes '75**

Marvin Parnes is well known at the University of Michigan as the Associate Vice President for Research in the Office of the Vice President for Research (OVPR). What many people do not know is that Parnes is an alumnus of the School of Social Work. He still thinks of himself as a social worker, and his professional practice is consistently guided by the values and perspectives that are the foundations of social work.

Parnes first became interested in social work as a high school student in New York City. In the summer following his junior year, he volunteered on a community service project with the elderly, a project that continued until his graduation. Parnes then attended the City College of New York, majoring in English and education and minoring in psychology. He worked with social workers, many of whom came out of the settlement house tradition, when he

became involved in group work and peer counseling. "I saw social work as a discipline that integrated theory, social policy, and action for change," says Parnes.

His friend and mentor **Bart Grossman '69**, PhD '81, encouraged him to enroll at UM in 1973 in the MSW Program. Parnes was attracted to Michigan by the strength of the group work program and the connections between social work and the social sciences in the Joint Doctoral Program.

As a student in the social treatment concentration, Parnes learned to integrate individual, group, and community methods. He and his fellow students (including **Tony Alvarez** and **Jane Hassinger**, whom he married in 1981) devel-

oped their own courses in treatment methods. He studied with **Charles Garvin**, **Norma Radin**, **Harvey Bertcher**, and **Sallie Churchill**.

Parnes had a field placement at Counseling Services and went to work there following graduation developing peer counseling and group therapy programs. He became increasingly interested in the organizational and community factors that contribute to the positive intellectual and psychological development of students, as well as the creation of settings that foster creativity and cooperation among co-workers.

These interests naturally led him to his next job as Assistant Director of Residence Education in the Housing Division at UM. There he expanded student programs, facilitated the training of staff in the residence halls, and continued to explore student health and mental health issues.

In 1988, Parnes moved to the Office of the Vice President for Research. This marked a definite shift in his career. He was hired by **Linda Wilson** (who later became the president of Radcliffe College) at a time when she needed someone with strong organizational and communication skills to expand inter-unit collaborations. His administrative experience, social work framework, and ability to listen well and learn made him well-suited for this job.

Today at OVPR, Parnes is responsible for infrastructure and administration, research administration, technology transfer, liaison with industry, and day-to-day oversight of units reporting to OVPR. Although some may not see an obvious connection between these activities and social work, Parnes believes that his ability to work with cultures of all kinds, one of many skills he learned in the MSW Program, has proven extremely useful. "Managing and nurturing innovative programs in a diverse and complex group of scholars requires patience, empathy,

and a guiding vision of a healthy and thriving community, much like social work practice," says Parnes.

According to Charles Garvin, "Marvin Parnes has been a good friend of the School in every position he has held in the University. As a social worker at Counseling Services, he worked diligently with student interns and faculty to make this an outstanding learning experience. In his executive positions in OVPR, he has worked with faculty seeking support from that office to help them develop good, as well as fundable, proposals."

At OVPR, Parnes develops individual and interdisciplinary research programs and administers discretionary funds for research. In this capacity, he reviews proposals, including those from the School, and works to encourage and support research activity. He is pleased and impressed with the enormous increase in social work research funding, which he credits to the hard work of Dean **Paula Allen-Meares** and Associate Dean for Research **Carol Mowbray** (see related article p. 17). According to Mowbray, Parnes has been "extremely helpful to the School—to senior faculty pursuing new lines of research and to new faculty launching their research careers. We are proud to have him among our graduates."

When asked if he would like to return to social work practice, Parnes admits he misses his group work and therapy practice, but acknowledges that he has many unfinished challenges at OVPR. There is no doubt in his mind that the knowledge base, practices, and values of social work are what inspire and guide him in his career. Parnes is a fine example of what Dean Paula Allen-Meares means when she says, "Social work graduates can take on a variety of leadership roles outside of traditional social work venues." ✎

— Robin Adelson Little



Gregory Fox

1961

Alan N. Connor, a former faculty member at the School, presented on "Citizen Participation in the Community Development Block Grant Program: Case Studies of Five Cities" at the International Association of Community Development conference in Edinburgh, Scotland in April. The theme of the conference was "Strategies for Renewal of Democracy." Alan also recently co-authored a proposal from the Michigan Catholic Rural Life Coalition to the Bishops of Michigan to establish a program for the preservation of family and individually operated farms and prime farm land. Alan lives in Ann Arbor.

1963

James Dillon Troester works for the Bay-Arenac (MI) Intermediate School district. He provides a social work practicum for undergraduate students in a child guidance clinic. James wrote an article, "The Value of a Social Work Practicum in Activity Group Therapy," in *The Journal of Child and Adolescent Group Therapy* (vol. 8, no. 4, 1998), based on his supervisory experience with these students.

1964

Donald R. Osborne is involved with numerous volunteer organizations in Sarasota, FL. He is the president of the board of the Mental Health Community Centers and president of the board of the Caledonian Club of Florida West, a Scottish ethnic organization. Donald is a member of the board for the American Red Cross, SW Florida Chapter, and chair of their financial development committee. He is also a member of the Sarasota chapter of the UM Alumni Association.

1965

Brenda Sue Krieger passed away on June 18, 1998. Her husband informed us that she died after a two-year struggle with breast cancer. She had worked as a clinical social worker in Acton, MA.

1966

Tony Palumbo (a.k.a. "Dr. Silly") traveled to Romania last winter to facilitate a three-week teacher training program in Brasov and rural Transylvania. Dr. Silly's Play Care Projects have been created in several countries and are supported by international relief organizations. For more information about his Puppet Therapy Institute and other projects, check out Tony's Web site at www.ptii.org.

Mila Ruiz Tecala has been selected as Social Worker of the Year for the Metro Washington, DC Chapter of NASW. She was past president of the chapter from 1992-94. Mila has been in private practice since 1979.

1968

Rashel Jeffrey lives and works in Missoula, MT. She has been in private practice for eighteen years, three of them in a group practice with psychiatrists, clinical social workers, a speech and occupational therapist, and nurse practitioners. Her practice includes psychotherapy, mediation, pre-placement adoption evaluations, and smoking cessation groups. Rashel is also serving her second term on the state NASW board.

1970

Roger Chow visited the School in April. He lives in San Jose, CA and works for Asian Americans for Community Involvement.

1971

Robert S. Irvine has relocated to Savannah, GA from Wasilla, AK where he was chief executive officer of Life Quest, a community mental health agency. He is now the executive director/franchisee of the Sylvan Learning Center in Savannah.

Patricia O'Donnell is the director of care management at Inova Alexandria Hospital in Alexandria, VA. She received her DSW in October 1998 from The Catholic University of America (CUA). Her dissertation topic was "The Experience of Institutional Ethics Committee Membership: A Survey." Patricia teaches ethics at CUA and at the National Catholic School of Social Service.



Tony Palumbo (front row right) in Romania.

Arturo Rodriguez, president of the United Farm Workers of America, was nominated for the California Koshland Award for Outstanding Practitioner in Social Services.

1972

Ron Rozanski is vice president of professional and ancillary services at Northridge (CA) Hospital Medical Center. He is responsible for cardiology, oncology, rehabilitation, neurosciences, and orthopedic service lines.

1973

Larry Davis (PhD '77) has been named to the newly-created Desmond Lee Professorship for Racial and Ethnic Diversity at the George Warren Brown School of Social Work at Washington University in St. Louis. Larry has been a faculty member there since 1977.

Cecelia M. Long is the chief executive staff person for the General Commission on the Status and Role of Women in the United Methodist Church. She is helping the church find ways to include women in all aspects of decision making throughout the denomination. Cecilia lives in Evanston, IL.

1974

Arthur Boyd is the associate executive director of the Friends Committee on National Legislation, a Quaker lobby in Washington, DC. His previous employment includes being the director of a statewide education advocacy organization, director of the General Services Division of Maryland's state welfare/social services agency, and the assistant county administrator and human services coordinator for Lenawee County, MI.

1975

Barbara Biondo (Sloan) has been teaching in the psychology department at Marshalltown (IA) Community College. She teaches general, adolescent, industrial and organizational, developmental, and abnormal psychology. She also has a clinical practice with Lutheran Social Services.

Linda Toepfer Bowman is a psychotherapist for crisis residential and partial psychiatric hospitalization for adults and adolescents at Huron Oaks, a program at St. Joseph Mercy Hospital in Ann Arbor. She has a twenty-four-year-old daughter and a thirteen-year-old son.

Regents of the University

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



Haydee Ghazal, wearing white hat, assists workers in loading the truck on its way to Perspire.

Haydee Salazar Ghazal was profiled in the *Ann Arbor News* about her trip to her hometown of Perspire, Honduras this past winter to assist with Hurricane Mitch relief efforts. With the help of the doctors and staff at Mott Children's Hospital, where she works as a social worker in pediatric hematology, she collected medical supplies, food, toys, and clothing for the "Ann Arbor Hearts to Honduras Hands" program.

1976

Cheryl Abernathy is self-employed as a forensic social worker in Stone Mountain, GA. She has a consulting business and works with attorneys conducting social assessments investigations and planning trial strategies in terms of the social context of a crime. She is also an expert witness.

Steve Katz lives in Austin, TX. He has been selected for membership on the Williamson County Juvenile Community Committee, a volunteer organization that serves as an advisory board for Juvenile Services and the Juvenile Court. Steve also walked in the Leukemia Society Marathon in Alaska in June.

1977

Marcia Kaplan has been an attorney with the Bureau of Professional Medical Conduct for the New York State Department of Health for the past fourteen years. She also teaches law and social work at the Wurzweiler School of Social Work (Yeshiva University). Marcia would love to see old friends visiting Manhattan.

Janice Matthews Rasheed recently received tenure and was promoted to associate professor at Loyola University of Chicago. Her book *Social Work Practice with African American Men: The Invisible Presence* was published by Sage Publications this year.

1978

Kathleen E. Buescher works at Provident Counseling, Inc. in St. Louis, MO. She has had a chapter titled "Managed Psychiatric Care: A Case Study" published in *Managed Care in Human Services*.

Isaac W. McKinney works for the Department of Veterans Affairs Medical Center in Augusta, GA. He is currently responsible for their Contract Nursing Home, Homemaker Home Health Aid, and Contract Adult Day Health Care Programs, whose budgets total more than \$7 million per year. Isaac is a member-at-large and chairperson of the nominating committee for the Georgia Society for Social Workers in Health Care and a member of the Community Mental Health Center of East Central Georgia Community Service Board of Directors.

1979

Joyce Kuang-Huei Cheng died on January 1, 1999 after a sudden illness. She worked for over eighteen years in the field of mental health at Livingston County Community Mental Health, the UM Department of Psychiatry's Counseling Services, and Chelsea Community Hospital. She also had a private psychotherapy practice in Ann Arbor. Joyce was a consultant and speaker on mental health and emotional/cultural issues of Asian Americans.

Alyson Kanter Leftin has relocated to Highland Village, TX. She has had a general outpatient psychotherapy practice in Texas for the last twenty years, working with her husband who is a psychiatrist. Alyson is involved with animal rescue and hospital volunteer work. She is the mother of a fourteen-year-old daughter.

Michael Mulvihill is consulting for The Lincoln Financial Group to assess the quality of the company's counseling services program. Michael is an EAP/Wellness consultant. He will survey managers and supervisors to determine their knowledge of how to use the program and will measure its effectiveness in improving employee productivity.

1980

Matthew Jones is the author of the recently published book *Will the Real*

Black Men Please Stand Up?!, which is available in book stores in the Detroit area. Matthew is the president of an employee assistance programs company.

Suzanne McMahon will graduate from law school this year. She worked for thirteen years as a medical social worker, and, after law school, plans to practice elder law and estate planning in Michigan or Texas.

1981

Michael Dennisuk has been a school social worker for the Woodhaven (MI) Public Schools for the past thirteen years. He is also the head coach of the men's cross country and track and field programs.

1982

Phyllis Schaffner Sachs is working as a clinical social worker for United Hospice of Rockland, NY. She also has a private practice, Arbor Counseling and Psychotherapy. The primary focus of her practice is helping families cope with illness and disability. Phyllis notes that as a former Peace Corps volunteer, she is gratified to learn of the School's expansion into the field of international social work.

1984

Katherine Lee (Johnson) Brennan is living in Largo, FL and is currently a stay-at-home mom with her daughter, Madeline Patricia, born on March 23, 1998. Prior to that, Katherine was a French/Spanish teacher at an arts magnet middle school in St. Petersburg.

1985

Jan Bailey is a clinical/medical and substance abuse social worker in private practice (Human Resource Center PC) in Adrian, MI. She is involved in medical and chemical abuse issues for the elderly and is also active in the community.

1986

K. Jill Farrell is living in New Port Richey, FL and teaching for St. Leo's Weekend College Program. She keeps in touch with Professor Armand Lauffer.

Laurie White has lived and worked in Santa Rosa, CA since 1996. She is vice president for program development for Primrose Alzheimer's Living, a company that has facilities throughout Northern California. They run assisted living homes for people with Alzheimer's disease and related dementia.

1987

Elizabeth M. Davy has been appointed as clinical director of Family Counseling Service of Aurora, IL, a United Way agency. Her broad function will be to assure the appropriateness of clinical services at a high level of quality and productivity. Elizabeth will be responsible for supervising all therapists, coordinating and training the agency's extensive masters level internship program, assuring culturally sensitive practice, and contributing to agency-wide development.

Marion Freedman works at the Neighborhood Project of the Jewish Federation of Metro Detroit in Oak Park. She is involved with neighborhood enhancement and preservation.

1988

Bradley Casemore is administrative director of behavioral health at Children's Hospital in Columbus, OH. He recently completed a MHSA at UM and served as deputy director at the Center for Healthcare Information Management.

1989

Laura Coffee lives in Chapel Hill, NC on a small "hobby farm" and is director of continuing education with Central Carolina Community College. She presented on pre-employment assessment at the NCCCAEA conference in Asheville, NC in March and at the New Horizons conference in Richmond, VA in April.

Diane Thompson recently left her position at Providence Cancer Center in Southfield (MI) to accept the position of director of social work for Parkview Hospital in Fort Wayne, IN. She will be responsible for the creation of a social work department for the hospital and the ongoing supervision of two UM MSW student interns.

1990

Andrea Juchartz lives in Needham, MA. She is currently at home raising two young daughters.

1991

Brenda J. Holt is a full-time school counselor for the school district in Farmington, ME. She also works part-time at Evergreen Behavioral Services as an outpatient therapist with children and families. Brenda has moved to Wayne, ME from West Farmington.

1993

Andrea Constancio works in the Department of Medicine at UCLA in Los Angeles, CA.

Monica Cheron Shapiro is living in Sacramento, CA. She recently passed the oral and written requirements for social work certification in California and also received her LCSW.

Elizabeth Alyce Van Ark is a school social worker for the Harper Creek Community Schools in Battle Creek, MI. She also teaches "Social Work in School Settings" at Western Michigan University. Her hobbies include working in various art media and traveling around the world.

1994

Chris Bell is the executive director of the Michigan Urban Indian Consortium in East Lansing. The consortium consists of six agencies in Detroit, Centerline, Flint, Saginaw, Lansing, and Grand Rapids which provide a variety of social services to off-reservation Native Americans. Chris facilitates communication among member and non-member agencies, advocates for concerns of urban Indians in various statewide committees, and provides technical and grant writing assistance to member agencies.

Rosie Chapman is a school social worker for the Utica Community Schools in Utica, MI. She also designs unique art dolls and polymer jewelry. Rosie recently received the Women's Cultural Award from the Michigan Educational Association for her work with culturally diverse storytelling.

Mary C. Welch (Houston) is a school social worker for the Saginaw (MI) Public Schools. She works with children in kindergarten through middle school. Mary also provides psychotherapy for women and children.

1995

James E. Gangwisch will enter the PhD program at Columbia University School of Social Work this fall. He was awarded a National Institute of Mental Health Research Fellowship. His major will be social policy/planning and administration, and the focus of his dissertation will be on psychosocial rehabilitation within a residential therapeutic community setting for dual diagnosis clients.

Stephanie Hader lives in Rochester, MI and is clinical director at Clinton Counseling Center in Mt. Clemens. She volunteers for Hospice of Michigan. Stephanie is getting married in September.

Kathleen Nelson is the director of a newly-licensed child placement agency in Washtenaw County that specializes in international adoptions, with programs in Guatemala, Brazil, Romania, and Russia. She plans to host monthly education meetings to increase adoptive parents' awareness of adoption-related issues.

Shirley Kittle Newbold earned her ACSW in 1998. She works as a therapist at Eastwood Community Clinics in Macomb County, MI.

Marla Sherman-Schwoerer lives in Brooklyn, NY and is a school social worker for the New York City Board of Education. She is the mother of a young son.

Teri Thomas is now working as a supervisor with Washtenaw County Community Mental Health. He is in charge of the regionwide MIChoice program, a Medicaid waiver program intended to defer and deinstitutionalize persons over the age of 18 from nursing home placement through home care services. Teri is married and has one son and is expecting another child at the end of the year.

E. Sharon Thornton is a psychiatric social worker for the Third Judicial Circuit Court, Family Division-Juvenile Section in Detroit. Her specialization is adolescent sexual abuse. She is a therapist working with sex offenders, ages 9-17.

1996

Marsha Armstrong recently completed a post-MSW fellowship at the Yale Child Study Center. She is currently living in the Boston area and working as a child trauma specialist with the RoxComp Behavioral Health Center, providing individual, family, and group therapy. Marsha also provides sexual abuse evaluations and works with a child advocacy center and the District Attorney's office.

Nancy Blonston is the program facilitator for the Denver (CO) Public Schools' expulsion program. She works with all expelled students, conducting assessments, counseling, and tracking progress. She was married last June to Mark Goodman.

Jennifer L. Bruell (Schumacher) lives in Harpers Ferry, WV.

1997

Sue Chandler is working as a project evaluator with the Center for Community Health, Education, Research, and Service (CCHERS) in Boston. She is involved with project evaluation and program management for several projects, includ-

Class Notes

Please send news (and photos) for Class Notes. If you would like the address, telephone number, and/or email address of anyone listed in Class Notes, please contact the Alumni Office at 734-763-6339 or robinal@umich.edu.

ing the Health Careers Academy, the Community Advocacy Project, and the AmeriCorps Program.

1998

Katherine Fitzgerald has been named interim president of the United Way of Greater Battle Creek, MI. She was formerly the director of community initiatives and the vice president. Katherine directed the implementation of their new fund distribution system and its community goal setting project called "Common Commitment."

Lisa Freiman Gilan has moved from Wisconsin to W. Bloomfield, MI. She is working for the Jewish Federation of Metro Detroit.

Sang-Eum Lee is a lecturer at universities in Seoul, Korea. She is also a researcher in the Aging Research Institute at Seoul Women's University.

Christie Onoda is working as a Presidential Management Intern in Washington, DC in a position created especially for her with the Office of Minority Health and the Office of Planning, Evaluation, and Legislation at the Health Resources and Services Administration.

Marisa Parrella is finishing a one-year postmaster's fellowship in clinical social work at The Yale Child Study Center.

Helen Raschke is working as the quality assurance specialist at Golden Gate Regional Center in San Francisco, CA. This organization oversees all of the services for people with developmental disabilities in a three-county area. Helen will be monitoring and evaluating programs.

In Memoriam

1953

Merle Dinsmore, April 12, 1998

1954

Sally M. Hunt, April 23, 1998

1965

Brenda Sue Krieger, June 18, 1998

1975

Jane Wilson Lovett, December 1, 1998

1979

Joyce Kuang-Huei Cheng, January 1, 1999

Black Social Work Alumni Group News

Three years ago, a small group of African-American alumni met to discuss how to plan a reunion. The goal was two-fold: to start an annual networking gathering of African-American alumni and to develop a scholarship fund to support a current student. Now the Black Social Work Alumni Group is ready to make this happen!

This spring, a meeting was held with the UM Alumni Association's African American Alumni Council (AAAC) and they agreed to permit the group to make a presentation during their Homecoming weekend activities. On Saturday, October 2, a special presentation will be made to honor a faculty member during the AAAC awards banquet and the scholarship fund will be announced.

All African-American alumni should mark their calendars for this weekend and be a part of the special occasion. Alumni are also asked to make a donation of \$100 or more to the scholarship fund.

For more information on the AAAC Homecoming events, please call Chanel DeGuzman (734-763-9702). For additional information about the Black Social Work Alumni Group, please contact Matthew Jones, Chairman, (248-359-5062); Carolyn Garrison Miller (313-867-5716); Deborah Simmons (313-577-4684 or dsimmons@med.wayne.edu); or Michelle Ventour (313-927-1487 or mventour@marygrove.edu).

Please respond by September 20.

Name _____ MSW Year _____

Telephone: (H) _____ (W) _____

Scholarship donation of: \$100 \$250 \$500 other enclosed

Checks should be made payable to "UM School of Social Work" and mailed to Development Office, School of Social Work, 1080 S. University, Ann Arbor, MI 48109-1106. Gifts can also be made by credit card: send a note with your credit card number, expiration date, name as it appears on the card, and the amount you wish to give. It is important to have a signature on this note verifying your request.

Please send me information about the African American Alumni Council program for Homecoming Weekend.