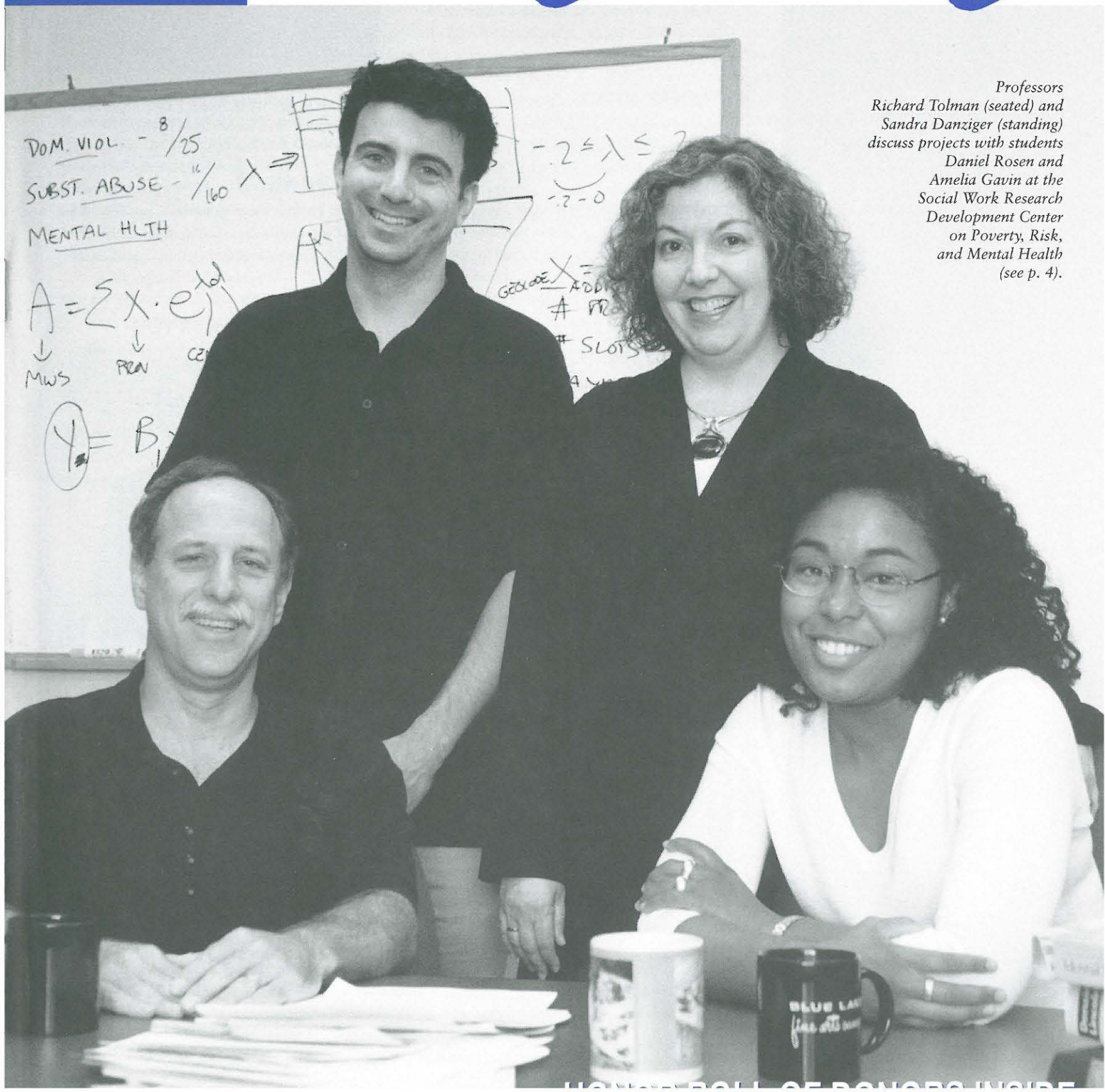




# Ongoing



Professors  
Richard Tolman (seated) and  
Sandra Danziger (standing)  
discuss projects with students  
Daniel Rosen and  
Amelia Gavin at the  
Social Work Research  
Development Center  
on Poverty, Risk,  
and Mental Health  
(see p. 4).





## Save these Dates!

*Friday, September 22*

School of Social Work Alumni  
Society Annual Meeting  
Place: School of Social Work  
Time: 1:00 – 6:00 p.m.  
For more information,  
call (734) 763-6886  
(see p. 27)

*Saturday, September 23*

Doctoral Student Organization  
Conference  
Place: Schools of Social Work and  
Education  
Time: 9:00 a.m. to 5:00 p.m.  
For more information, see p. 13  
or call (734) 763-5768

*Tuesday, October 17*

Fedele F. and Iris M. Fauri Memorial  
Lecture in Child Welfare  
Co-sponsored with the School  
of Nursing  
Professor Sara Rosenbaum, the  
Harold and Jane Hirsh Professor of  
Health Care Law and Policy at George  
Washington University in Washington,  
DC, will speak on "Child Health  
Policy and the Next American  
Presidency."  
Place: Schorling Auditorium, School  
of Education  
Time: 3:00 p.m.  
For more information,  
call (734) 764-5340

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Gregory Fox



▲ *MI-NASW Student of the Year Jodi Mulder with Dean Paula Allen-Meares at Student Awards Ceremony (see p. 12).*

Gregory Fox



▲ *l to r: Roger Winkelman, Paula Allen-Meares, Margaret Winkelman, and Edward M. Gramlich (see p. 20).*

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### BACK COVER: LET US HEAR FROM YOU

Gregory Fox




▲ *Mark Holter, one of the faculty members conducting research at the Poverty Center (see p. 4).*

## Ongoing

Summer/Fall 2000  
Published two times a year by:  
University of Michigan  
School of Social Work  
1080 South University  
Ann Arbor, MI 48109-1106

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Suzan Alexander, Writer and Editor; Robin Adelson Little, Production Coordinator and Editor; Diane Kaplan Vinokur, Terri Torkko, and Nili Tannenbaum, Proofreaders

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# Message from the Dean

Next year, we celebrate two significant milestones: the 80<sup>th</sup> anniversary of our program's 1921 inception in Detroit and the 50<sup>th</sup> anniversary of the School's formal establishment in Ann Arbor in 1951. For six consecutive years, the School has been ranked among the best schools of social work in the nation by *U. S. News and World Report*. Although rankings fluctuate from time to time, we are pleased that our program is consistently rated among the best, and that the most recent rankings place us first in the country. We are gratified that our leadership in social work education has been confirmed once again.

Our reputation reflects the devoted efforts of our faculty, staff, students, and alumni, as well as the continuing commitment of the University's administration to support our endeavors in social work education, research, and service. It is both our experience and our dream that our graduates will utilize their education and talents to rectify the ills of social injustice and promote an enhanced quality of life for our most vulnerable citizens.

In that spirit, I am pleased to report that we are collaborating with other units on campus on community-based initiatives in Detroit and other Michigan cities. In January, I was invited to represent the School at a "Dean's Roundtable on Community-Based-Research," sponsored by the Edward Ginsberg Center for Community Service and Learning (which is directed by Professor **Barry Checkoway**). The other panelists were Sherman James (Chair of the Department of Health Behavior and Health Education in the School of Public Health), **Douglas Kelbaugh** (Dean of the School of Architecture and Urban Planning), and facilitator **Earl Lewis** (Dean of the Rackham School of Graduate Studies). The purpose of the panel was to outline the community-based research\* programs underway and the

prospects for future collaborations.

The School of Social Work and the social work profession have a long and proud history of work in community settings. From the early days in settlement houses to the present, social workers have always been engaged in communities. Currently, more than twenty-five (or almost one-third) of our faculty are involved in over forty research projects in Detroit. A few examples are: (1) the Hmong Women's Project (see p. 21); (2) the Michigan Supported Education Program, which assists adults with psychiatric disabilities who wish to pursue post-secondary education (see p. 5); (3) the Detroit Public Schools Partnership, a prevention research study which tests the efficacy of a school-based intervention to prevent dropout and underperformance; and (4) the Latino Community Outreach Program, which works with agencies and Latino populations on needs assessment and service utilization patterns.

According to Associate Professor **Lorraine Gutierrez**, "Community-based research benefits the social work field in a number of ways. Most importantly, it grounds our knowledge in the conditions and issues that most directly affect social workers and the communities with which they work. It allows us to identify the ways in which current theories help explain and also fall short in explaining social welfare issues. It is important because it can also provide a direct relationship between knowledge and practice for our students. It provides a way for us to use our knowledge to benefit communities."

In my opinion, community-based research enhances the synergy between classroom learning and experiential learning. The School is eager to participate in activities that increase collaborations between units and extend the resources of UM throughout the state. In the past

few years, we have added new field instruction sites in Flint, Muskegon, and Grand Rapids in order to increase our outreach and partnerships in other urban communities in Michigan.

Our concentration in gerontology is also growing, thanks in part to a three-year grant from the John A. Hartford Foundation which allows us to expand our work on the program "Strengthening Geriatric Social Work" (see p. 20), and the hiring of **Lydia Li**, who joins the School as a new faculty member. Li is a specialist in gerontology who comes from the University of Wisconsin-Madison (see p. 22). With an increasingly aging population, the need for medical and social services for the elderly is growing, so our strength in the field of gerontology is of critical importance.

Finally, these past six months have been a time of transition at the School. This spring we celebrated the retirements of **Sheila Feld** and **Helen Weingarten**, who both served on the faculty for many years and contributed in their unique ways to the School's agendas. (See pp. 21-22 for more information on their careers). **Barb Hochrein**, who worked for ten years in Faculty Support, retired at the end of June. We also welcome two new staff members: **Nili Tannenbaum** is the Director of External Relations and Communications and **Meredith Bull** is our Comnet Coordinator.

New faces join familiar ones as we target new areas while continuing a legacy of connection to the community through innovative service and collaborative initiatives. ➤

— *Paula Allen-Meares*



Gregory Fox

▲ *Lynn Alexander, Director of the Michigan Office of Services to the Aging, and Paula Allen-Meares at the conference on "The Future of Older People in the U.S." (see p. 20).*

\* For more information about community-based research, please read "Participating Research" by Hicks in *Journal of Progressive Human Services*, 8(2), 1997 and "Review of Community-Based Research" by Israel et al. in *Public Health* 19, 1998.



# Understanding the Relationships Between Poverty and Mental Health

How long is five years? If you are a woman or child trying to cope with the daily stresses of depression, drug or alcohol dependence, mental illness, domestic violence, or hunger, five years can be an eternity. If you are a social work researcher gathering and analyzing data that will further understanding of these social ills, five years can pass in the blink of an eye.

of poverty research were laid in 1988 when Professor **Sheldon Danziger** received funding from the UM Presidential Initiatives Fund, and later from the Ford Foundation, to establish a research training program on poverty, the underclass, and public policy. A second major thrust was added in 1995 when Associate Professor **Sandra Danziger** was

appointed Director of the Program on Poverty and Social Welfare Policy (PSWP), a collaborative and multi-disciplinary effort of the Schools of Social Work, Law, and Public Policy. Also initially funded by the Presidential Initiatives Fund, PSWP conducts research that evaluates the effectiveness of welfare policies. The Social Work Research Development Center built on, but extended, these activities in 1995 when Sheldon Danziger, Professor **Kristine Siefert**, Dean **Paula Allen-Meares**

and other social work faculty submitted a proposal to the NIMH to establish a research center on the relationships between poverty and mental health. The resulting five-year NIMH grant allowed the School to set up a separate research facility where collaborators come together in a positive research environment to share space and resources and, more importantly, to pool ideas, expertise, and findings.

## RESEARCH STUDIES

Questions about the relationships between poverty and mental health

motivate the Center's research agenda. Sheldon Danziger believes the Center has strengthened social work's mental health research capacity. "Prior to the establishment of the Center, the School had few faculty or doctoral students engaged in mental health research, and almost no externally funded mental health research. Center resources have built an infrastructure that encourages new and experienced social work faculty and students to reorient their careers and undertake research on poverty and mental health."

The range of studies conducted by Center faculty is broad, and the following is a small sample of current projects.

### *Domestic Violence*

Associate Professor **Richard Tolman** thinks that his association with the Center has been an extremely positive experience and a great boon to his research efforts. He values the School of Social Work as a large institution with associated resources that allow faculty to pursue excellence, but he also sees some real advantages to the Center. "At the School, there is less focus on some issues. Here at the Center, we all work on common issues and interests and we share a common language. I have the chance to work with colleagues from other departments and other areas, as well as from the School. This is a very focused area, and the infrastructure supports our work on issues of central concern to social work. We are a community of scholars who share insights and suggestions on direction—the whole becomes greater than its parts."



Director Sheldon Danziger and Associate Director Kristine Siefert

Based at the School of Social Work and funded for the past five years by a grant from the National Institute of Mental Health (NIMH), the **Social Work Research Development Center on Poverty, Risk, and Mental Health** involves a core of social work faculty working with social work doctoral and masters students and faculty from other units at UM. The research agenda seeks to further knowledge of the relationships between poverty and mental health that can inform practice and policy.

The foundations for a program

Gregory Fox



Tolman's research focuses on violence against women and children, the effectiveness of interventions designed to change violent behavior, and the traumatic effects of violence on the well-being of victims. He is currently heading a team working on an NIMH-funded study that aims to identify factors that interfere with women's ability to find and keep employment, and thus leave welfare. This Mother's Well-Being Study assesses low-income, single mothers, a group that has been poorly represented in previous studies of psychiatric problems, physical disabilities, and domestic violence. Only recently have domestic violence statistics begun to include numbers of single women abused by ex-partners or non-cohabiting boyfriends, and there is little information on how physical and sexual abuse affect women's ability to work.

Tolman plans to evaluate the mental health needs of these women to ascertain if their needs are being met and if they have access to the services they require. "These women face numerous barriers when they want to work," explains Tolman. "They can have trouble meeting deadlines or timelines imposed by the welfare system. I hope that our findings will help shape policy and practice, and will help us to give them the support they need." About 700 single mothers who were receiving cash welfare in the Detroit metropolitan area in September 1998 were interviewed by Tolman and his project team in the middle of 1999. Data gathering is now complete and the data are being analyzed.

### *Mental Health of Low-Income Women and Children*

Professor **Kristine Siefert**, Associate Director of the Center, is currently involved in studies examining depression in low-income, single mothers and the impacts of food insufficiency on maternal and child health. Major depression is highly prevalent among these women, and is associated with significant impairment in social, occu-

pational, and family functioning, as well as with increased care costs. Single mothers, mothers in poverty, and mothers with several young children are at high risk. Yet despite its prevalence, significant morbidity, and substantial cost, depression frequently remains undetected or inadequately treated.

Siefert's research team examined the relationship between social and environmental risk factors and major depressive disorder among low-income, single mothers. They found that social and environmental risk factors related to gender, race, and living in impoverished circumstances predict maternal major depressive disorder beyond traditional risk factors, and that their effects are cumulative.

One of the ways to reduce the risk of major depression in low-income women may be to eliminate household food insufficiency. Food and dietary insufficiency, to which poor women and children are particularly vulnerable, can have both immediate and long-term negative health and mental health consequences. Health and mental health problems include retarded growth, anemia, diabetes, respiratory disease, heart disease, schizophrenia, and affective disorders. Children classified as hungry or at risk of hunger are twice as likely to be described by parents and teachers as psychologically and academically impaired, making hunger a likely contributing factor in later aggressive behavior and school dropout in adolescence.

Yet, despite a long period of economic growth in the United States, food insecurity and hunger are a substantial and persistent problem; among 733 women sampled in a study by Siefert, **Mary Corcoran**, and **Colleen Heflin** from the welfare rolls in an urban county in Michigan, 25 percent reported that their household sometimes or often did not have enough to eat.

Siefert credits the Center with providing the support and resources

she has needed to further her research. It has also enabled her to collaborate with other mental health researchers both inside and outside the University. "The Center has brought all of us together in one place to do collaborative studies, including many other disciplines with a social work focus. Another benefit is that previously there was little funding available to do this kind of research. The NIMH funding we receive has changed that."

### *Supported Education and Mental Health*

Professor and Associate Dean for Research **Carol Mowbray** first began her studies on supported education in 1992 with an innovative community-based program in Detroit that helps people with psychiatric disabilities restart their education and their lives. The Michigan Supported Education Program (MSEP) was designed to provide assistance, information on school entry and financing, and support to people with mental illnesses who want to attend college or receive vocational training. This experimental program, which began in 1993, has expanded and become an ongoing service of the Detroit-Wayne County Community Mental Health Services Agency, serving approximately 200 enrollees each year.

There is some resistance to supported education in educational institutions and also among social workers, who may still hold negative attitudes about the potential for rehabilitation and recovery. Yet the results of Mowbray's research indicate the program's effectiveness: for those who participated, educational enrollments rose three-fold, from less than 10 percent to about 25 percent in about a year. Mowbray stresses the importance of education as both a normalizing process for people in recovery and as a way out of the poverty and dependency frequently associated with mental illness. Mowbray says she is "very pleased that a number of SSW doctoral students who have worked



on MSEP have gone on to do their own research and/or dissertation work on psychiatric rehabilitation. **Deborah McGivern**, for example, just received an NIMH dissertation grant award.”

The MSEP has met with such success that Mowbray has received two grants from the Center for Mental Health Services to replicate the supported education program in three other Michigan sites: Kalamazoo and Lansing, which have already begun providing services, and Flint, which is in the implementation phase and is planning to work with UM-Flint as its academic partner. Mowbray reports that grant-funded staff are also providing strategic planning and technical assistance to several other Michigan communities hoping to do their own local adaptations.

Assistant Professor **Mark Holter**, who had a one-year postdoctoral fellowship at the Center and is now a faculty member at the School and a faculty associate at the Center, is working with Mowbray on several related research projects. One is a long-term cost/benefit analysis of supported education, measuring outcomes for participants five years after completion. A second project is a study he and Mowbray are conducting on consumer-run mental health programs in Michigan. These programs are a fairly recent innovation, and few studies measuring their operations or effectiveness have been done.

## TRAINING FUTURE RESEARCHERS

Projects sponsored by the Center on Poverty, Risk, and Mental Health have provided a rich training ground for doctoral and masters students through research assistantships, Center-sponsored dissertations, and field placements on Center projects. **Daniel Rosen**, a recent graduate of the Joint Doctoral Program (Social Work and Sociology), has benefited from his relationships with Center

faculty. Rosen’s MSW field placement was at a local adolescent health clinic, which then hired him. Through his employment there, he became interested in the relationship between partner violence and teenage pregnancy. Rosen, who was taking doctoral seminars at the time with both Danzigers, was sponsored by the Center to pursue his dissertation “Partner Violence in the Lives of Low Income Teenage Mothers.” Working directly with Professor Tolman, Rosen interviewed thirty-five low-income, new teenage mothers and four social workers to examine the role of violence in the young women’s lives and the factors that contributed to their pregnancies.

Rosen found this to be a difficult project. “It was hard to get past the easy answers as to why these girls had become pregnant. Hearing their experiences was painful, but it was also a wonderful and unique opportunity to learn.” His interviews revealed that 64 percent of his sample, in their lifetime, experienced severe partner violence or sexual coercion in their intimate relationships. Thirty-two percent experienced severe partner violence in the last year. Those adolescent mothers who were in or had been in an abusive relationship had higher rates of mental health disorders than those never abused. Furthermore, this abuse negatively affected a teenage girl’s ability to control decisions regarding contraceptive use.

Rosen is particularly proud of the fact that the clinic, which previous to his research didn’t even have partner violence screening questions in place, now has intake forms with specific questions that can help social workers to identify patterns in abusive relationships and appropriate interventions. “I have been extremely lucky to be involved in an environment where I had the resources to discuss my findings and apply that knowledge at the clinic.”

Although the Center’s financial support has been very valuable,

Rosen is equally grateful for the collegial support he has received. “The Center is a wonderful community where I have had the opportunity to work on interesting studies, give presentations, and bounce ideas off of co-workers, and I’ve had access to data that I can build a career on. One of the advantages of us all being in the same place is that everyone knows what the others are working on and there is always someone available when I need support. The attitude at the Center is ‘What can we do to help you?’”

Another student who highly values her relationship with the Center is **Amelia Gavin**, a joint doctoral student in Social Work and Political Science who first became involved with the Center in 1998 as part of her MSW field placement. Gavin’s project began when the Family Coordinating Council of Muskegon County (FCC) approached the Center for help in identifying impacts of federal and state welfare reform in their community.

A collaborative initiative between the FCC and the Program on Poverty and Social Welfare Policy was set up. This initiative, called Vital Signs, assembled a database on aggregate indicators of well-being (such as school records, public assistance administration data, and county vital statistics), analyzed the information, and prepared a report for local human service executives to assist in their planning of new community initiatives.

In addition, Gavin helped design a survey of eighty-seven low-income families from six community agencies that covered such topics as economic needs, family functioning and social service support, health and wellness, and safety and stability of housing. The survey was administered by local social service agency staff.

Gavin was drawn to this project because it offered the opportunity to follow its progress from inception through to completion. “I was able to help organize the survey, train FCC staff in survey administra-



tion methods, analyze data to identify strengths and weaknesses, and then present the findings," says Gavin.

When she first started on the project, Gavin felt overwhelmed by her lack of experience, but she quickly learned how to apply the theory she had learned in class in a real world setting. She gives a good deal of credit to Sandra Danziger, her field supervisor and PSWP Director. "Sandy was a leading force on the project and her expertise was invaluable to me. I felt that she was my partner, and it was important for the community to see me as a member of a team rather than just a student."

The Vital Signs project was such a success that the FCC is planning to do a second round of the survey, this time focusing on mental health issues and taking over most aspects of conducting the survey. In the meantime, Gavin is working as a research assistant to Professor Siefert on research related to maternal and child health, an area upon which Gavin may base her dissertation.

When asked how her relationship with the Center has benefited her personally, Gavin praises the mentorship she receives. "I always have the feeling that a lot of people are looking out for me, people who are interested in my professional and academic development. I always have someone who cares." These are gratifying words for Sandra Danziger, who says, "We try at the Center to provide a climate that supports our students in their work and allows them to do their best."

## INFORMING PUBLIC POLICY

The Michigan Program on Poverty and Social Welfare Policy conducts interdisciplinary applied research on policy questions and translates research findings for public policy decision makers. Director Sandra Danziger is confident that the Program is meeting both its goals. "I

believe we are fulfilling the mission of the program," says Danziger. "We have maintained constructive ties with state and local agencies, we have continued the University's involvement in state, local, and national welfare policy debates, and we have generated grants involving multi-school teams of faculty and students."

*The Center has brought all of us together in one place to do collaborative studies, including many other disciplines with a social work focus."*

— Associate Director Kristine Siefert

An important PSWP study involves multiple face-to-face, in-depth interviews with about 700 single mothers who were expected to leave welfare for work. (A portion of this study is described above in the section on Tolman's research.) The project is among the first in the country to develop longitudinal data on welfare recipients and how they are faring after the 1996 welfare reform. It has achieved a remarkably high response rate (nearly 90 percent) from participants in each of the first three rounds of interviews conducted in Fall 1997, 1998, and 1999.

Researchers developed questions to determine the prevalence of a broad range of barriers to employment, including labor market, health, and mental health problems. They found that 85 percent of the women had one or more barriers to employment at the first interview, and multiple barriers were common: 37 percent had two or three, 24 percent had four to six, and 3 percent had

seven or more. Chances of being employed dropped dramatically as the number of barriers increased. "We didn't expect to find the prevalence of barriers that we've found," Danziger said.

Danziger reports that several papers describing study findings and implications for policy have been published and read widely around the country. "Internet sites have posted reports on it and the paper has been widely downloaded. Summaries have appeared in poverty advocacy newsletters and poverty centers across the nation."

In addition to the demand for the reports, PSWP is receiving numerous requests to replicate their measures and methods. The questionnaires used in the three surveys performed to date and a series of papers are on the School's Web site: [www.ssw.umich.edu/poverty/pubs.html](http://www.ssw.umich.edu/poverty/pubs.html). "We spend a lot of time helping people to understand our measures and how to use them," says Danziger. "I see that as a good thing."

## THE NEXT FIVE YEARS

Much has been accomplished in the Center's first five years, but much remains to be done. Director Sheldon Danziger, Associate Director Siefert, and Dean Allen-Meares have received official confirmation that NIMH will extend funding through 2005.

The research agenda for the next five years builds on the Center's accomplishments to date and extends them in new directions. According to Sheldon Danziger, "Our goal is to deepen our understanding of the complex relationships among poverty and mental health so as to enrich poverty research and mental health research and to aid social workers and others who deliver mental health services to design and implement more effective interventions." ✎

— Suzan Alexander



## RESEARCH OFFICE NEWS

The University of Michigan, in contrast to many of its peer institutions, has a rich tradition supportive of interdisciplinary collaboration, especially in research. The School of Social Work is a leader among all units in the University in terms of its interdisciplinary projects. A prime example of this is the Joint Doctoral Program in Social Work and Social Sciences, which is unique in the nation in terms of social work doctoral education, the high quality of its graduates, and the leadership positions they currently fill across the globe.

The MSW program is also outstanding in its interdisciplinary opportunities. The School of Social Work has the largest number of masters level students enrolled in joint degree programs (with Public Health, Public Policy, Law, Urban Planning, and Business Administration) of any school of social work in the country. In this tradition, faculty at the School are involved in a number of interdisciplinary research activities currently underway or being planned.

Sheldon Danziger, Director of the NIMH-funded Center for Poverty, Risk, and Mental Health (see feature article p. 4), and Center Faculty Associates **Mary Corcoran**, **Sandra Danziger**, and **Kristine Siefert** are part of the recently-funded Michigan Interdisciplinary Center on Social Inequalities, Mind, and Body. **George Kaplan**, chair of the Department of Epidemiology in the School of Public Health, is principal investigator. The SSW faculty study, with **Elizabeth Young** of Psychiatry serving as co-principal investigator, is one of six core projects and involves a unique integration of economic, psychosocial, and biological data gathered from participants in the Center's ongoing panel study of low-income mothers. According to Danziger, this is the only known social science research project to include biological measures and information on diagnostic disorders from a large, community sample of low-income mothers (about 700). The biological measures will enhance the psychiatric epidemiological research

underway at the Center, and represent a promising new area of collaboration for multi-disciplinary research on poverty, risk, and mental health.

Another major collaborative effort is in the development stage. A group of faculty have been meeting to explore areas of existing research interests which may have common connections with issues related to drug abuse, i.e., mental illness and substance abuse, child abuse and neglect, and gender differences in policy and treatment. These faculty believe that a social work perspective

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research.*

and social work research are necessary to improve the quality of interventions aimed at reducing drug abuse and addiction in the United States.

Further, it is believed that drug and alcohol abuse are often connected to many other social problems at the individual, family, community, or societal levels. In developing a substance abuse research initiative, the School plans to strengthen existing linkages and develop new connections with established UM drug abuse initiatives, including those guided by colleagues in the Substance Abuse Research Center, the Alcohol Research Center, the Department of Psychiatry, the College of Pharmacy, and the School of Public Health. Dean **Paula Allen-Meares** has been very encouraging of this effort, knowing that research and improved services in drug abuse prevention and

treatment are extremely relevant to social work in the 21<sup>st</sup> century. The lead faculty member on this research agenda is **Beth Reed**, in collaboration with **Carol Mowbray**, **Richard Tolman**, **Daniel Saunders**, **Kathleen Faller**, **William Meezan**, **Deborah Wilkinson**, **Larry Gant**, **Lorraine Gutierrez**, and **Charles Garvin**.

A third research partnership pairs School faculty with the Michigan Health Services Research Initiative, a service organization established by the Provost and the University Health Sciences Council. Its mission is to facilitate collaborative health services research across organizational units, with the goal of making the University of Michigan the premier health services research university in the country for conducting interdisciplinary projects. SSW faculty **Mary Ruffolo**, **Deborah Wilkinson**, **Mark Holter**, and **Carol Mowbray** are beginning collaborations with researchers in Pediatrics, Psychiatry, and Public Health.

Ruffolo's research focuses on the health and mental health service needs of low income children. Wilkinson's interests involve psychosocial and health needs of low-income pregnant women. The topic being pursued by Holter and Mowbray is an evaluation of the system-level change in Washtenaw County, integrating mental health and physical health services for Medicaid-eligible and indigent adults through a new service entity supported by the county and the UM Health System.

The School has recently updated its annual faculty research publication, *A Guide to the Research Interests of the School of Social Work Faculty*. This publication includes faculty biographies, selected recent publications, and research highlights. There is also more detailed information about the research of the faculty mentioned in this article. If you would like to receive a copy, contact Victoria Mayer in the Research Office at (734) 936-0805. ➤

— Carol T. Mowbray



## Nathalie Drews

Nathalie Drews has served the School of Social Work in numerous capacities. She was a distinguished and well-loved teacher, mentor to many students, founding member of the Turner Geriatric Services Advisory Committee, research scientist at the Institute of Gerontology, and the assistant dean for Student Services. Although she is best known for her pioneering work in the areas of death and dying, she is remembered most vividly for her devotion to students and the School.

Drews is an alumna of the School, having received her MSW in 1951, the last year the School (then called the Institute of Public and Social Administration) was located in Detroit. Following graduation, she worked for two years for the City of Detroit Department of Public Welfare. She then joined the American Red Cross, working at military hospitals in the United States and Europe, both to practice social work and to satisfy her love of travel. At that time, the Red Cross was the only agency providing social services to Americans in Europe and the work was very intense, dealing with the trauma of military injuries. This was her entrée into the field of death and dying, as she counseled men and their families as they tried to cope with accidents and illnesses. Drews spent several years at the U.S. Army Hospital in Frankfurt, Germany.

Returning to Ann Arbor in 1956, Drews joined the staff at UM's University Hospital as a medical social worker in rehabilitation, orthopedics, and tuberculosis; supervisor in pediatrics; and member of the department of Staff Planning and Development. Thanks to a training grant from the U.S. Department of Rehabilitation, Drews joined the faculty as an assistant professor. She also provided field instruction to MSW students at the League for the Handicapped in Detroit. Drews

recalls that "going from practice to teaching was very difficult, but I knew what I was trying to achieve."

The first class Drews taught, in Health and Mental Health, was a new course, and in it she introduced the topic of death and dying, drawing on her experiences in the military. The more she taught in this area, the more Drews realized that death and dying extended to helping individuals and families deal with grief and loss in many aspects of their lives.

Sally Loughrin '94, who currently teaches on this topic as an adjunct faculty member, remembers a class she had with Drews in 1984. Loughrin recalls that Drews had "a great sensitivity toward those who were dying and grieving. Her reading and written assignments were pertinent and provided an awareness towards death, grief, and loss that most people in the class had never experienced. The class was as special as it was because of Nat. She is a gentle, loving, and caring person who treats everyone with dignity." Barry Jaffe '81, also an adjunct faculty member, describes Drews as being of "considerable assistance to me following the untimely and unexpected death of my sister, shortly after my first year at the School. She stood as my first great model of professionalism, ethical conduct, and high ideals."

Drews was committed to being the best teacher possible, spending one sabbatical reviewing the content of her Casework in Health Settings courses. She was constantly trying to improve so her students would reap the maximum benefit from their classes. Drews was also an enthusiastic practitioner, keeping up her work in medical settings. Another of her sabbaticals was spent at Henry Ford Hospital, assessing the psycho-social factors associated with successful ambulatory peritoneal dialysis.

Drawing on her skills as a student advisor and mentor (which Drews always saw as a major part of her job), Emeritus Dean **Harold Johnson** asked her to work in the Office of Student Services. She enjoyed her interactions with students, and potential students, some of whom she talked *out* of a career in social work. Emeritus Professor **Sheila Feld** said she was "always impressed with the wonderful combination Drews showed of taking lots of time talking with applicants and meeting their needs, questions, and concerns, while also being straight with them about their chances of admission. Empathy combined with reality was her specialty!" Drews said that her work in student services put her "back in practice," which was her real avocation.

Drews retired in 1992, and was honored for numerous contributions and years of dedication to the School. Despite a self-professed lack of affinity for foreign languages, she still loves to travel. She has been all over Europe, Asia, the Middle East, Antarctica, South America, and Africa, and her home is filled with books, photos, and mementos from these travels.

Drews has always seen herself as a social work practitioner who was determined to give of herself to serve her clients and students. She asserts that "social work gave me opportunities to know people I wouldn't have known otherwise." We are all enriched to have known, learned from, or worked with Nathalie Drews. ✨

— Robin Adelson Little



Gregory Fox



## STUDENT NEWS

### STUDENT GROUPS

The School of Social Work has many student groups (see p. 11 for a complete list) that organize a wide range of activities for students, faculty, and staff and contribute to the life of the School in countless ways. These activities include fundraisers (e.g., bake sales, raffles, t-shirt/bag sales), awareness sessions and workshops, and social events. Over the years, *Ongoing* has highlighted many of these groups and features SWAT



*l to r: Cindy Ciluffo, Sean Cowart, Michelle Fuller-Hallauer, Renanit Levy, and Nicole Vennell*

(Social Workers Advocating and Teaching), SWING (Social Workers Investing In Neighborhood Growth), and ABSWS (Association of Black Social Work Students) in this issue.

SWAT was founded in 1999. The group grew out of a project in a class taught by Assistant Professor Michael Spencer on Contemporary Cultures in the United States. Students were divided randomly into groups and asked to prepare a presentation on an oppressed population. Six students (Cindy Ciluffo, Sean Cowart, Michele Fuller-Hallauer, Renanit Levy, Nicole Vennell, and Lissie Warner) wrote and performed a skit to raise awareness about the extraordinary social issues facing people living with HIV/AIDS. The response was so encouraging that the students decided to continue with the project.

Fuller-Hallauer and Levy graduated in May 1999. Continuing students Ciluffo, Cowart, and Vennell

developed a special studies class with Associate Professor Larry Gant, who suggested they produce a video. To that end, the students created a student group—SWAT—the mission of which is to educate people about the unique social situations surrounding HIV/AIDS and to generate meaningful, consciousness-raising discussion. The group received financial support from the Michigan Student Assembly; Student Union; Lesbian, Gay, Bisexual, and Transgender Affairs; Rackham, the Office of Academic and Multicultural Initiatives; and the School's Alumni Society Board of Governors.

The students were involved with every detail of the video's production process, from auditioning and hiring actors, to writing contracts, locating the technical crew, and developing marketing strategies. Two social work classes helped by reviewing the scripts to verify their authenticity and accuracy.

The video—"I Can't Believe You're Positive!"—was premiered on campus in March. The response to the video and accompanying information booklet has been overwhelmingly positive. The students are particularly gratified that people have commented on the professional quality of the video. What has been equally remarkable is the experience gained by the students who worked together daily to lead this project to completion. Even the two students who graduated participated, either via e-mail or regular conference calls. It was a collaborative effort with the students achieving consensus on every decision. According to Ciluffo, "We learned how to work as a group. We all have different styles and we learned to negotiate." Vennell agreed and said, "We have all taken the lead at different times on different aspects of the project. It's incredible to see what can happen in one year." The students agreed that the processes of decision-making and consensus-building were as important as the production of the media materials.

The video includes several skits which simulate situations where people who learn they are HIV-positive inform a parent, prospective employer, significant other, or friend. There is also a simulation of a support group. The booklet includes the scripts for the skits, questions for discussion, and a list of resources. According to Spencer, the video "can act as a source of support and comfort for families struggling with their own reactions to HIV. It also provides students of all ages with the opportunity to examine the reactions they might have to someone close to them who tests positive." The video and booklet are being marketed to students, businesses, community organizations, and health care/social service providers.

As for the future, all the students have now graduated from the School. They are not certain what their next steps will be. They are considering establishing a nonprofit organization and creating educational materials on other social issues such as child abuse, domestic violence, and substance abuse.

According to Gant, "The experience with these students reflects what, in my opinion, professional graduate education should be—a creative melding of theory, research, and practice. It was a pleasure to mentor these students and find ways to support such a wonderful endeavor. They have made a contribution to HIV/AIDS education. In return, they have given themselves something of near inestimable value. They have now acquired a taste for the struggle, sacrifice, and accomplishments reflective of the profession. I have no doubt we will hear from these students in the future, both collectively and individually."

For more information about SWAT and the video, you can visit their Web site: [msnhomepages.talkcity.com/NonProfitBlvd/swat\\_org](http://msnhomepages.talkcity.com/NonProfitBlvd/swat_org), or e-mail them at [swat\\_org@hotmail.com](mailto:swat_org@hotmail.com).





Students look at SWING auction merchandise.

SWING promotes education and public support around issues of homelessness and affordable housing for low-income families. This year members have collaborated with UM Habitat for Humanity, a campus group of the Huron Valley Habitat for Humanity, to construct a Habitat house. Habitat for Humanity is a nonprofit organization that seeks to build houses, eliminate poverty and homelessness worldwide, and make decent shelter a matter of conscience and action.

In order to raise funds for the house, SWING students organized a silent auction. Tables were set up for bidding in the McGregor Commons, and faculty, staff, and students bid on various merchandise, including home-made dinners, lessons, and gifts from local shops and restaurants. The auction, held at Leopold Brothers Restaurant, raised \$4,700. A private anonymous donor matched that amount, for a total of \$9,400.

ABSWS won the Outstanding Student Chapter of the Year at the National Association of Black Social Workers conference in Los Angeles in April. They were cited for their work within the University and for their community outreach. ABSWS was formed to promote the welfare and survival of the Black community through Black unity. Their activities last year included a skating party, breakfast sale, financial planning forum presented from an African-American perspective, "romantic raffle" on Valentine's Day, a presentation on historically black colleges and universities at the Peace Neighborhood Center, and participation in the campus-wide "K-grams Kids-Fair" program for local youth.

Associate Professor Shirley Lockery, the group's faculty advisor, says: "This is truly a proactive group of students. All of the activities that resulted in their being selected as the chapter of the year were of their own initiative. I was always appraised of their ideas, but after that they were off and running. What makes me really proud of being their advisor is the fact that they not only became involved in community activities, they were also active on campus and in building linkages with other student group and organizations. I look forward to working with the returning and new members next year."



*l to r: Michele Clark, Kamilah Omari, Deidre Dowdie, Kenya Arnold, and Katrina Williams*

## SSW STUDENT GROUPS

ABSWS (Association of Black Social Work Students)

Ad-hoc

Adventure Club

CASWS (Coalition of Asian Social Work Students)

Rainbow Network

Sigma Phi Omega—  
The Gerontology Honor Society

SOLASW (Student Organization of Latina/o Social Workers)

SSWSU (School of Social Work Student Union)

SWAA (Social Welfare Action Alliance)

SWAM (Social Workers Advocating for Multiculturalism)

SWAT (Social Workers Advocating and Teaching)

SWI (Social Work International)

SWING (Social Workers Investing in Neighborhood Growth)

WAC (Women's Action Coalition)





*l to r: Miriam Schaeffer, Jessica Lindsay Hatch, Paula Allen-Meares*

## Student Awards Ceremony

The second annual Student Awards Ceremony was held on April 6 in the Whitney Room in the School of Education. This event celebrates the creativity, achievements, and scholarship of our students. Dean **Paula Allen-Meares**, Assistant Dean for Student Services **Tim Colenback**, and Professors **Armand Lauffer** and **David Tucker** presented the awards to an appreciative audience of students, faculty, staff, and alumni.

## PROJECT STAR AWARDS

*Mervin and Helen S. Pregulman Scholarship*  
Deborah Goldfarb and Julie Zuckerman

*Hilda E. Bretzlaff Scholarship*  
Ariel Peleg

*Frankel Fellowships in Jewish Communal Service*  
Deborah Goldfarb, Rebecca Line, Ariel Peleg, Leah Stein, Hayley Warshaw, and Julie Zuckerman

## MSW AWARDS

*Arthur L. Johnson Endowed Scholarship*  
Michelle Anderson

*Bruce Allen Schaeffer Memorial Award*  
Jessica Lindsay Hatch

*Michigan-NASW Student of the Year*  
Jodi Mulder

*Thomas Jacks Scholarship*  
Mari Hashimoto

*Public Child Welfare Fellows*  
Alyssa Antelman, Iami Sowelu Badu, Bobbi Lake, Shanna Martin, Jennifer Montague, and Erica Swilley

*Rosemary Sarri Endowed Scholarship*  
Helen Kim

*Margaret Dow Towsley Scholarship*  
Rose M. Regalado

*Center for the Education of Women Scholarships*  
Kimberly Porter and Annette Rook

## PHD AWARDS

*National Institute on Aging Fellows*  
Edna Brown, Kimberly Clum, Abigail Lawrence, Van H. Loung, Carla Parry, Amy Schiller, and Tracy Schroeffer

*Henry J. Meyer Fellowship Award*  
Lynn Nybell, Izumi Sakamoto, and John Kerbs

*Rackham Merit Fellowships*  
Tamara Middleton and Beverly Araujo

*Regents Fellow*  
Anthony Mallon

*Institute for Research on Women and Gender Community Scholars*  
Lisa Colarossi and Laura Wernick

*Barbara A. Oleshansky Award*  
Carol Plummer

*Center for the Education of Women Award*  
Anne Conway

*Sims Medal and Award*  
Alison Bryant

*Harold and Vivian Shapiro Award*  
Stephen Rassi

*CSWE Minority Research Fellowship*  
Laina Ya-Hui Cheng, Jennifer Lyle, and Bowen McBeath

*Lucile B. Conger Alumnae Award*  
Tracy Schroeffer

*Dorothy Gies McGuigan Scholarship*  
Yunju Nam

*Rackham Dean's Discretionary Fellowship*  
Izumi Sakamoto



*l to r: Armand Lauffer, Deborah Goldfarb, Julie Zuckerman, Paula Allen-Meares, Leah Stein, and Ariel Peleg (Frankel Fellows)*



*l to r: Chaconna Johnson, Michelle Anderson, Paula Allen-Meares, Arthur L. Johnson*



# Incoming Doctoral Cohort

JUAN CHEN, Political Science

**Prospective research interests:** Issues for vulnerable populations in societies transitioning to market economies, comparative government and politics, urban social organization and welfare in China.

**Academic preparation/background:** Bachelor of Law (Political Science and Public Administration), Peking University, 1997; currently Master's candidate (Political Science and Public Administration), Peking University.

JUNG-HWA HA, Sociology

**Prospective research interests:** Policies related to aging, including long-term care services and social security; socioeconomic status of women affecting pension benefits in retirement; program evaluation; international social work and social development.

**Academic preparation/background:** BA (Social Welfare), Seoul National University, 1999; currently MSW student, University of Michigan.

AMY C. HAMMOCK, Sociology

**Prospective research interests:** Domestic violence, especially partner violence against women in the home, violence against women of color, and social support systems for battered women; hierarchy and power in feminist organizations; structure of social service organizations.

**Academic preparation/background:** BA (English Literature and Women's Studies), Swarthmore College, 1995.

HELEN K. KIM, Sociology

**Prospective research interests:** Community and family level impacts of family preservation and family support legislation; community networks, family structure, and poverty; social services evaluation.

**Academic preparation/background:** BA (Sociology), University of California, Berkeley, 1994; MA (Social Science), University of Chicago, 1997; currently MSW student at University of Michigan.

SHAWNA J. LEE, Psychology (Developmental)

**Prospective research interests:** Aggression, domestic violence, and violence prevention; relation of community and family violence and poverty; development of social skills with peers as an alternative to family-focused intervention; psychological and environmental factors affecting abused women's transition from welfare to work; effects of childhood sexual and physical violence in conjunction with adult domestic violence on adult employment outcomes; comparison of women's welfare and work experiences in urban and rural contexts; comparison of impacts of poverty and abuse among women of different racial and ethnic backgrounds.

**Academic preparation/background:** BA (Psychology), University of Michigan, 1997; currently MSW and Masters in Public Policy candidate, University of Michigan.

MICHAEL JOHN MACKENZIE, Psychology (Developmental)

**Prospective research interests:** Prevention and treatment of attachment disorders within the child welfare system; wrap-around interventions and child-welfare organizational structures; child psychology, attachment, and behavior disorders; role of knowledge in social policy formation.

**Academic preparation/background:** BS (Biology), University of Western Ontario, 1998; currently MS (Zoology) student, University of Western Ontario.

NINA H. RHEE, Psychology (Developmental)

**Prospective research interests:** Interventions with minority families; minority families coping with illness and decision-making for the elderly; the transition of elderly to long-term care facilities; culturally-sensitive treatment of the aging; relationships between patterns of development and stresses of aging; family member role changes and effects on development; organizational dynamics in hospitals.

**Academic preparation/background:** BA (Psychology and Social Behavior), BA (Political Science), University of California, Irvine, 1995; MSW, University of Michigan, 1996.

## DSO FALL CONFERENCE ON SEPTEMBER 23

The Doctoral Student Organization is sponsoring a conference this fall on "Interdisciplinary Scholarship in Social Work and Social Science: Endeavors, Critiques, and Dialogues." The purpose of the conference is to provide students in the Joint Doctoral Program with the opportunity to critically examine and discuss the challenges in their own interdisciplinary work and the work of their colleagues, and contribute to the existing university-wide discussion in interdisciplinarity.

Students will present on their work on panels with faculty discussants. The keynote speaker will be Professor Mayer Zald. His address is tentatively titled "Spinning Disciplines: Social Work and Social Science in Historical Perspective." In addition, there will be a panel of faculty discussants addressing the topic "The Future of Integration: Viability of a Third Culture in a Two Culture World."

For more information about the conference, please e-mail the DSO at [ssw.dso.offrep@umich.edu](mailto:ssw.dso.offrep@umich.edu).



## Creating a Lasting Legacy

Individuals accounted for 62 percent of all the dollars given to the University this past year. These gift dollars provide student aid, help attract and keep great teacher-scholars, and fund a variety of programs and research projects. While Social Work alumni may not receive the same level of monetary reward during their careers as Law or Business School graduates, their estates can still have a lasting impact through considered estate planning.

Emeritus Professor **Clarice Freud**, who passed away in June of 1999, is a fine example of a faculty member who will continue to have a positive effect on the lives of families and children through her \$356,000 bequest to the School. Freud was a champion of child welfare since she began teaching at the Institute of Public and Social Administration, the forerunner of the current School. She took responsibility for teaching and developing curriculum in

child welfare, supervision, and casework. Freud's bequest will be used to provide much-needed scholarship money and stipends for student placements with agencies associated with child welfare. An added bonus is that Freud's bequest has been matched with monies from the Ann and Robert H. Lurie Family Foundations Challenge Grant, which doubled her generous bequest.

**Helen Rutledge**, a 1929 graduate of Literature, Science, and the Arts who worked for many years as a social worker with Ford Motor Company, also included a bequest to the School in her will. Rutledge chose to divide her estate among fourteen different charities, including such organizations as the Ann Arbor Public Library, the ACLU, and the Red Cross. Rutledge stipulated that the \$39,000 she left to the School should all be earmarked for the Student Scholarship Fund.

**Rose Regalado**, a native of Waco, Texas, is a recent graduate who benefited from the generosity of alumni like Freud and Rutledge. Regalado gladly acknowledges and is grateful for that support. "I paid my entire tuition for the first year through scholarships. With the financial support I received, it was less expensive for me to attend school in Michigan than in Texas!"



Clarice Freud

LS&A Photo Services

*You cannot do a kindness too soon, for you never know how soon it will be too late.*

— Ralph Waldo Emerson

A remarkable amount of good is accomplished every year in the School of Social Work with the generous donations received from alumni and friends such as **Clarice Freud** and **Helen Rutledge**. A number of these donations are received in the form of estate gifts; however, many people think only the very wealthy can use their wills to make charitable gifts when, in fact, bequests at any level of giving are vitally important to the well-being of the School.

Wills are not just necessities for those with large estates—they make good sense for everyone. A few decades ago, most people didn't own enough to worry about how their possessions were distributed. However, that has changed—baby boomers can expect to inherit large sums from their parents and pass along even more to their children.

The Social Welfare Research Institute at Boston College estimates that between 1998 and 2017, Americans estates will total between \$11.6 trillion and \$17.5 trillion. Between 2018 and 2052, estates will total between \$29 trillion and \$119 trillion. By anyone's definition, that's a lot of money! Why not take control and achieve maximum benefit from the distribution of those assets through careful estate planning, rather than letting them go directly to government treasuries? A charitable bequest is an opportunity to make a substantial gift with a lasting legacy.



## Bequests

There are a number of ways to make a charitable **bequest** to the School of Social Work. A bequest is a transfer, by will, of property to an individual or charitable organization.

### SPECIFIED BEQUEST

The most common type of bequest is one in which you direct cash or specific assets to SSW. This need not be a cash transfer; it can also take the form of securities (stocks) or tangible property such as real estate, works of art, or antiques. Sometimes the bequest is stated as a fixed amount or value, but it can also be stated as a percentage of your estate.

### RESIDUARY BEQUEST

With a residuary bequest, you direct that SSW receive all or part of your estate remaining after other specific bequests and expenses related to the settlement of your estate have been paid.

### CONTINGENT BEQUEST

With a contingent bequest, you name SSW as the recipient of your estate only if others named in your estate plan are not living at the time of your death.

## Trusts

Another option is to set up a **trust** which provides lifetime income for you, your survivors, or other beneficiaries before the assets are made available to the School. A trust can take a number of different forms, and is most advantageous to donors with sizeable estates.

### CHARITABLE REMAINDER TRUST

A donor creates and funds an irrevocable trust that provides income to the donor and beneficiaries for life, or a term of years, after which the remainder of the trust is distributed to the School and/or other charitable

organizations. The University manages two types of charitable remainder trusts—the **unitrust**, which provides variable income, and the **annuity** trust, which provides a fixed income.

This form of trust has the added advantage of offering certain tax benefits; the donor can receive the tax benefits of a charitable gift and avoid capital gains taxes on the original transfer. It can be especially advantageous if you have assets, such as low-dividend stocks, that have been generating little or no income. Another advantage is that the University will act as trustee, with no management fees associated with the trust. As of the end of 1999, the University managed 1,155 charitable remainder trusts with a market value of \$69.9 million.

### CHARITABLE LEAD TRUST

A lead trust is a means of transferring substantial assets to your children or others, with the possibility of gift or estate tax savings, by permitting the income from those assets to go to a charitable institution like the School of Social Work for a fixed period of time. The income is distributed each year to the charitable institution for a chosen number of years, after which the assets once again become available to you, your heirs, or others.

A lead trust is particularly beneficial if the assets, such as stocks and bonds or income-producing commercial property, have great appreciation potential. Many people have used these trusts to pass very valuable properties to children and grandchildren at little or no tax cost. This type of trust can take effect during your lifetime.

### TESTAMENTARY TRUST


This form of trust is different from the previous two in that it is designed to take effect upon your death. A testamentary trust is written in your will to provide income to your spouse and/or other beneficiaries during their lifetimes, after which the assets of the

trust are given to the School. Again, this trust has certain tax advantages in that it allows the transfer of IRA assets or other qualified pension plans without having to pay income tax and estate taxes on the assets.

## Income Funds

Donors who feel their estates are not of a sufficient size to benefit from a trust can take advantage of the **Donor Pooled Income Fund** which was established by the University to receive irrevocable contributions of property from donors. The fund pools the contributions for investment and management purposes. The donor receives an annual lifetime income that represents his or her pro rata share in the fund. This fund allows you to receive the benefits of a charitable gift, avoid capital gains taxes, and receive a modest return on assets contributed to the fund during your lifetime.

Those persons who make a charitable gift in any amount to the School of Social Work and the University are recognized as members of the John Monteith Society. Monteith Society members are invited to special donor recognition programs at the University and are included in any published roster of members.

If these options sound confusing, the SSW Development Office will be very happy to meet with you to discuss all options and explore the advantages of each in order to find the plan that best fits your needs. Call Deborah Perry at (734) 763-6886 for more information or to make an appointment. You can also visit the Giving to the University Web site at [www.giving.umich.edu](http://www.giving.umich.edu) for more detailed information. 

— Suzan Alexander



# Faculty and Staff News

## AWARDS AND HONORS

**Paula Allen-Meares** was named the Norma Radin Collegiate Professor of Social Work. She was cited for her research on social workers in educational settings; psychopathology in children, adolescents, and families; adolescent sexuality; premature parenthood; and other aspects of social work practice. Allen-Meares is president-elect of the Society for Social Work and Research.

**Tony Alvarez** was elected to serve as chair of the Heartland Regional Council of the Association for Experiential Education.

**Ron Astor's** article "Unowned Places and Times: Maps and Interviews about Violence in High Schools" was selected by the American Educational Research Association (AERA) for the Palmer O. Johnson Award for outstanding primary research. The award, established in 1967, is given each year for the best article appearing in any of the six academic journals published by the AERA. Astor's co-authors were **Heather Meyer** and **William Behre**.

**Sheldon Danziger** was the recipient of the inaugural Flynn Millennium Prize. This award is given by the University of Southern California School of Social Work to scholars who have demonstrated exceptional ability to apply social work concepts to other fields or who conduct research in new contexts for the purpose of advancing social well-being.

**Lorraine Gutierrez** was named the Arthur F. Thurnau Collegiate Professor of Psychology. Each year, UM selects faculty members for this distinguished three-year professorship that recognizes

and rewards faculty for outstanding contributions to undergraduate education. Gutierrez was cited for her excellence in teaching. She was also the recipient of one of the five Harold R. Johnson Diversity Service Awards, presented annually to faculty whose service contributes to the development of a more culturally and ethnically diverse campus community (see p. 22).

**Andrea Hunter** received an Outstanding Research Award from the Society for Social Work and Research. She was cited for the paper "Parenting Alone to Multiple Caregivers: Child Care and Parenting Arrangements in Black and White Urban Families," co-authored with **Jane L. Pearson**, **Nicholas S. Ialongo**, and **Sheppard G. Kellam**.

**Barb Ramsey** was the recipient of the Winter Term 2000 Staff Recognition Award. She is a research secretary at the NIMH Center on Poverty, Risk, and Mental Health. Ramsey was lauded for her ability to handle various difficult tasks with professionalism and flexibility, her initiative, and her leadership skills.

**Michael Reisch** has been appointed an associate editor of the *Journal of Community Practice*, to the editorial board of *New Global Development*, and to the executive committee of the International Institute at UM.

**Rosemary Sarri** received the Lifetime Achievement Award in Social Work Education from the Council on Social Work Education (CSWE) at their Annual Program Meeting in March in New York City. In addition, the CSWE Women's



Rosemary Sarri and Janet Finn

Commission Annual Feminist Scholarship Award was presented in her name.

**Michael Spencer** received a Faculty Career Development Award from the Office of the Associate Provost for Academic and Faculty Affairs.

## CITATIONS IN MEDIA

**Ron Astor** was interviewed extensively following the shooting of a six-year-old girl by a classmate in an elementary school near Flint. He was quoted in *The New York Times*, profiled in *The Ann Arbor News*, quoted in *Time Magazine*, and interviewed on NPR's "Morning Edition."

**Sandra Danziger** was quoted in the *Financial Times* in an article on welfare reform and its impact on women.

**Kathleen Faller** was interviewed by *The Ann Arbor News* for a series of articles on children and sexual abuse.

**William Meezan** was interviewed by *The Detroit News* and *Free Press* regarding the Elian Gonzales story. Meezan expressed relief that Elian had been returned to his father and said there may be long-term consequences for the child because of this ordeal.

## GRANTS

**Paula Allen-Meares** and **Lily Jarman-Rohde** were awarded a grant from the Michigan Family Independence Agency for "FIA Stipend Field Placement for UM School of Social Work."

**Ron Astor** and **Cecilia Wainryb** were awarded a grant from the American Academy of Education for "Examining the Relations Between Understandings of Violence and Tolerance."

**David Burton** received two grants from the Michigan Family Independence Agency for "Sex Offender Treatment Training Certification" and "Michigan MST (Multi-Systemic Treatment) Program." He also received funding from Evergreen Children's Services for "Program Development for Children with Sexual Behavior Problems."

**Barry Checkoway** was awarded a grant from the UM Arts of Citizenship Program for a social history collaboration with the Southwest Detroit Business Association.

**Sheldon Danziger** received a grant from the Ford Foundation for his research and training program on poverty and public policy.



**Doug Davies** and **Kathleen Faller** were awarded a grant from the UM Center for Research on Learning and Teaching for "Demonstration Teaching of Therapeutic Skills for Cross-Cultural Practice with Children."

**Rachel Dunifon** was awarded a National Research Service Award from the National Institute of Child Health and Human Development for "Do Children's Characteristics Affect Maternal Outcome."

**Ruth Dunkle** and **Berit Ingersoll-Dayton** have had their National Institute of Aging training grant "Social Research Training on Applied Issues of Aging" renewed for another five years.

**Kathleen Faller** was awarded a grant from the UM Institute for Research on Women and Gender for "Saint Joseph Forensic Interview Project: How Boy and Girl Victims Differ" and from the Michigan Family Independence Agency for "Family Supervision to the Michigan Family Independence Agency."

**Janet Finn** was awarded a grant from the UM Center for Research on Learning and Teaching for "Documenting Women's Struggles: Developing Community Knowledge." Finn and **Barry Checkoway** received a grant from the Office of the Vice President for Research (OVPR) for their grant "Young People as Competent Community Builders in the Americas."

**Lorraine Gutierrez** received a grant from the UM Arts of Citizenship Program for the project "Arts Ready to Go." She is working with a southwest Detroit elementary school and community groups in Leadership Instructing

Neighborhood Kids (LINKS). Gutierrez also received a grant from the Microsoft Foundation to develop a community technology center in southwest Detroit in collaboration with Latino Family Services.



*Lorraine Gutierrez*

**Leslie Hollingsworth** was awarded a grant from OVPR for "Factors Related to Child Custody Loss Among Seriously Mentally Ill Women."

**Mark Holter**, **Timothy Florence**, and **Mona Goldman** were awarded a grant from the Flinn Foundation for a three-year pilot project "Transitional Assertive Community Treatment (TACT) Program to Facilitate Access and Improve Outcomes for Homeless Persons with Schizophrenia." Holter also received a Spring/Summer Research Grant Award from Rackham for "Supported Education Programs for Adults with Psychiatric Disabilities: Program Resources and Cost-Effectiveness." Joint Doctoral Program student **Deborah Megivern** will be working on this grant with him.

**Lily Jarman-Rohde** and **Ruth Dunkle** received a three-year grant from the Hartford Foundation for "Strengthening Geriatric Social Work." (See related article p. 20.)

**Daphna Oyserman** received a grant from OVPR for "Antecedents of Successful Adolescent Transitions in African-American Youth."

**Beth Glover Reed** was awarded a grant from OVPR for "State-Level Implementation of Alcohol and Other Drug Policies and Women: Bridging Funds for Secondary Analysis and Knowledge Dissemination."

**Michael Reisch** received a grant from the Aspen Institute for "Assessing the Impact of Welfare Reform on Nonprofit Organizations in Southeast Michigan: Implications for Policy and Practice."

**Rosemary Sarri** received a grant from the Office of Juvenile Justice and Delinquency Prevention at the National Institute of Justice for a two-year assessment of three alternative intervention models for high-risk, pregnant/parenting and/or delinquent adolescent females. **Mary Ruffolo**, Joint Doctoral Program students **Diane Miller** and **Sara Goodkind**, and incoming MSW student **Anna Phillips** will be working with Sarri on this study.

**Kristine Siefert** and **Carol J. Boyd** received a grant from the Robert Wood Johnson Foundation for "Study on the Impact of Welfare Reform on Mothers Convicted of a Drug Offense."

**Michael Spencer** and **Oscar Barbarin** were awarded a grant from the UM Center for Community Service and Learning for "The Family Development Project: A Community-Based Research and Service Learning Initiative." Spencer and **Julica Hermann** were awarded a grant from the UM Gilbert Whitaker Fund for the

Improvement of Teaching for "Building Momentum: Institutionalizing Intergroup Dialogues in the School of Social Work."

**Diane Kaplan Vinokur** received a grant from OVPR and Rackham School of Graduate Studies. She is conducting a Distinguished Faculty/Graduate Student Seminar on nonprofit organizations and voluntary action research.

**Mieko Yoshihama** received a grant from the World Health Organization for "A Multi-Country Study of Women's Health and Domestic Violence."

## PRESENTATIONS AND POSTERS

**Paula Allen-Meares** was the honorary chair for the Fifth Annual Nonprofit Excellence Awards presented in Ann Arbor. She presented the keynote address "The Importance of Nonprofits."

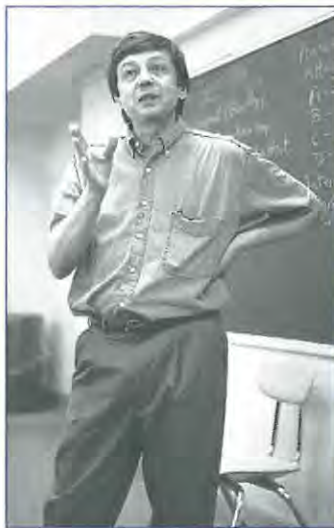
In celebration of social work month, **Tony Alvarez** presented "The Theory and Practice of Adventure Therapy" for medical social workers at the UM Hospital and facilitated a three-session series on "Staff Development Through Adventure" for medical social workers at St. Joseph Mercy Hospital. Alvarez presented "Interaction Between Pre-Service Teachers and School Social Work Interns in an Urban School Setting" with colleagues from the Detroit Public Schools-UM Collaboration Project at the AERA Annual Conference.

**Ron Astor** had four presentations: "Preliminary Results of a Nationally Representative Survey on School Violence in Israel: Student Findings" with **Anat**



**Zeira** and **Rami Benbenishty** at the International Conference on Research for Social Work Practice; "Teachers' Reasoning About School Violence: The Role of Gender and Location" and "The Moral Dimensions of Teaching and the Role of Context" with **Heather Meyer** and **William Behre** at the AERA conference; and "A Theoretical Framework for Understanding Elementary School Students' Assessments of Fear and Violence as a Problem: A Structural Equation Model" with **Rami Benbenishty**, **Amiram Vinokur**, and **Anat Zeira** at the American Psychological Association Convention.

**Doug Davies** presented the Selma Fraiberg Colloquium on "Assessing and Understanding Toddler Aggression" at the Michigan Association for Infant Mental Health 24th Annual Conference.



Gregory Fox

*Doug Davies*

**Kathleen Faller** made nine presentations: "Expert Testimony in Court: A Mental Health Perspective" at the Loyola University (Chicago) School of Law; "False Positive and False Negative Allegations of Child Abuse," with **Erna Olafson** at a conference on

Responding to Child Maltreatment; "Forensic Interviewing" with **Kee MacFarlane** at a day-long institute for the American Professional Society on the Abuse of Children; "A Continuum of Questions for Children Who May Have Been Sexually Abused: Integrated Research and Practice" at the Rutgers University School of Social Work; "Forensic Interviewing: A Mental Health Perspective" at the February Forensic Interviewing Conference on Addressing the Investigation and Prosecution of Child Sexual Abuse in the New Millennium; "A Critical Analysis of Protocols for Interviewing Children Who May Have Been Sexually Abused" at the 16th National Symposium on Child Sexual Abuse; "Assessment of Child Maltreatment Cases with Parental Substance Abuse, Domestic Violence, and Mental Health Problems" with **Frank Vandervort** at the same conference; "The Art and Science of Forensic Interviewing of Young Children Who May Have Been Sexually Abused" at AVOISE and Talbert House in Cincinnati; and "What Makes Suspects Confess to Child Sexual Abuse?" at UM.

**Leslie Hollingsworth**, along with **Carol Mowbray**, **Daphna Oyserman**, and **Deborah Bybee**, presented a poster on "Loss of Child Custody Among Women with a Serious Mental Illness: An Exploratory Study" at the Annual Conference of the Society for Social Work Research. Hollingsworth also presented "Medicaid Availability and the Relinquishment of Children for Adoption" at the Annual Program Meeting of CSWE.

**Mark Holter**, **Carol Mowbray**, and **David Neal** presented "Addressing Managed Behavioral Healthcare Policy: Evaluation of an Integrated Health Care Project" at the Society for Social Work Research conference.

**Lily Jarman-Rohde** and colleagues from the North Central Field Directors Consortium presented "The Canary in the Mine: Crisis in Field Education" at the CSWE Annual Program Meeting.

**Beth Glover Reed** attended a working meeting on Violence and Reproductive Health, sponsored by the Centers for Disease Control and Prevention. She also attended a workshop on Wraparound Services for Women in Community Corrections for the Indiana Community Corrections Association.

**Michael Reisch** had five presentations: with **Ursula Bischoff** on "The Impact of Welfare Reform on the Administration of Non-Profit Community-Based Organizations" at the annual conference of the Society for Social Work and Research; "Welfare Reform and Community-Based Organizations: Implications for Policy, Practice, and Education" at the Annual Program Meeting of CSWE; "Welfare Reform Strategies and Community-Based Organizations: The Impact of Family Well-Being in an Urban Neighborhood" at a conference on Work, Welfare, and Politics at the University of Oregon; "Welfare Reform, Urban Neighborhoods, and Community-Based Non-Profit Organizations" at the annual meeting of the Urban Affairs Association; and "U.S. Welfare Policies

and Non-Profit Organizations" at the annual joint conference of the International Federation of Social Workers and the International Association of Schools of Social Work.

**Larry Root** presented "EAP Services: Effectiveness of Follow-up with Clients and Family Members" at the CSWE meeting.

**Dina Shtull-Leber** presented a workshop on "Making the Connection: The Impact of the Camp Experience on Life Back Home" at the Fourth Annual Conference on Informal Jewish Education sponsored by the North American Alliance for Jewish Youth.



*Dina Shtull-Leber*

## PUBLICATIONS

An editorial by **Paula Allen-Meares** on "Our Professional Values and the Changing Environment" was published in the Spring 2000 issue of the *Journal of Social Work Education*. Allen-Meares and **Charles Garvin** edited *The Handbook of Social Work Direct Practice* (Sage Publications). Contributing authors include **Rosemary Sarri**; **Armand Lauffer**; **Joseph Himle**; **Kathleen Faller**; **Michael Spencer**, **Edith Lewis**, and **Lorraine Gutierrez**; and **John Tropman** and **Katherine Richards-Schuster**.



**Ron Astor** and **Lorraine Gutierrez** co-edited a special issue of *Social Work in Education* on "Gender and Schools," which came out in November 1999. They wrote an editorial on "Gender, Schools, and School Social Workers." The issue also included an article by Astor and **Heather Meyer** "Where Girls and Women Won't Go: Female Students', Teachers', and Social Workers' Views of School Safety." Astor also had two reports published by the Israeli Ministry of Education.

**Sheldon Danziger** has co-authored a new book, *Detroit Divided*, with **Reynolds Farley** and **Harry Holzer**, published by the Russell Sage Foundation. Danziger and **Ann Chih Lin** co-edited *Coping with Poverty: The Social Contexts of Neighborhood, Work, and Family in the African-American Community*, published by the University of Michigan Press.

**Kathleen Faller** has edited a book with **Robin Vanderlaan**, *Maltreatment in Early Childhood: Tools for Research-Based Intervention*, published by Haworth Press. She has published three articles in the *Journal of Aggression, Trauma, and Mistreatment* 2(4): "Child Abuse and Divorce: Competing Priorities and Agendas and Practical Suggestions"; "Questioning Children Who May Have Been Sexually Abused: A Synthesis of Research and Practice"; and "Child Maltreatment and Protection in the United States." Two other articles published are "Child Sexual Abuse: A Case Study in Community Collaboration" in *Child Abuse and Neglect* and "Children With a Secret" in the *Michigan Quarterly Review*.

**Leslie Hollingsworth's** article "Sociodemographic Influences in the Prediction of Attitudes Toward Transracial Adoption" was published in the January 2000 issue of *Families in Society*, and "Adoption Policy in the United States: A Word of Caution" was published as a commentary in the March 2000 issue of *Social Work*.

**Cynthia Hudgins** and **Paula Allen-Meares** co-authored "Translational Research: A New Solution to an Old Problem" in the *Journal of Social Work Education* 36(1).

**William Meezan**, along with **Ferol Menne**, **Gino Aisenberg**, and **Jacquelyn McCroskey**, published "Behavior Problems of Maltreated Children Receiving In-Home Child Welfare Services" in *Family Preservation Journal* 4(2).

**Carol Mowbray** has two recent publications: "Parenting Among Mothers with a Serious Mental Illness: Stressors and Resources for Parenting and Living" with **S. Schwartz**, **D. Bybee**, **J. Spang**, **A. Rueda-Riedle**, and **D. Oyserman** in *Families & Society* 81(2) and "Analysis of Participation in an Innovative Psychiatric Rehabilitation Intervention: Supported Education" with **C. Bellamy** and **D. Bybee** in *Evaluation and Program Planning* 24(4).

**Michael Reisch** has two recent publications: "Teaching Ethical Community Organizing in an Unethical Society" with **Jane Isaacs Lowe** in the *Journal of Community Practice* 7(1) and "The Future of Social Work Education in the United States: Implications for Field Instruction" with **Lily Jarman-Rohde** in the *Journal of Social*

*Work Education* 36(2). Along with **Charles Garvin**, **Michael Dover**, **Sara Goodkind**, and **Marilyn Moch**, Reisch edited a special issue of the journal *Reflections: Narratives of Professional Helping* on "Social Workers and War in the Balkans," which appeared in July. Reisch also wrote an editorial on social workers and politics for the July issue of *Social Work*.

**Larry Root's** article "Education and Training in the Workplace: Social Work Interventions in the Private Sector" was published in *Administration in Social Work* 23(3-4) and as a chapter in *Social Services in the Workplace*, edited by **Michael E. Mor Barak** and **David Bargal** (New York: Haworth Press).

**Daniel Saunders** published "Domestic Violence Perpetrators: Recent Research Findings and their Implications for Child Welfare Practice" in the *Michigan Child Welfare Law Journal* 3(3).

**Susan L. Sefansky** is a co-author, with **Susan Door Goold**, **Leslie H. Kamil**, and **Nina S. Cohan**, of "Outline of a Process for Organizational Ethics Consultation" published in *Healthcare Ethics Committee Forum: An Interprofessional Journal on Healthcare Institutions' Ethical and Legal Issues* 12(1).

#### SERVICE ACTIVITIES

**Charles Garvin** represented the School at the second "Road Scholars" program from May 1-5. UM faculty visit communities throughout Michigan in order to increase mutual knowledge and understanding between the University and residents.

**Lorraine Gutierrez** is serving on the UM Commis-

sion on the Undergraduate Program. This group will identify ways in which UM can organize itself to provide a high quality and coherent undergraduate education.

**Armand Lauffer** conducted workshops and consulted with nascent Jewish organizations in the Former Soviet Union and in Israel during winter and spring breaks. In St. Petersburg, Russia, he coordinated a two-day futuring exercise through the Rosenwald Institute for Communal and Welfare Workers. In Jerusalem, he conducted four days of training for foundation directors and philanthropists under the auspices of the Israel Funders Forum. He also consulted with the World Council of Jewish Communal Service.

**Beth Glover Reed** is on the advisory committee for the faculty development fellowship program for Public Health faculty at Wayne State University's Addiction Research Institute.

**Larry Root** is serving on the UM Commission on the Information Revolution. This panel will take a broad look at the impacts of changes in information technology and the implications for university education, research, community service, and the organization of the University. Root also served as a member of President Bollinger's Committee on Labor Standards and Human Rights, which addressed issues related to the production of goods with the UM logo or other identifiers.



# Around the School

## GERONTOLOGY CONFERENCE AND WINKELMAN LECTURE

On March 13, a School-sponsored, half-day conference on "The Future of Older People in

making down to the staff who provide the care.

Following Alexander's presentation, the audience moved to the Schorling Auditorium in the School of Education for a panel presentation by faculty and Joint

Doctoral Program students on their research activities in gerontology. Professor **Berit Ingersoll-Dayton** discussed her work with caregivers in nursing homes. Director of Field Instruction **Lily Jarman-Rohde** and PhD student **Abby Lawrence** talked about the Hartford Foundation program (see

more on this below). Professor **Ruth Dunkle** and PhD students **John Kerbs** and **Van Luong** discussed the NIA training grant on applied issues in aging. The next five years of this grant will focus on health, race/ethnicity, poverty, extreme old age, stress and coping, and mental health.

The conference concluded with **Edward M. Gramlich**,

governor of the Federal Reserve System, presenting the Leon and Josephine Winkelman lecture in gerontology. Governor Gramlich, the former dean of UM's Ford School of Public Policy, lectured on "Social Security Reform in the 21<sup>st</sup> Century." Gramlich asserted that the aging of the population has created a situation where "the system is simultaneously in a cash-surplus position and also in a long-term actuarial deficit." He outlined the three main objectives of Social Security: social protection, a program that is actuarially sound, and a satisfactory rate of return. Gramlich then described several approaches to achieve these objectives: increasing payroll taxes, raising the retirement age, offering individual accounts to supplement Social Security, and allowing voluntary individual retirement accounts. He described the pros and cons of each of these options, all of which have fiscal, social, and political consequences.

Two distinguished panelists responded to the lecture. Alumna **Lori Hansen Riegle '77**, a member of the Social Security Advisory Board,

said we should take pride in the fact that people are living longer and that the system has been a tremendously positive factor in the lives of women. **William C. Brooks**, a former member of the Social Security Advisory Board, raised the issue of individual equity and social adequacy, outlining the problems of a system that everyone pays into, but not everyone benefits from due to premature death. He provided the example of African-American men and white women, where the former pay into a system that disproportionately benefits the latter. Gramlich addressed both panelists' comments, emphasizing the controversies that inevitably surround any proposed changes to Social Security.

## HARTFORD GRANT RENEWED

Principal investigators **Ruth Dunkle** and **Lily Jarman-Rohde** have received a three-year grant from the John A. Hartford Foundation to implement the program "Strengthening Geriatric Social Work." A planning grant from the Hartford Foundation enabled the School to create a consortium of seventeen agencies in Greater Detroit and Washtenaw County that serve the needs of the elderly. The sites represent diverse populations of older people, methods of intervention, and services along the continuum of care. The purpose of the program is to attract more graduate students to gerontology and to train more social workers to work on behalf of older people and their families.

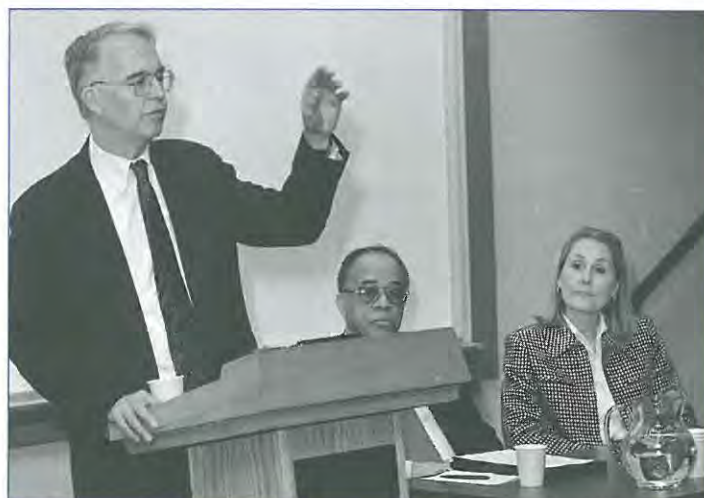
This new funding will allow the School to continue to offer seven special features:

*Lynn Alexander (second from left) responds to questions from conference participants.*

the U.S.: Government and Academic Perspectives" drew a large audience of field instructors, faculty, students, and others working in the field of gerontology. **Lynn Alexander**, Director of the Michigan Office of Services to the Aging, kicked-off the conference with a dynamic presentation on the ways she is working to improve the lives of senior citizens. Alexander convened the Michigan Long-Term Care Work Group to examine gaps in services and problems that need to be addressed. The group will report on its findings this year, and they will include recommendations on access to service, dealing with shortages of nursing home workers, quality of care, education, and long-term care insurance. Alexander is an advocate of BEAM (Bringing the Eden Alternative to Michigan), which promotes a management philosophy in nursing homes that pushes decision-

Gregory Fox

Gregory Fox



*l to r: Edward M. Gramlich, William C. Brooks, Lori Hansen Riegle*



student stipends, a three-term integrative seminar, fieldwork rotations, a consortium that moves older people among formal and informal services, outreach to older people of color, free attendance at UM continuing education workshops for field instructors, and a comprehensive evaluation component. For additional information about this exciting initiative, visit the Web site [ssw.umich.edu/hartford](http://ssw.umich.edu/hartford) or contact Harriet Bakalar at (734) 615-3367.

## SHEILA FELD RETIREMENT

Because Professor Sheila Feld has provided extraordinary service as a teacher, researcher, administrator, and mentor, her retirement marks a milestone for the School. Feld joined the faculty in 1969 and was appointed assistant dean in 1971, a post she held for ten years. She was also a research associate at the UM Research Center for Group Dynamics from 1969-86. From 1982-89, she was the director of the Joint Doctoral Program in Social Work and Social Science and was interim associate dean from 1991-93. Feld was active on the UM Senate Assembly and the Academic Affairs Advisory Committee, and was the recipient of the Distinguished Faculty Governance Award in 1999.

Although Feld's training was in social psychology, she was drawn to the field of social work because it was "stimulating to be pushed into thinking about the practical relevance of psychology." Her research has been guided by a concern for the consequences of role changes and strains on the mental health of individuals from childhood through



Sheila Feld with family members at her retirement party. Front row l to r: Feld, Andy Gottlieb, Amy Gottlieb. Back row l to r: Jonathan Feld, Gail Feld, Robert Gottlieb, Jacob Feld, Nina Feld

adulthood and later life and the application of social psychological theory and research to improving social services. Her current research interests focus on role transitions among the elderly, including how people cope with mid- and late-life divorce and widowhood; the transition to frailty and dependence in old age; the effects of these role transitions on psychological and physical health; how social support is related to these transitions; and variations and similarities in support for the elderly among various racial and ethnic groups. Feld wrote three major books: *Americans View Their Mental Health* (with Gerald Gurin and Joseph Veroff), *Marriage and Work in America* (with Joseph Veroff), and *Social Psychology for Social Work and the Mental Health Professions* (with Norma Radin). For the past ten years, she has co-directed the School's National Institute of Aging training grant on applied research issues of aging.

At a retirement party on April 19, **Dean Paula Allen-Meares** provided the audience with many examples of Feld's reputation for being even-

handed and thorough with colleagues and students alike. On one occasion, her students observed that when their papers were returned, it was disheartening to see them awash in red ink. Feld took the comment to heart—she switched to green pens for commenting on student papers! Allen-Meares also noted Feld's rigorous attention to detail and her ability to see multiple sides of complex issues. **Ruth Dunkle** said "If there is one word that captures Sheila's true colors, it is integrity, with the subheadings of smart, thorough, prepared, and tenacious.... She has made me a better person, a better scholar, a better colleague, and a better friend."

Feld's colleagues presented her with a memory book full of letters from students, friends, and peers, acknowledging her many contributions to the social work profession as a scholar, educator, and mentor. In her honor, the School's executive committee has named the School's third collegiate professorship in Feld's name.

Feld plans to spend her retirement traveling around the world to explore her interest

in bird-watching. She has certainly earned the opportunity to attend to her own needs after seeing to the needs of others for so many years.

## HMONG HEALTH PROJECT EVENT IN DETROIT

The Hmong Women's Project is a participatory action research project directed by Assistant Professor **Mieko Yoshihama**. Since its inception, masters and doctoral students of social work have participated in the project to collaboratively develop strategies to address challenges faced by Hmong women in metropolitan Detroit. One result of these ongoing efforts is HWUM (Hmong Women United of Michigan), a grassroots community organization.

The Hmong are an ethnic minority group from Laos who were displaced as a result of aiding the U.S. government during the Vietnam War. Now, as refugees have settled in the United States, they face many challenges in unfamiliar and, at times, hostile socio-political environments. In metropolitan Detroit, the Hmong population has been steadily increasing.

On March 11, the HWUM held a benefit dinner in Warren. The event was a huge success, attracting over 200 participants, including over a dozen faculty and students from UM and the School of Social Work. Gifts donated by the dean and faculty were presented as door prizes. In close collaboration with the School's Hmong Women's Project, HWUM will continue to reach out to Hmong women and girls in metropolitan Detroit through



leadership development and community building services.

## HELEN WEINGARTEN RETIRES

Associate Professor Helen Weingarten joined the faculty in 1981, following completion of the PhD in Social Work and Psychology at UM. Over the years, her research interests have been as eclectic as Weingarten herself, who is always striving to make creative connections between academic disciplines and life. She is a teacher, consultant, poet, mother, dog lover, and devoted friend.



*Helen Weingarten with her dog, Desiree*

At her retirement party, Associate Professors **Edith Lewis** and **Richard Tolman**, longtime friends and colleagues, remarked on Weingarten being a citizen of the world. **Elizabeth Douvan**, emeritus professor of psychology and Weingarten's PhD advisor, talked about her passion for reading, shopping, and movies. **Mark Chesler**, professor of sociology, likened Helen to a star because she has such intense emotional energy and is so independent. He described her "starring roles": teacher, scholar, social worker,

poet, learner, organizational consultant, team leader, traveler, and adventurer. Other colleagues read poetry and also wrote haiku poems, which were hung on a "poet-tree" plant.

Weingarten's primary research interests have focused on the factors and processes that promote positive change in adulthood. While much of her early work examined change initiated by crises such as divorce and remarriage, her attention is currently directed at articulating how deep-rooted values and needs give impetus and direction to personal improvement, growth, and development. She has studied interpersonal conflict as one process leading to change in personal, family, organizational, and community contexts. In that light, Weingarten was the co-founder of the UM Interdisciplinary Program on Conflict Management Alternatives and was one of only three professors invited to meet the Dalai Lama when he visited UM in 1994.

Over the last few years, Weingarten considered retiring from the School so she could concentrate on writing and the integration of theory and practice. Now that she has taken that step, she will be working for the Fielding Institute, a graduate school that offers post-baccalaureate programs for mid-career adults worldwide. The school offers courses and degrees in the areas of clinical psychology, human and organizational development, educational leadership and change, and organizational design and effectiveness.

In the fall, Weingarten will be leading a group of Fielding students who are

interested in exploring government support for social services to the Czech Republic. She has recently traveled to Japan and Guam as a consultant for Westin Hotels on diversity and conflict resolution. In Guam, she gave a talk on "A Strengths Perspective on Diversity" at a U.S. Department of Labor conference, and met with colleagues at Guam's School of Social Work.

Weingarten is thankful for her many years at Michigan for allowing her to learn with so many talented students and colleagues. She is eager to spend more time writing and to have "work and play feel very much the same." Weingarten admits feeling melancholy about leaving the School, but she is also confident her future endeavors will be challenging and rewarding, both for herself and for society.

## HAROLD R. JOHNSON DIVERSITY SERVICE AWARDS

This year's recipients of the Harold R. Johnson Diversity Service Award are **Lorraine M. Gutierrez** (Social Work and Psychology), **James S. Jackson** (Psychology, Health Behavior and Health Education, Institute for Social Research), **Terrence J. McDonald** (History), **Robert E. Megginson** (Mathematics), and **Emerson Robinson** (Dentistry and Dental Public Health). This award recognizes faculty whose service contributes to the development of a more culturally and ethnically diverse campus community. Each individual receives a \$5,000 award to further his or her personal research, education, and creative activities.

## NEW FACULTY: LYDIA LI

Lydia Li joins the faculty this fall as an assistant professor with research interests in the field of gerontology. She was born and raised in Hong Kong and graduated from the University of Hong Kong. Li worked as a social worker for six years before coming to the United States, three years in a family service center providing mental health services to individuals and groups and three years in a squatter area doing community organizing work.



*Lydia Li*

Li decided to undertake a PhD in social work because she wanted an academic career. Rather than attend graduate school in Great Britain, a common destination for natives of Hong Kong, Li chose to come to the United States because she wanted "a new experience—an adventure."

In 1993, Li enrolled in the PhD program at the University of Wisconsin-Madison. Her advisor was **Marsha Seltzer**, a well-known scholar in gerontology. Li immediately began working with Seltzer on a longitudinal study funded by the National Institute of Aging examining female caregivers for the elderly. The study compared



wives providing care to elderly husbands with daughters providing care for elderly parents. Li discovered that this research combined her interests in mental health, gender issues, and aging. She is particularly intrigued by individual differences in coping with the stress of caring for the elderly. Li's dissertation was titled "Intergenerational Relationships and Psychological Well-Being of Midlife Daughters."

Li decided to come to Michigan for two reasons: she loves to do research and Michigan provides the resources to support faculty who do research; and she has two young children (both of whom were born while she was a student) and has always heard that Ann Arbor is a wonderful place to raise a family. Li is eager to join the faculty at the School and to be a part of the growing focus on gerontology. She will teach Adulthood and Aging in the Fall Term and Basic Social Work Research in the Winter Term.

## STAFF PROFILE: TIM COLENBACK '88

Assistant Dean for Student Services Tim Colenback has an activist philosophy that permeates his professional and personal lives. At work, he is engaged in all aspects of student recruitment, admissions, financial aid, the quality of student life, and post-MSW employment services. In his spare time, he and his wife **Dana Barton** (they met in the MSW program) are co-managing the political campaign of **John Hieftje**, a candidate for mayor of Ann Arbor.

Colenback had a variety of job experiences in social work settings before joining the School as Assistant Director of Student Services in 1993. He worked at Huron Services for Youth in their Families First program. While an MSW student, his placement was with the Detroit City Council, which fueled his interest in politics. Following his graduation, Colenback worked at UM's Institute for Social Research on an NIMH-funded grant to support people who were recently



Gregory Fox

*Office of Student Services staff l to r: Jane Noronha, Sandy Rod, Tim Colenback, Michelle Woods (missing: Beverly Blake)*

unemployed. The program consisted of a week of seminars to help participants re-examine their skills and interests so they could find new employment. The groups were diverse, both socially and in terms of job experience, and the participants learned a great deal from one another. Colenback is proud of his work on this project, which has been replicated around the world.

Following his time at ISR and a subsequent job at Washtenaw County Head Start, Colenback realized that he enjoyed working with adults. When the job in Student Services became available, it appealed to him because it offered him the chance to mesh several of his

interests: advocacy, policy, programming, and direct services. Colenback, who had a positive experience as an MSW student, believed he could give back to a program that had meant so much to him and saw the opportunity to make the School of Social Work community a better place.

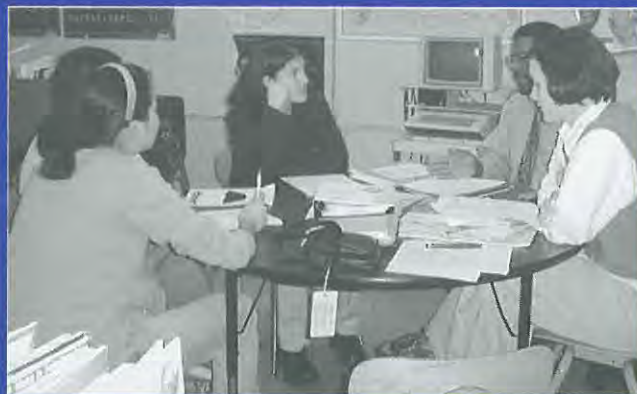
Colenback gives credit to his predecessor, **Clarita Mays**, for preparing him to take over when she left last year by involving him in all aspects of the job. Dean **Paula Allen-Meares** says, "We were very fortunate to have Tim Colenback with us when Clarita Mays stepped down as Assistant Dean last fall. Colenback brings true leadership, tenacity, and thoughtfulness to this very important role in the School. He is held in high regard by faculty, staff, and students alike."

Colenback identifies four challenges for the Office of Student Services: using resources more effectively to attract the best students, making the student experience more valuable and enjoyable, using financial aid effectively, and helping students find meaningful employment.

The School is fortunate to have such a dynamic and engaged leader in the office that interacts most directly with students. The Ann Arbor community is equally lucky to have a citizen with such a strong sense of civic responsibility.

## EZLink

Associate Professor Larry Gant meets with UM students Rebecca Whiting (LS&A), Jin-Kyung Kim (Social Work), and Elizabeth Lane (LS&A) at Noble School in Detroit. They are discussing future planning of the EZLink program, a comprehensive mobile computer lab for youth in grades K-8.



EZLink is part of the Don Bosco Hall/Noble School Community Development Initiative. The program, funded by the School's Kellogg Global Program on Youth, serves at-risk children by offering them a challenging information and communications technology environment. For more information, please visit their Web site: [ezlink.ssw.umich.edu](http://ezlink.ssw.umich.edu).



## ALUMNI PROFILE

# Silly Is as Silly Does

Dr. Anthony J. Palumbo (MSW '66) is a play therapist, professional puppeteer, workshop leader, author, radio programmer, and special education consultant. He has been described as colorful, creative, unusual, dedicated, politically incorrect, innovative, inspiring, and just plain

silly! So silly, in fact, that he has adopted the title Dr. Silly®, and drives to work every day from his home on The Funny Farm in his Sillyumpbus. But even though he believes that laughter is the best medicine, Dr. Silly's work as a play therapist with disabled and underprivileged children is serious business.

A native of Boston, Palumbo began his social work career in 1966 in Detroit as a member of a delinquency behavior

modification project sponsored by the Neighborhood Service Organization. After earning his PhD in cognitive psychology and education from Wayne State University in 1970, Palumbo spent two years as a visiting professor at the University of Puerto Rico before heading even further afield to Australia. During his ten-year stay down under, Palumbo worked as an educational consultant to an aboriginal preschool program, maintained a private therapy practice, and was a lecturer in the Psychology Department at McMasters University in Wagga Wagga, New South Wales.

His next position took him to Sydney, where he worked as a social research and education consultant on various projects. It was in Sydney in 1983 that Palumbo's interest in puppetry as an approach to psychotherapy caught fire when he attended a puppet show. He saw the reaction

of the crowd and wanted to learn more. "I was mesmerized and amazed at the amount of attention a person could get with two little dolls and a spotlight!"

Palumbo was so interested in the possibilities of using puppetry in psychotherapy that he traveled to Europe where he spent two years studying at the Battersea Puppet Center Training Program in London, England and the Institut International de la Marionette in Paris, France. What was meant to be a short visit with family in Wareham, MA on his way to somewhere else resulted in a much longer stay than he expected. Since 1986, Palumbo has divided his time between his family home in Wareham and the Funny Farm in Vermont, an 80-acre farm that Palumbo and his friends have converted for use by handicapped youngsters and adults as a summer camping area and a place to train educators and others in puppet therapy.

For the past fifteen years, Palumbo has devoted himself to his Dr. Silly persona, even though it has meant that life is a bit of a financial struggle. Taking his motto—people who play together grow together—and his Sillyumpbus (an old bus filled with toys, puppets, and creative materials) on the road, he has brought his play therapy programs to hospitals, schools, and shelters from Miami to Manhattan.

Palumbo specializes in what he calls "puppet therapy," using well-known characters and his own creations, like Plaid, a small colorful elephant puppet, to reach emotionally troubled children and adults, physically handicapped children, and the elderly. Palumbo has found that a child's trust in a lifelike, animated puppet can be used to reach that child and help him deal with emotional problems. "When children are with someone who can really play with them, they lower their defenses and

start to establish a relationship," explains Palumbo.

Another of Palumbo's creative ventures is children's radio. Using his many funny voices (the wolf in "Little Red Riding Hood" becomes Maurice Chevalier, singing "Thank heaven for little girls!"), Dr. Silly has put together over eighty children's radio shows, which he uses to talk to children about preparing for school, being kind to others, and avoiding too much television. Palumbo's dream is to create a children's radio network with his material and to get children to write some of the programs as well.

Palumbo's efforts are not confined to this country. In November of 1998 and again in 1999, he hauled boxes of toys, puppets, and educational materials to Romania, where he visited schools and orphanages spreading happiness and good will. He has also been asked to teach pediatricians in Columbia, has sent materials to Palestinian tent cities in Israel, and has been invited to Iran by its minister of education.

Harold Johnson, former dean of the School, still stays in touch with Palumbo. He describes Palumbo as "a wonderful human being with a creative mind and a great sense of humor. He has always been genuinely interested in exploring new, and often unorthodox, interventions. He is a dedicated practitioner who sincerely believes the clients' interests are paramount." Palumbo sees himself as an "impassioned, dedicated child advocate" who strongly believes that it is through play that imagination and expression of ideas can be freed and trust can be fostered. One has to believe that the thousands of children who have met, loved, and trusted Dr. Silly would agree with him.

(For more information on the Children's Radio Network and other topics, visit Dr. Silly's Web site at [www.drilly.com](http://www.drilly.com).)

— Suzan Alexander



Tony Palumbo and one of his puppet creations record a children's radio program.



# Class Notes

**Nirmala Kelkar** published a book, *Down Memory Lane with the Handicapped*, based on her fifty years of experience as a social worker in India. The book presents case studies from patients with physical disabilities. Nirmala visited the School in June 1997 when she attended the UM Alumni Association's Emeritus Reunion Weekend, presented a seminar, and spoke at the School's emeritus faculty luncheon.



*Nirmala Kelkar (standing) with Lata, a rehabilitation patient who had suffered amputation of her legs from a railway accident.*

1958

**Victor Stoeffler** and **Iveta Houser '61** have been partners in private practice for twenty-two years at Associates in Individual and Group Therapy in Ann Arbor. In February they presented a workshop on "Co-Therapy: Is It A Marriage Or Not" at the American Group Psychotherapy Association conference in Los Angeles.

1963

**Marshall Smith**, who is on the social work faculty at the Rochester Institute of Technology in New York, has been very active with CSWE. He is on the board of directors, and sits on committees (Quality in Social Work Education, Technology), commissions (Program Research, Disability and Persons with Disabilities) and the CSWE/USC Millennium Project Technology Conferences. He is also on the BPD

(Association of Baccalaureate Social Work Program Directors) committee on technology and distance learning and is Webmaster for BPD.

1964

**Ann N. Noland** lives in Raleigh, NC. She is a lead teacher at Lucy Daniels Preschool, which is part of a psychoanalytic foundation working with normal and emotionally at-risk children. The school focuses on a whole-family treatment approach. Ann also teaches child development classes at Meredith College. She says the two jobs combine her group work, social work, and educational training—all day, every day!

1967

**April Duval** is executive director of the Council for Retarded Citizens, a non-profit metropolitan United Way Agency in Louisville, KY. She has been at that agency for thirty-one years, the last three as executive director.

1969

**Emily M. Brown** has published a book, *Affairs: A Guide to Working Through the Repercussions of Infidelity* (Jossey-Bass Press), which was written for the general public. Her earlier book, *Patterns of Infidelity and Their Treatment*, was written for mental health professionals.

**D. D. "Dave" Davison** established a mental health clinic, A Positive Approach, in Duluth, MN. He is currently in private practice and is active on community boards, commissions, and committees.

1972

**Joel M. Blumenthal** is a senior account manager for Creative Communication of America, Inc., a nationally-known college and university enrollment management consulting firm based in Albany, NY. Prior to that, from 1990-99, Joel served as associate vice president for university advancement/university relations at the State University of New York at Albany.

**Don Horsley** switched careers sixteen years ago. He went from state/national planning and research on long-term care to training and consulting on the process of change in individuals, groups, organi-

zations, and systems. Don received an EdD and lives in Tucson, AZ.

**Lois Glazer Zeidman** lives in Tempe, AZ with her husband Fred (MUP '74) and daughters Shoshana, a student at Arizona State, and Sarah, a student at the University of Arizona. She is a case manager working on a research project for Tri-Care/Champus that is designed to keep children and adolescents in the community and out of long-term psychiatric facilities.

1973

**Michele Klein Lane** is currently practicing psychotherapy in Houston and Stafford, TX. She is also offering Internet counseling. While previously living in Los Angeles, she worked at UCLA as a psychiatric social worker training professionals in child abuse prevention and for the Los Angeles Unified School District. Michele invites you to check out her Web page at [www.michelelane.com](http://www.michelelane.com).

**Joseph F. Roberts** is currently a Peace Corps volunteer in Romania. Prior to that, he spent two years in Guyana. Joseph was a mental health therapist in Rapid City, SD before joining the Peace Corps.

1975

**Jaime Chahin** (PhD Ed '94) has just completed a multimedia project, "The Forgotten Americans," funded by the Kellogg Foundation. This project, about the children of Las Colonias on the U.S.-Mexican border, sheds light on the educational, health care, and public resource needs of the community. It includes a panoramic Web site and a photography exhibit. A PBS documentary on this project premiered at the Smithsonian on March 17. Jaime is at Southwest Texas State University in Austin.

**Marc Mauer** is the author of *Race to Incarcerate*. Marc is the assistant director of The Sentencing Project in Washington, DC, a national organization which develops alternative sentencing programs and conducts research on national justice issues.

1976

**Beth Knueven** lives in Pleasant Hills, CA with her husband and fourteen-year-old son. She worked for Pacific Bell for

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# 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 Robin Little at (734) 936-7794 or [robinal@umich.edu](mailto:robinal@umich.edu).

eight-and-one-half years as an employee assistance program (EAP) counselor/consultant. She is now working for Kaiser Permanente as an EAP counselor.

1978

**Nial Raen** is an independent court management consultant living in Ann Arbor. He recently worked as a volunteer with the judiciary in the Balkan Republic of Macedonia, assisting the courts with the development of an independent budget and conducting budgeting seminars for judges and court staff.

1979

**Dale Shreve** recently became chief executive officer of Harbor Behavioral Healthcare in Toledo, OH. Harbor specializes in the treatment of children and their families, and offers the largest employee assistance program in the region.

1982

**Shari Munch** is an assistant professor in the School of Social Work at Rutgers University in New Jersey. She received her PhD from Michigan State in 1998. Shari's areas of interest are perinatal healthcare and teaching pedagogy.

**Julianne Mczynski Ruffer** has worked for the last seven-and-one-half years as a contingent social worker for Genesys Hospice in Goodrich, MI and Cranbrook Hospice, which is affiliated with St. Joseph Mercy-Oakland. She says she has been fortunate to have been involved with so many wonderful individuals and families. Julianne has two children; a thirteen-year-old daughter Emily and a ten-year-old son Nick. She is currently looking for full-time employment as a medical social worker.

1983

**Mary Lynne Nikolich** is the outpatient program director at Superstition Mountain Mental Health Center in Apache Junction, AZ. At the center, she provides clinical supervision in therapy with adults, children, and families; crisis intervention; family preservation; and court diversion.

1984

**Sandra Alexander** works as a gerontology specialist for the DuPage County Health Department in Wheaton, IL where she is responsible for planning and developing public health programs for the elderly. From 1985-1993, she managed the Day Rehabilitation Program at Beaumont Hospital in Royal Oak, MI. Sandra worked briefly for Wayne State University's Institute on Aging before relocating to the Chicago area in 1995. She has also consulted with organizations which serve the elderly, including the Illinois Department of Aging, the Suburban Area Agency on Aging, and the Alzheimer's Association.

**Robin Kahan (Benjamin) Thumann** is working in Alpharetta, GA as a mediator in domestic and civil disputes. She is in the process of publishing a children's book titled *Nighttime Reflections* that is intended to promote positive thought and discussion between parents and their children.

1985

**John R. DeBruyne** was promoted to regional administrator of psychiatric and behavioral health services for Promedica Health System in Toledo, OH. He is a certified behavioral healthcare executive. John earned an MBA from Bowling Green State University.

1987

**Michelle (Katz) Klein** is a therapist in private practice, specializing in the treatment of children and adolescents. She lives and works in West Bloomfield, MI.

1989

**Kim Gorsuch** works for the Broward County (Greater Fort Lauderdale, FL) Sheriff's Office as the juvenile justice initiatives manager. She is responsible for program development and oversight of juvenile initiatives. Kim recently presented on a truancy prevention and intervention program at a statewide conference in St. Petersburg.

1990

**Laura Lyons** opened a solo private practice, Harbor Counseling, in May in Ludington, MI. She is doing individual, marital, family, and group psycho-

therapy with adults, children, and adolescents, as well as presenting workshops on such topics as stress management and the Myers-Briggs Type Indicator.

1992

**Anne Grego Walker** is still working with patients with spinal cord and brain injuries at Northwestern Memorial Hospital in Chicago. She is also an adult literacy tutor.

1993

**Andrea Constancio** works at Columbia University in New York City.

**Lynne Celender DeSarbo** is an attorney in Washington, DC. After graduating from UM, she went to the University of Pennsylvania Law School, where she had an article published in their *Journal of Constitutional Law*.

1994

**Maria VanOchten** and her husband Robert had a baby girl, Elaina Maria VanOchten, on November 16, 1999. Maria is working as an oncology social worker at Mid Michigan Medical Center in Midland.

1995

**Debra Barton** is the assistant vice president of Birthright Israel North America, an international organization helping Jewish communities increase the number of 15 to 26-year-olds going to Israel. Debra lives in Chicago and plans to marry Scott Grant in November.

**Laura Brauninger Heitman** was named NASW-New Mexico Social Worker of the Year for 1999-2000. She is currently on maternity leave, having given birth to her first child, a daughter, on March 4. Her husband **Michael Heitman** is also a graduate from 1995.

**Kelly D. Taylor Richardson** is a licensed independent social worker in Cleveland, OH. She is the director of welfare reform initiatives at the Center for Families and Children. She married Airron Richardson, a 1998 UM alumnus and USA wrestling Olympic 2000 hopeful.



1996

Michelle (Sherman) White is a school social worker for grades 6-12 in the South Lyon (MI) Community School District.

1997

Jessica Kinstlinger is working at Children's Hospital of Boston in the endocrinology department.

Magda E. Konig-Magkonig is living in Pittsburgh, PA. She is employed as a clinician at the Pittsburgh Assessment and Brief Intervention Services unit at a local hospital.

Seth Persky is a trainer/consultant for Families First of Michigan. He travels throughout the state implementing an extensive training curriculum, consulting with agencies, providing technical assistance, and serving on committees and policy-making groups in Lansing for the Division of Community Services.

Adam Snow created color collages for an exhibit at the Peace Museum in Chicago. They were part of an exhibit titled "Messages for the Millennium: One Hundred Days of Mail Art."

1998

Laura Beery is the program director of Big Brothers Big Sisters of Washtenaw County at HelpSource in Ann Arbor.

Norman Lancit is working at Sinai-Grace Hospital in Detroit "doing just about everything including CPS, APS, substance abuse, domestic violence, counseling, discharge planning, home health care, and home DME referrals. If that is not enough, I also work at Detroit Receiving Hospital in the ER at the weekends doing trauma codes." Norman is planing to write a book about his experiences as an African-American social worker.

1999

Kevin Wayne Williams works for Oberlin College in Ohio as an area coordinator for the Office of Residential Life & Services. He is also a clinical social worker on campus.

## Alumni Society Board of Governors News

Congratulations to **Julie Encelewski '94**, a recently-elected member of the School's Alumni Society Board of Governors. Encelewski lives in Detroit and works at Henry Ford Health System in the Employee Assistance Program, a program that provides assessment and short-term counseling to employees and their families. During her three-year term on the board, Encelewski hopes to "provide support to current and recently graduating students and the perspective of a clinician to the School in hopes of positively impacting curriculum and training for students." Encelewski's term will run through the year 2002.

Four members of the fifteen-member board had their terms renewed for another three years: **Lina Cramer '72**, **Denise Diggs-Taylor '91**, **Daniel Hampton III '93**, and Associate Professor **Larry Gant PhD '86**. They will also serve through 2002.

## Student/Alumni Networking Lunch

Part of the mission of the Alumni Society is to develop a wider fellowship between faculty, alumni, and students so they can mutually benefit from each other's advice, help, and experience. With that purpose in mind, the Board of Governors will be hosting a student/alumni networking lunch in November. Luncheon participants, who will be divided into groups by areas of practice, will meet with students to discuss current trends in their areas of interest and career opportunities. This program was first offered by the Board last fall and proved to be such a success that it was decided to repeat it this year. If you would like to attend the luncheon or participate as a panelist, call Peggie Mockensturm at (734) 763-6886.

## Annual Meeting

Don't forget to attend the Alumni Society's Annual Meeting on Friday, September 22 at the School of Social Work. An afternoon of seminars, followed by a picnic and award presentations for Distinguished Alumni, Distinguished Faculty, and Outstanding Field Instructor, is scheduled from 1:00 to 6:00 p.m. All Social Work alumni are invited to attend.

## Board Member Joins Staff

Alumni Society board member **Denise Diggs-Taylor '91** joins the staff of the School as the new director of continuing education. She will be responsible for developing and implementing workshops and seminars for social workers. She says "This opportunity I have been given will not only benefit the School, but will also fulfill my dream of having the perfect job!" Diggs-Taylor previously worked at the Assault Crisis Center of Washtenaw County.



D. C. Goings

Denise Diggs-Taylor