SAVE THE DATE!

Fedele F. and Iris M. Fauri Lecture, 3:30 p.m., November 14, 2002, Educational Conference Center, School of Social Work Building—Speaker: Michael Sherraden (PhD '79), Benjamin E. Youngdahl Professor of Social Development, George Warren Brown School of Social Work, Washington University, St. Louis

September 8, 2002, 2:4 p.m. “The Road Not Taken,” presentation by Professor Michael Reisch on the history of radical social work. Friends Meeting House, 1420 Hill Street, Ann Arbor.

Cover photo: UM School of Social Work

Ongoing

Summer/Fall 2002
Published two times a year by The University of Michigan School of Social Work 1080 South University Avenue Ann Arbor, MI 48109-1106 www.ssw.umich.edu

Paula Allen-Meares, Dean and Norma Radin Collegiate Professor Teri D. Torkko, Associate Editor UM Marketing Communications Kathleen Horn, Designer

For information regarding this publication, class notes, and address changes, contact the Office of Development, External and Alumni Relations (734) 763-6886; ssw.development@umich.edu

IN THIS ISSUE

MESSAGE FROM THE DEAN .......................... 3

FEATURE ARTICLE
Building Diversity in Leadership: The Joint Doctoral Program in Social Work and Social Science .......................... 4

NIH TRAINING GRANTS
Preparing Predoctoral and Doctoral Students for New Roles in Social Work .......................... 8

RESEARCH PROFILE
New Directions in Research: Risk Reduction for HIV/AIDS .......................... 10

AROUND THE SCHOOL
Tolman, Siebert, and Taylor Appointed Associate Deans .......................... 12
Social Work Library Resources Available to Alums .......................... 12
DanziGer Elected to AAAS .......................... 12
New Dual Degree Program Announced .......................... 12
NASW Region 4 UM Student Social Worker of the Year .......................... 12
Faculty Promotions .......................... 12
Student Awards Ceremony .......................... 12
O'Shea Presents Winkelman Lecture .......................... 13
Joint Doctoral Program Update .......................... 13
2002-03 Visiting Committee Announced .......................... 13

PIONEERS
Sheila Feld .......................... 14

DEVELOPMENT NEWS
Gift Officer Appointed .......................... 15
Alumni Board of Governors' Update .......................... 15
Annual Fund Report .......................... 15
Charles Garvin Fund for Group Work .......................... 15
Pickard Honored .......................... 15
Alumni on the Road: New York City .......................... 16

ALUMNI NEWS
Alumni Profile: Rhea Braslow .......................... 17
Class Notes .......................... 18
Message from the Dean

This issue of Ongoing heralds the beginning of another academic year at a time when we recognize new opportunities and roles within our profession. As we welcome new students, faculty, and staff, we acknowledge growth in our profession, and changes in available opportunities.

In a changing world, the importance of social workers who meet the needs of underserved and vulnerable communities will continue to exist. Demographic predictions indicate that our population will become increasingly elderly, more racially diverse, and supported by fewer workers. As social and economic inequality continue, gaps will only increase in services and opportunities. Schools already stressed by decreased budgets will struggle to accommodate the needs of vulnerable students; decreases in working population sizes will expand public assistance expenditures; an expanding population of older, non-working citizens with increased life expectancy will require new professional services to enhance their quality of life; and new developments in health and mental health care will require increased familiarity with new modalities of treatments. The need to train professionals in prevention will become increasingly apparent, as will the need for culturally specific interventions.

The future of our profession will require changes in the way we prepare the next generation of social work professionals and academics, facilitate the development of leadership in new roles, enhance the generation and application of empirically based knowledge through doctoral training and research, and strengthen our sense of community, linking past and current members of the School in order to build upon our accomplishments and learn from each other.

In this issue, we recognize our legacy of leadership by highlighting four noteworthy graduates of our Joint Doctoral Program in Social Work and Social Science. As African American social work deans, they are emblematic of the School’s contribution to leadership in the profession, diversity in that leadership, and unique qualities of the program itself. Recognizing the sometimes serendipitous way in which some of them became social workers is instructive as we prepare our current students for a changing world.

The theme of leadership is illustrated further in a Pioneer Profile of Professor Emerita Sheila Feld, who served for over thirty years as a faculty member, administrator, intellectual leader, and mentor within the School. An Alumni Profile of Rhea Braslow (MSW ’76) illustrates important roles for social workers in the area of special education and the advancement of equal educational opportunities for all students.

The importance of translating research findings into communities and focusing on culturally specific variables is highlighted in an article featuring a new research project on culturally specific HIV/AIDS risk-reduction programs for drug-dependent African American men directed by Professor Larry Gant. Future roles for social workers are discussed in an article featuring examples of innovative, federally sponsored training programs within the School which are characterized by their interdisciplinary nature and breadth in preparing students for new roles in the areas of gerontology and mental health.

We also share news of changes in the School. We bid farewell to Professor Ron Astor, who departs to accept an appointment at the University of Southern California. In the fall, we will greet two new faculty members: Jorge Delva, who will be joining us from Florida State University, and whose work addresses cross-cultural issues and the epidemiology of drug use; and Letha Chadha, who will arrive from Washington University and whose work addresses minority issues in gerontology, African-American caregivers, and minority involvement in health services research.

There are exciting changes to announce within the University with the appointment of Mary Sue Coleman, Ph.D., as our 13th President, effective August 2002. President Coleman joins us from the University of Iowa, where she served as President since 1995 and as Professor of Biochemistry and Biological Sciences. Highly recognized, she is an elected member of the prestigious National Academy of Sciences’ Institute of Medicine, and a fellow in the American Association for the Advancement of Science and the American Academy of Arts and Sciences. We are delighted to welcome President Coleman.

I, too, am looking forward to advancing the social work profession through my selection as a Senior Michigan Fellow and in my capacity as President of the Society for Social Work Research. As we look ahead to a new year, we share advice relayed by Anne C. Petersen, Senior Vice President for Programs at the W.K. Kellogg Foundation, who delivered a keynote address at our Spring 2002 Commencement ceremony. In her address entitled “Love What You Do—It DOES Matter!” she described the challenges of future careers for these graduates, noting that “where most others see society’s problems, you see opportunities.” By emphasizing new training modalities, we are doing that, too.

— Paula Allen-Meares
Since its formal inception in 1956, the School's Joint Doctoral Program in Social Work and Social Science has been a unique model for advancing interdisciplinary scholarship, education, and practice. Not only was this program the first of its kind in awarding Ph.D. degrees in social work and one of five social science disciplines, but it also became recognized as the training foundation for an entire generation of deans, directors, and other leaders in the profession. Among these leaders is a particular foundation of which were established in 1953 with an interdisciplinary seminar on the research basis for welfare practice, funded by the Russell Sage Foundation. This was followed by the creation of a coordinating committee on social welfare research, and by the 1956 approval of the Horace Rackham School of Graduate Studies of a joint Ph.D. program linked with five social science disciplines, which accepted its first students in 1957. The program was first directed by the late Professor Henry Meyer.

Richard English (MSW '64, PhD '70) has been Dean of Howard University School of Social Work since 1985 and claims that the doctoral program's "integration of social work and social science taught all of us a way of thinking and problem-solving that was long-lasting." English is a past President of the Council on Social Work Education and is Editor-in-Chief of the 19th edition of the Encyclopedia of Social Work.

He came to study at the University of Michigan not once, but twice—first as a Woodrow Wilson Graduate Fellow in the Department of History in 1958, and subsequently as a Master's and Doctoral Student in the School of Social Work. His hope as an undergraduate student at Talladega College was to be the second African American recipient of a Rhodes Scholarship to study at Oxford University, and after becoming one of two finalists, he selected the University of Michigan over Harvard University because of geographic familiarity and proximity to family as a Michigan native.

His choice of social work as a profession, however, was influenced by a departure from academia through service both in Flint's Urban League in 1959 and in Operation Crossroads Africa (a precursor of the Peace Corps) through which he was stationed in Ghana in 1960. Both experiences were influential in opening his eyes to effective models of community development and empowerment. Following his return, he was told about the School's Doctoral Program and its unique opportunity to

BUILDING DIVERSITY IN LEADERSHIP:
The Joint Doctoral Program in Social Work and Social Science

Richard English

group of four African American men who all received their Ph.D.s from the program in the 1970s and who continue to share a particularly meaningful bond with the School. Individually, their participation in the program provides examples of intellectual journeys that sometimes serendipitously ended up in social work. Collectively, their careers illustrate the contribution of this program to leadership in the profession and to diversity in this leadership that did not exist at the time of their own training.

The School’s intellectual leadership and legacy of campus-wide collaboration have been epitomized by this program, the

Above (l to r): Bogart Leashore (PhD '79), Dean, Hunter College School of Social Work; Peter Vaughan (PhD '77), Dean, Fordham University Graduate School of Social Service; Larry Davis (MSW '73, PhD '77), Donald M. Henderson Professor and Dean, Pittsburgh School of Social Work; Richard English (MSW '64, PhD '70), Dean, Howard University School of Social Work
combine scholarship in social work with a social science.

The experience, he says, introduced him to a fundamental way of thinking that he views as the legacy of Michigan and an approach that has stayed with him, in which one focuses on “asking discerning questions rather than figuring out immediately what the answers should be.” Within the program, he cites Professor Emerita Rosemary Sarri as a key mentor and the person who encouraged him to join the program in the first place and who provided important career advice at other points in his life. He also cites Professors Emeriti Eugene Litwak, Ed Thomas, Henry Meyer, Philip Booth, and Robert Vinter as other influential mentors. According to English, Litwak in particular “made unique contributions to my intellectual development as a social work educator/sociologist, and helped me to develop a sociological imagination about the world.”

English feels that the Program’s strengths have influenced his demeanor as a dean for the past 18 years, particularly in encouraging him to be involved in curricular development to “organize and present knowledge in order to educate practitioners and link findings to interventions” and in the selection of faculty. His capabilities as an administrative leader also were shaped, he says, by his service as Assistant Dean in the School from 1971–74 and as Associate Vice President for Academic Affairs within the University of Michigan, the first African American to serve in that capacity.

He regards both of these as “wonderful experiences that permitted me to get to know the University I loved dearly and the opportunity to work with fine human beings” including Presidents Emeriti Robben Fleming and Harold Shapiro, as well as Emeritus Vice President for Academic Affairs Frank H.T. Rhodes.

His greatest joys as Dean have included a summer spent last year at Oxford University (finally fulfilling his undergraduate dream) and mentoring young Howard faculty, including “shamelessly recommending visits to Ann Arbor!” His experience at Howard, he says, “has been enriching, but Michigan taught me everything I know.”

Recognized for his ground-breaking work on African American families, English taught the School’s first course on black families. He was not only a colleague but a mentor to other students, especially the cadre of African American students in the School at the time. Among these was Bogart Leashore (PhD ’79), whose PhD thesis committee he chaired. Leashore has served as Dean of Hunter College School of Social Work since 1991. As a sociology major at Xavier University, and subsequently as a social work practitioner at Howard University Hospital, Leashore was attracted by the Doctoral Program’s interdisciplinary opportunity to wed social science findings to social service applications.

He cites Richard English, his teacher and mentor, as being instrumental in helping him combine disciplines in his thesis on interracial households in Detroit between 1830 and 1880. He also cites Irwin Epstein, whom he regards as having “transformed from faculty member to wise counsel,” and the late Henry Meyer, whose hospitality and generosity were instrumental to his knowledge development.

Leashore notes that the program at that time included faculty whose prolific work represented the key texts used in the profession. He notes that faculty such as Professor Emerita Rosemary Sarri (who served as Director of the Doctoral Program at that time), Professor Emeritus Dee Kilpatrick, and Professor Emeritus Robert Vinter also were influential in his training, as was Dean Emeritus Philip Fellin. Together, he feels that they made a critical difference in his adjustment from the environment of a small, historically black college in the south to a large university in the Midwest, noting that they helped him view this as “an adaptation, rather than an obstacle.” The presence of a critical mass of African American students in the School at that time also helped. He credits much of his scholarly interest in child welfare, in which he continues to be active, to fellow student Lawrence Gary (MSW ’67, PhD ’70) with whom he worked after completing his Ph.D.

Leashore has remained an active scholar, serving on key panels and commit-
incredible way of believing in other people's dreams and helping them come true.” He also cites Professor Emerita Sallie Churchill as a person who said “if you need a friend, I'm here.”

As a dean, Vaughan acknowledges that a “by-product of the Doctoral Program education was leadership modeling” from such examples as Dean Emeritus Philip Fellin and the late Henry Meyer, and especially from Professor Emeritus Dee Kilpatrick. Vaughan notes that it was Kilpatrick who “really oriented me to doctoral education and to the deaning process.” He describes himself as a “systems and organization builder” who, as Dean, tries to “engage with students regarding where they’re headed.” The bonds he established with faculty and fellow students are lasting ones.

Vaughan’s dissertation acknowledges fellow student Larry Davis (MSW ’73, PhD, ’77) with “thanks for being real.” Davis entered the Joint Doctoral Program at the same time as Vaughan, also pursuing psychology with social work. Davis, who has served as Donald M. Henderson Professor and Dean of the University of Pittsburgh School of Social Work since 2001, claims that “nobody in the world had a better social science education” than the one he received in the Program. He views the Joint Doctoral Program as having shaped him professionally. As a member of the faculty at the George Warren Brown School of Social Work for 24 years, where he was E. Desmond Lee Professor of Racial and Ethnic Diversity before assuming his present deanship, Davis quotes GWB Dean Shanti Khinduka as having referred to that institution as “a school that the Michigan graduates built.”

Among his key mentors were the late Norma Radin, as well as Professor Emerita Rosemary Sarri and Professor Emeritus Charles Garvin, whom he viewed almost as surrogate parents. He also cites the late Henry Meyer for informal seminars he hosted with his wife, Suzanne, at his home on a weekly basis, as an effective exposure to highlights of the social science disciplines.

“The older I get, the more I realize that nothing beats a good education, and nothing really beats a good theoretical education.”

—Larry Davis of opinions” which may have served these people well in their eventual preparation as deans. She also notes that the University's support and recognition of the program has facilitated its success and has helped it serve as a model for other institutions.

As a fellow Doctoral Program student at that time, Professor Robert Joseph Taylor also recalls these four individuals as friends and colleagues. At a time when there were no African American deans, these individuals were trained within a cadre of minority students who together formed a critical mass. To have three of them complete their training together with the fourth as a key mentor is unique, he feels, in contributing to this “concentration of highly respected African American leaders in the field who all graduated within the same decade from the same program.”

According to Professor David Tucker, who currently serves as the Program’s Director, the Joint Doctoral Program ranks second only to Brandeis University’s School of Social Policy in producing the largest number of deans of schools of social work (see box, page 7). He notes that the program historically has been based on the premise that social work can have a more enduring and significant identity as a domain of both scholarship and professional activity if its graduates are “grounded intellectually in fields relevant to understanding disadvantaged, oppressed, or vulnerable populations; trained to develop modes of thinking, analysis, and criticism appropriate to a scholarly field; and skilled in developing theoretical and empirical forms of knowledge that have the potential to ameliorate major social problems.”

He notes that the success of these four particular program graduates in serving as leaders in the profession also attests to the program's contribution to diversity in leadership in the profession. He feels that they help reaffirm the importance and impact of affirmative action within and beyond the University, in terms of capitalizing on African American human capital. In addition to their individual accomplishments, he notes that their “contributions are collective as individuals who are in a position to influence the lives of many.”

—Nili Tannenbaum
Between 1990 and 2002, Schools of Social Work ranked in the top 50 by US News and World Report were led by a total of 123 deans and directors. Where did these deans/directors come from? Or, stated another way, what schools or programs produced the deans/directors for the leading U.S. schools of social work?

To answer this question, we used the Council of Social Work Education’s (CSWE) annual listing of schools of social work with M.S.W. programs to identify deans and directors over this thirteen-year period. Because this list did not provide information on highest degree or alma mater, we obtained this data through Internet searches, direct calls, or email. In the case of deceased persons, we obtained it through contacts at their last place of employment.

Table 1 provides the rank order of the five leading dean/director-producing programs, based on the total number of graduates who served as a dean/director at some point over the period of the study. Brandeis’s Heller School for Social Policy and Management ranks first, followed by Michigan, Columbia, Wisconsin—Madison, and Illinois (Urbana-Champaign). Graduates of each of these programs appeared annually over the thirteen-year period of the study, with some variation in annual numbers.

On average, each year saw nine deans/directors from Brandeis, six from Michigan, five from Columbia, four from Wisconsin, and three from Illinois. Brandeis, Michigan, and Wisconsin were among the top five dean/director-producing programs for all thirteen years. Columbia and Illinois placed in the top five for the thirteen years. The remaining programs produced from one to six deans/directors overall, with average annual numbers of appearances ranging from less than two to close to zero. Finally, most deans/directors came from a small number of programs, with approximately 10% of the programs in any given year accounting for between 45% and 60% of the deans/directors.

We also obtained limited demographics on the gender and race/ethnicity of deans/directors produced by the various programs. Overall, 60% of the deans/directors were male and 40% were female. Examining the five programs that led in the overall production of deans/directors, Brandeis produced seven male and seven female deans/directors; Michigan, five male and six female; Columbia, five male and six female; Wisconsin, eight male and two female; and Illinois, two male and six female. Comparatively, Brandeis, Columbia, and Illinois (with 50%, 54%, and 75% female respectively) fell above the overall percentages as producers of female deans/directors; Michigan and Wisconsin (with 17% and 20% respectively) fell below the overall percentages.

Turning now to race/ethnicity, 94 of 123 (or just under 76.5%) of the deans/directors are white; the remaining 29, or 23.5%, are minority—1 Asian, 24 Black, 2 Hispanic, and 2 Other. For the top five dean/directors-producing programs, Brandeis has produced five minority deans/directors and nine white, Michigan five minority and seven white, Columbia no minority and eleven white, Wisconsin one minority and nine white, and Illinois two minority and six white.

Comparatively, Brandeis and Michigan, with 36% and 42% respectively, fell above the overall percentages as producers of minority deans/directors; Columbia and Wisconsin, at 0 and 11% respectively, fell below the overall percentages and, at 25%, Illinois generally coincides with the overall percentages.

To summarize, the data show that a small cluster of programs produced a disproportionate number of deans/directors for schools ranked in the top 50 in the United States for the period 1990-2002. They also show that, while there are some interesting variations, the numbers of female and minority deans/directors produced by this cluster of programs generally coincides with the percentages characteristic of deans/directors produced overall.

Other data also show some turnover in dean/director-producing programs between 1990 and 2002 as some dropped in per annum rankings toward the end of the thirteen-year period and others moved to higher rankings.

One might speculate about why some programs out-performed others in producing female and minority directors, or why some managed to maintain or enhance their dean/director production capacity whereas others did not.

Regardless of the answers to these and other questions, the major fact to emerge is that the substantial majority of the deans/directors for the top-ranked schools of social work in the United States come from a small number of high-prestige universities. Speculations about reasons for this, and indeed, about why the leading producer of deans/directors is not a social work program, must wait until later. For now, it remains to ask whether this pattern preceded 1990 and how long it may persist into the future.

— David J. Tucker
NIH Training Grants

PREPARING PREDOCTORAL AND DOCTORAL STUDENTS FOR NEW ROLES IN SOCIAL WORK

One of the distinguishing features of the School is its inventory of research and training activities, including competitively funded sponsored research and training grants from selective foundations and the federal government. Through these funding opportunities, faculty are able to pursue new opportunities linking social work to the health and social sciences, and to offer new training modalities to prepare students for new roles in social work.

One example is the National Institutes of Health Training Grant on Applied Issues on Aging, currently in its sixteenth consecutively funded year. Directed by Professors Ruth Dunkle and Berit Ingersoll-Dayton, this competitively funded training grant focuses on the social and behavioral influences on health and health care of older people in the areas of socioeconomic status, especially poverty, extreme old age, racial and ethnic factors, mental health, stress, and coping.

Because the emerging health care environment is changing, it will increasingly demand the need for social workers who are trained in gerontological research in order to address the complex social, cultural, functional, psychological/behavioral, and environmental health service needs of older people and their families. The opportunity for pre- and post-doctoral students affiliated with this program to participate in an interactive training program linking the health sciences and social work will enhance their ability to effectively serve in a social service delivery capacity.

Interdisciplinary training in this area represents an important part of the University's vigorous gerontological research and training inventory. This program involves 29 faculty mentors from Social Work, Psychology, Sociology, Nursing, Public Health, and ISR, who provide research opportunities for the NIA fellows in the health arena. It also represents a partner of sorts to another gerontologically focused training grant in the School's M.S.W. Program, funded by the John A. Hartford Foundation supporting geriatric social work (directed by Co-Principal Investigators Ruth Dunkle and Lily Jarman). This training opportunity offers innovative training rotations providing a unique "spiral concept of care" within a consortium of twenty social service agencies and programs serving the elderly. Together these training programs represent a key area for social work training, as demographic shifts in the U.S. population result in increasing volumes of elderly citizens. Training grants such as these allow future practitioners and researchers to study the multiple processes of aging and to work in concert with social scientists and health care professionals on issues regarding health and quality of life.

Another example is a National Institute of Mental Health pre-doctoral training grant directed by Professors Daphna Oyserman and Carol Mowbray, entitled the Michigan Mental Health Prevention Research Training Program (MPRT). This training grant addresses the national need for prevention researchers who are familiar with socio-cultural and racial factors influencing mental health, and provides the opportunity for them to translate basic science into measurable interventions, programs, and policies promoting mental health and reducing mental illness and its consequences across the lifespan.

This unique training program is open to pre-doctoral trainees in Psychology, Sociology, and the School's Joint Doctoral Program in Social Work and the Social Science. MPRT's goal is to train prevention researchers who are both conversant in socio-cultural and racial factors influencing well-being and mental health, and are able to translate basic science into testable interventions, programs, and policies promoting mental health and reducing mental illness and its consequences across the lifespan.

Major elements of the training program are support in developing...
Daphna Oyserman and Carol Mowbray focused coursework, a four-semester training seminar sequence, and a two-year prevention research apprenticeship with a faculty member. As part of the training program, students will develop a publishable prevention research study and learn to write grant applications. Training support will be provided for four years for each trainee, with the fifth year funded through the teaching requirement.

A central feature of the training program will be a special seminar colloquium series focused on (1) substantive knowledge about mental health and socio-cultural factors, including culture, race, gender, and poverty; (2) translational skills—translating basic science findings into prevention intervention models and implementing them in field settings; (3) research designs and measures—concepts of implementation evaluation, logic models, and program theory to enhance treatment effectiveness research, as well as issues in selecting appropriate intermediate and long-term outcome measures; and (4) statistical analysis methods—conceptual understanding to select appropriate statistical tests and skills in conducting tests and interpreting results. Trainees will learn multidisciplinary, collaborative, and negotiation skills required to work with community stakeholders to carry out field research and disseminate interventions. Important program features include: (a) exposure to an array of prevention research foci, (b) formation of collaborative learning relationships among trainees and faculty, and (c) integration of trainees of diverse backgrounds.

To make a gift to support this kind of research, contact the Development Office at 734-663-6886 or email us at ssw.development@umich.edu.
New Directions in Research: Risk Reduction for HIV/AIDS

The impact of HIV and AIDS in African-American communities has been devastating throughout the United States. According to the Centers for Disease Control and Prevention (CDC), almost 38% of reported AIDS cases occur among African Americans, even though African Americans represent approximately 12% of the total U.S. population. In 2000 alone, more African Americans were reported with AIDS than any other racial or ethnic group. Nearly half of AIDS cases reported during that year were among African Americans, and the rate of their reported AIDS cases was 58.1 per 100,000 population—more than twice the rate for Hispanics and eight times the rate for whites.

Although research addressing HIV/AIDS involves a broad spectrum of basic science and clinical investigations, there have been few studies that consider culturally specific risk factors and risk reduction mechanisms as unique factors affecting particular groups of people. A $2.2 million study funded by the National Institute of Drug Abuse is evaluating the effectiveness of culturally specific HIV/AIDS risk reduction programs among drug-dependent African American men in order to offer solutions for this growing problem. The study, referred to as JEMADARI, is directed by Professor Larry Gant. Along with Professor Carol Boyd of the School of Nursing, he will examine the effects of coping skills, perceptions of personal control, ethnic identity, life satisfaction, and peer group support on drug and risky sexual behavior.

As Gant notes, "JEMADARI is taken from Kiswahili and roughly translates into 'Wise Companion.' We developed JEMADARI at the request of women who were involved in another HIV prevention program. They noted that while their involvement in the program (called NJIDEKA—'Survival is Powerful') transformed their life, the men in their lives were often left behind." Gant quotes one of these women as saying "some of us actually like these guys and want them to grow along with us—we don't want to leave them!"

JEMADARI provides structured intervention in relapse prevention, sexual dysfunction, relationship building, and critical self-assessment. Gant says that he and his colleagues developed JEMADARI "in response to the frequent relapse to risky drug and sex behaviors from participants in interventions that focus directly on behavior change." Their empirical research, he claims, indicates that "behavior change is more enduring when placed in the context of its use in maintaining good relationships with children, adult partners, and identified neighborhood or community—particularly for African American men and women in this population."

Focusing on drug-dependent African American men is particularly important since HIV/AIDS continues to represent their leading cause of death between the ages of 25 and 34. While African American men represent less than 6% of the total U.S. population, they constitute 32% of all male AIDS cases in the country. According to the CDC, the annual incidence rate in 1998 of AIDS diagnoses in men between the ages of 25 and 44 was five times higher for African American men than for white men. Data from the National Cancer Institute indicates that that ratio of African American men between the ages of 27 and 39 infected with HIV is 1:33, compared to the ratio of 1 in 250 for white men. Approximately 75% of HIV/AIDS cases attributed to drug use are in African American men, and as many as 33% of the nation’s 1.2 million injection-drug users (IDU) may be HIV-infected, according to the CDC.

According to Gant, mainstream residential drug treatment programs can impact HIV/AIDS risk significantly. However, several studies have shown that the effects of culturally specific programs can have greater impact. "Interventions that address the persons' experiences and lifestyles—as well as norms, values, and mores—tend to provide more connections to the intervention. These connections can form a safety net which helps that person maintain their new behavioral changes and helps to minimize ‘falling through the cracks into relapse,’” says Gant.

The CDC have stated that culturally specific challenges—including continued health disparities and substance abuse—have contributed to the spread of HIV/AIDS in African-American communities. They also have noted that prevention and treatment services must be more effectively integrated with communities and community organizations. While some culturally specific programs have been adapted to reduce both sex- and drug-related behavior for drug-dependent African American women and youth, no such programs have been developed for drug-dependent African American men that either were culturally specific or that demonstrated changes in both drug and sex related risk behaviors. Prospective interventions, Gant notes, should "incorporate the
perspectives of African American men—including their contextualization of sex- and drug-related behavior in relationships, social support, self-perception, and employment."

Gant's goal is to identify culturally specific programs that may be effective for drug-dependent African American men. His research design incorporates a model of social cognitive theory that combines contextually based learned skills with exercises increasing personal confidence and use of these skills. The study will incorporate the special needs and perspectives of this population, including the unique dynamics and sex and drug behavior within the context of relationships, social support, self-perception, and employment.

Until this study, few investigations had examined the relative success of culturally specific programs compared to existing mainstream programs. Beginning with a six-month quality assurance phase, the study initially will involve work with the Oasis site of Detroit Rescue Mission Ministries (DRMM). This will be followed by a two-year test of the program using a stratified, randomized cluster design with 600 participants located in five DRMM residential facilities.

Gant anticipates that this study will enhance HIV prevention efforts by: developing a new theoretically and empirically based, culturally specific intervention; introducing proven strategies before launching wide-scale HIV risk-reduction programs targeted at specific cultural populations; and reducing risk for HIV infection in an extremely vulnerable population. If successful, the approach and strategies for creating these interventions can be exported to other populations; at risk for their review and considered use.

This study is being conducted within a wider inventory of research in the School considering cultural contexts and involving community partners. Gant's study is an example of a study that combines relevant cultural contexts with theory-driven interventions, establishes reciprocal linkages with specific populations, and creates reciprocal relationships with community agencies.

By enhancing the readiness of drug-dependent African American men for behavioral change, JEMADARI's goal is to reduce the HIV risk behaviors in this population. "This is a wonderful example of the collaboration across universities (University of Michigan, University of California—San Francisco), the City (of Detroit) Health Departments' HIV/AIDS and Early Intervention Programs, and community-based residential drug treatment programs," notes Gant. "The process of collaboration can be long and challenging, but can ultimately be productive and successful."

— Nili Tannenbaum

Research assistants meet with Larry Gant.
TOLMAN, SIEFERT, AND TAYLOR APPOINTED ASSOCIATE DEANS

In April, the UM Regents approved the appointments of Professors Richard Tolman and Kristine Siefert as Associate Deans. Professor Tolman will be the Associate Dean of Educational Programs, effective September 1, 2002. Professor Siefert will be the Associate Dean of Faculty and Academic Affairs; her appointment begins on January 1, 2003. These appointments replace that of Siri Jayaratne, who will step down as Associate Dean for Academic Affairs on December 31, 2002.

Robert Joseph Taylor has been named Associate Dean for Research. Leonard Eron will continue as Interim Associate Dean until September 2003, when Taylor will return from sabbatical.

SOCIAL WORK LIBRARY RESOURCES AVAILABLE TO ALUMS

Have you visited the Social Work Library in B700 of the School of Social Work Building or online at www.lib.umich.edu/socwork? Alumni, students, and faculty find both the real and virtual Social Work Library a blend of user-friendly and comprehensive resources for their ongoing research needs. Well integrated into the social work curriculum and the rich University of Michigan information environment, the library and website offer a social work world-view of electronic resources.

DANZIGER ELECTED TO AAAS

Professor Sheldon Danziger has been elected to the American Academy of Arts and Sciences (AAAS) following nomination initiated by Dean Paula Allen-Meares. Founded in 1780, AAAS is “an international learned society composed of the world’s leading scientists, scholars, artists, business people, and public leaders.” AAAS has four major goals: to promote service and study of critical social and intellectual issues, develop practical policy alternatives, to foster public engagement and ideas exchange around common issues, and to mentor the next generation of thinkers and scholars. For additional information about the organization and this year’s inductees, visit www.amacad.org.

FACULTY PROMOTIONS

The University of Michigan Regents have approved the following promotions:

Lorraine Gutierrez, to Professor of Psychology without Tenure (in addition to her appointment in the School of Social Work)

Leslie Hollingsworth, to Associate Professor with Tenure

Mieko Yoshihama, to Associate Professor with Tenure

For more information on these faculty members and their research, visit www.ssw.umich.edu/faculty/

NEW DUAL DEGREE PROGRAM ANNOUNCED

Dean Earl Lewis and the Rackham Executive Board have approved a dual degree program between the Schools of Information and Social Work, in which students will earn both a master of social work and a master of science in information. The program will begin in Fall 2002.

NASW REGION 4 UM STUDENT SOCIAL WORKER OF THE YEAR

Jennifer Filipovich has been named the NASW Region 4 UM Student Social Worker of the Year. Several outstanding candidates were nominated, including Jung Eun Ko, Lisa Levin, and Lesley Thomas. Members of the selection committee commented on the excellence of all candidates.

STUDENT AWARDS CEREMONY

The fourth student award ceremony and reception was hosted on March 19 at the Michigan League in the Vanderburg Room. M.S.W., Ph.D., and Sigma Phi Omega recipients of School of Social Work awards gathered with their classmates, guests, faculty, staff, and donors to celebrate their accomplishments. Dean Paula Allen-Meares welcomed everyone, and Regent Olivia P. Maynard followed with her opening remarks.

For details about the awards and the honorees, visit www.ssw.umich.edu/events/student_awards-2002/
O'SHEA PRESENTS WINKELMAN LECTURE
Dr. K. Sue O'Shea presented the Leon and Josephine Winkelman Lecture in April. The lecture series was established at the School of Social Work by the Winkelman brothers (Stanley J., John, Frederick R., and Henry R.) as a memorial to their parents. Principally focused on gerontology, the lecture is a forum for presenting and discussing emerging knowledge from the social and biological sciences and the helping professions. A nationally recognized expert on central nervous system (CNS) development, O'Shea spoke on Embryonic Stem Cells: Basic Science and Clinical Applications. Her talk enhanced our understanding of the applicability of stem cell science to the diagnosis and treatment of a broad span of disease.

JOINT DOCTORAL PROGRAM UPDATE
E. Summerson Carr (Social Work and Anthropology) and Sara Goodkind (Social Work and Sociology) were awarded Mary Malcolmson Raphael Fellowships through the Center for the Education of Women. The fellowship was “established in 1985, and is awarded to women graduate students in the social sciences or humanities. It is intended as an award of high distinction and is presented to women held in the highest esteem by their faculty. Recipients are selected on the basis of their academic excellence and potential to make a contribution of exceptional usefulness to society.”
Luke Bergmann has been awarded a Rackham Predoctoral Fellowship. These fellowships are granted to outstanding students who will complete their dissertations in the year in which they hold the fellowship, and who will complete their doctorate within six years of entering the program.

2002-03 VISITING COMMITTEE ANNOUNCED
The Visiting Committee is a group of dynamic professionals who provide direction and leadership in social work. The Committee meets several times per year to advise the School about current and planned research and educational programs, and revenue-generating activities.

Members of the Committee are:
Lawrence E. Gary, Howard University School of Social Work
Howard Kimeldorf, University of Michigan Sociology Department
Virginia Hodgkinson, Georgetown Public Policy Institute
Greg Duncan, Northwestern University Institute for Policy Research
Karen B. Aldridge Eason, Charles Stewart Mott Foundation
Yeheskel Hasenfeld, UCLA Department of Social Welfare
Julian Rappaport, University of Illinois (Urbana-Champaign) Department of Psychology

JOINT DOCTORAL PROGRAM’S RECENT GRADUATES
We are pleased to share the names and doctoral thesis titles of recent graduates in the School’s Joint Doctoral Program in Social Work and Social Science:

Deborah K. Anderson (Social Work and Sociology): Leaving an Abusive Partner: Battered Women’s Psychological Well-Being Over Time

David Crampton (Social Work and Political Science): Making Sense of Foster Care: An Evaluation of Family Group Decision Making in Kent County, Michigan

John Kerbs (Social Work and Sociology): The Safety and Victimization of Older Prisoners

Karen Lincoln-Smith (Social Work and Sociology): Personal and Social Resources and Psychological Well-Being Among African American and White Adults Across the Life Course

Deborah Megivern (Social Work and Psychology): Educational Functioning and College Integration of Students with Mental Illness: Examining the Roles of Psychiatric Symptomatology and Mental Health Service Use


Shirley A. Thomas (Social Work and Sociology): The Social Adjustment of Persian Gulf Veterans
Sheila Feld earned her A.B. from Brooklyn College in New York City, her Masters and Ph.D. in Social Psychology at the University of Michigan, and joined the UM School of Social Work in 1969 as an Associate Professor with a joint appointment as a researcher at the UM Institute for Social Research (ISR).

Before joining the School, Feld served at the National Institute of Mental Health in an experimental unit called the Mental Health Study Center. According to Feld, it was designed as a model comprehensive community mental health center, which included a research and evaluation unit in which she worked. “Although it never achieved its goal of combining state-of-the-art treatment and research,” she notes, “being a part of it was probably related to my considering joining the SSW rather than a strictly academic psychology department and my continuing interest in linking social science theory and research to practice.” She notes that she had worked at the ISR before and after completing her Ph.D., and “was interested in trying to combine returning to ISR with an academic position. Martin Gold (a colleague at ISR) and I developed a research proposal that seemed likely to be funded. I was contacted by the School of Social Work because they had an opening that they thought would be appropriate. At that point, I hadn’t thought about social work.”

It’s to the benefit of many students that Feld accepted the position. Her career spans more than thirty years, during which she served as Assistant Dean for a decade (the first woman to hold the position in the School), director of the Joint Doctoral Program in Social Work and Social Science, and mentor to countless students.

“My knowledge was broadened and brought to life by contact with students in different disciplines, with different interests, and varying backgrounds,” says Feld. When she was a graduate student, she worked at ISR with Joe Veroff and Gerry Gurin who “not only mentored me in terms of helping me develop my research and writing skills, but also were models to me (as was Jack Atkinson, who is now Professor Emeritus of Psychology and was chair of my dissertation committee) of how you work with students in terms of making them an integral part of your research endeavor and respecting their contributions. I was a graduate student when I first started working with them, and when the book (Americans View their Mental Health) came out, I hadn’t yet finished my Ph.D.”

Feld found teaching in social work interesting because of the students’ diversity. “There were many who had been working for a long time or had families—they had a very realistic perspective on their education. They were committed to becoming professional social workers and wanted to learn what was necessary to do that. They made me think about why theory was important, and why various research and theoretical issues made a difference to practicing social workers.”

Feld was co-director of the training grant Social Research Training on Applied Issues of Aging through the National Institute on Aging, with John Tropman and Ruth Dunkle. “Originally, John Tropman, Harold Johnson, and I developed the grant—it seemed like a good opportunity to meld the interdisciplinary nature of the doctoral program with Gerontology. A lot of faculty in SSW, as well as in other departments and colleges, collaborated with us, and we put together a training proposal that was funded for five years that Tropman and I co-directed. It’s been funded, now, for nearly 25 years—we’ve been quite successful, I think, in creating a sort of community of scholars who meet together regularly to talk about applied research related to aging.”

Feld is respected as a faculty member who accepted leadership positions within the School and the University willingly. Just before her retirement, she was named recipient of the University of Michigan Senate Advisory Committee on University Affairs Distinguished Faculty Governance Award, which recognizes outstanding contributions to the faculty governance system at the University.

Feld retired from the School in 2000. During her retirement celebration, the naming of the Sheila Feld Collegiate Professorship of Social Work was announced. Subsequently, Robert Joseph Taylor was appointed to the professorship. “I have no regrets about retiring—I am continuing to do some writing and research, but at a slower pace. When I retired, I had several doctoral students, but I have just one left, and that is a regret in a way. I enjoy working with the doctoral students, and when she/finishes, that will be the end. But I have more time to do other things.”

—Terri D. Torkko
GIFT OFFICER APPOINTED

In March 2002, Lisa Anderson joined us as a Major Gift Officer in a shared appointment between the Schools of Social Work and Education. Lisa will be visiting alumni and donors, cultivating new relationships, and strengthening partnerships through stewardship activity. She has a background of development experience in Chicago, Illinois, where she served in various development and alumni affairs capacities at the University of Illinois-Chicago before relocating to Ann Arbor. Most recently, she served in the University’s Central Development Office. We hope that you will meet Lisa in person. She may be reached at ssw.development@umich.edu or at (734) 615-3402.

ALUMNI BOARD OF GOVERNORS’ UPDATE

Virginia Koster (MSW ’76), current President of the School’s Alumni Board of Governors, shares the following information:

I am pleased to welcome all SSW graduates as members of the Alumni Board of Governors’ School of Social Work Alumni Society. Our highlights from the past year include:

- Presentation at Spring 2002 Commencement of UM SSW lapel pins to all MSW graduates, accompanied by a welcome to the Alumni Association by Board Member Clarita Mays (MSW ’86)
- Efforts to develop a student mentoring program with Professor Richard Tolman
- Plans for a student reception this fall to familiarize students with the Alumni Society and to survey interest
- Solicitation of nominations for the 2003 Distinguished Alumni Award (for nominations, go to www.ssw.umich.edu/alumni/awardform.html), and
- Website changes to facilitate interaction among alumni and between alumni and the School

The Board is soliciting nominations for four positions, effective January 2003. Service provides a wonderful way for all of us to give back something to our School. The Board consists of twelve members, each serving three-year terms. The service commitment involves two all-day meetings per year; members also may attend special events and be involved in ad hoc task forces as needed. If you are interested in joining the Board, or if you have any feedback to offer on Board activities, please send it to ssw.development@umich.edu.

ANNUAL FUND REPORT

Karin Roberts, SSW Alumni Affairs, shares this news regarding growth in Annual Fund giving:

On behalf of the students, faculty, and staff of the School of Social Work, I would like to thank all of our alumni and friends who have contributed to the School’s Annual Fund. During the current fiscal year, the School was the beneficiary of a record-setting level of contributions to the Annual Fund. During a time in which traditional sources of support are constrained for the School, the generosity of these donors has enabled the School to maintain and build upon its high ranking and programs of excellence.

Gifts to the Annual Fund offer support in a number of areas, including:

- Maintaining the School’s leadership position in the field by enabling us to attract and retain the best faculty and students
- Reducing the increasing burden of debt for our students by creating mechanisms for scholarships
- Enhancing the development of new research programs that are likely to influence practice and policy
- Integrating curriculum with the latest technology developments
- Supporting auxiliary programs

For further information on the Annual Fund and alumni activities, please contact me at ssw.development@umich.edu or at (734) 663-6886.

CHARLES GARVIN FUND FOR GROUP WORK

We are pleased to report creation of the Charles Garvin Fund for Group Work, established by the School to enhance research and training in this important area. In establishing this fund, Dean Allen-Meares is recognizing Professor Emeritus Garvin’s many accomplishments, his leadership in the School (including his directorship of the Joint Doctoral Program), his continuing commitment to social justice, and his dedication to advancing the discipline and practice of group work.

The fund will support students who are interested in incorporating group work into their study and practice of social work. Contributions to this fund are needed, and a matching challenge grant will apply to all eligible donations. Contact us at ssw.development@umich.edu or (734) 615-2581 to make a donation or for additional information.

PICKARD HONORED

I am delighted to report on the recognition of William F. Pickard (MSW ’65) as one of the 2001 Michigani ans of the Year by the Detroit News. In selecting their twelve awardees, the News identified individuals whose contributions have enriched their communities and the state with their vision and accomplishments. Referring to them as
50 YEAR SALUTE TO THE CLASS OF '52!

We congratulate the following alumni, who celebrate their 50th year as graduates of the School:

- Virgil R. Anderson
- William D. Bechill
- Sydney E. Bernard
- Walter James Criders
- Sarah P. Dalton
- Robert F. Drew
- Glen J. Erard
- Rosemarie E. Fiedler
- Lucy Fuchs
- Helen Louise Hauser
- Atthlynn L. Hodges
- Helen H. Keller
- Janice D. Liddell
- Roger Lind
- Ruth M. Nolan
- Rose Penn
- William J. Reid
- Adele Louise Rolfe
- Charlotte E. Russell
- Edwin Simon
- Elizabeth B. Spencer
- Delfino Varela
- Marion S. Widger
- Louis Ernest Zeile

With special thanks to Emeriti Chair Elsie A. Overy (MSW '51) for her organization of the reunion project.

“dreamers and doers, activists and the accomplished,” the News selected Pickard and his eleven fellow awardees from over 200 nominations. Dr. Pickard serves as Chair and Chief Executive Office of Global Automotive Alliance LLC, a Detroit-based group of minority automotive suppliers.

Along with his wife, Vivian, Pickard has been a wonderful friend of the School of Social Work, serving as a key member of our Development Advisory Board, our Campaign Task Force, and as a champion donor and tireless volunteer. He also has served as a member of the UM President's Advisory Group, a member of the campus's Campaign Steering Committee, and keynote speaker at the 1990 Reunion of Black Graduates. In bestowing this award, the Detroit News honored Dr. Pickard for his entrepreneurship, teaching, and commitment to mentoring future leaders.

ALUMNI ON THE ROAD: NEW YORK CITY

It was a dark and stormy night on June 6, 2002, when Dean Paula Allen-Meares, Professor Diane Pickard, and I visited New York City. The visit was hosted by David Campbell (MPH '71), CEO and President of St. Vincent's Hospital of Lower Manhattan, and included the participation of the Deans of Nursing, Public Health, and Education, and the Vice President of Government Relations and Interim Vice President of Development, Cynthia Wilbanks.

This was a historic visit, and the first time that Deans from four key University units joined together to share research and training updates with their alumni and inform the group of the leadership roles our Schools assume at times of national crisis. The visit was made all the more personal by events which had affected all of us during September. This special event provided an extraordinary opportunity to help define the Schools and their alumni as a community of professionals working together in public service and towards a better future.

The meeting included discussion of the challenges and new meaning imparted to the professions of nursing, social work, public health, and education in response to this tragedy. The visit included a question-and-answer session with alumni, and a special reception. Faculty presentations addressed depression, risk patterns, and systemic school reform, as well as Associate Professor Diane Kaplan Vinokur's presentation entitled “Seeking Solace and Understanding: Students and Faculty Apply Organizational Theories to 9/11's Trauma.”

The course Professor Vinokur featured can be found online at www.si.umich.edu/ICOS/Presentations/20010914/.

School of Social Work Alumni who braved the storm to attend were: Evelyn S. Dawson (MSW '65), Robert Delauro (MSW '83), James Ira Martin (MSW '79), Karen Sidel (MSW/MPH '99), Henrica Blom (MSW '72), Jerry Shroder (MSW '51), and Amy Abrams (MSW '98).

— Victoria F. Kohl

FOR MORE INFORMATION about giving opportunities at the University of Michigan, please visit the SSW Development Office's web site at www.ssw.umich.edu/development and just click the "Michigan Online Giving" button to make a donation online.
Alumni Profile: Rhea Braslow

Rhea Braslow earned her M.S.W. in 1976, after growing up in New York City and earning her undergraduate degree at Queens College (City University of New York). Braslow now calls Vernon Hills, Illinois, home, where she lives with her husband, Richard, and their two sons—Andrew is in the Biomedical Engineering program at UM, and Matthew attends Vernon Hills High School.

"All the great group work people were at Michigan, and I wanted to study group work, so I chose Michigan. I still use the Michigan Model techniques to plan activities to meet student goals and focus on a cognitive behavioral approach that has its roots in classes I took at UM." She cites Emeriti Professors Harvey Betcher and Sallie Churchill as mentors who most impacted her growth as a social worker.

Braslow works for the Special Education District of Lake County (SEDOL), a cooperative that includes schools from 37 districts. The co-op rents space in schools in the county to work with children through high school who have special needs due to physical, developmental, and behavioral disabilities. In addition to offering classroom-based services, SEDOL operates four unique schools for hearing impaired, profoundly medically impaired, and behavior disordered students.

Braslow says, "I didn't start my career with a calling toward special ed—it found me. When I returned to New York after receiving my M.S.W., Geraldo Rivera's exposés on the atrocities at the Willowbrook Developmental Center in Staten Island led the State of New York to require state developmental centers to hire Masters-level social workers." A friend was working at a developmental center on Long Island, which afforded Braslow a network through which she began to work at Suffolk Development Center's foster program on Long Island. When she relocated to Chicago, she was hired as a resident services director for the Riverside Foundation, a community residential program for developmentally disabled adults. After having her first child, she decided that the evening and weekend hours that the job demanded were no longer feasible. She had had contact with SEDOL social workers as they were looking for residential programs for their graduating students, and called them.

Braslow enjoys her work immensely, in part due to the varied nature of her responsibilities. "I work with students on their Individual Education Plans (IEPs), and do direct service kinds of tasks in the classroom including group and individual therapy. I also work with the parents helping them find community services and deal with behavior at home. I also offer them general support and advocacy. It's hard to learn to negotiate the system to find the services you need."

Working for SEDOL is collaborative, too, and there is a certain freedom in being able to try out different techniques in order to meet the IEP goals. She notes that "I never know what kinds of students I'm going to have—this year, I'm collaborating with speech therapists, because in one of my classrooms the children are primarily nonverbal, autistic, or have limited language skills."

While the IEP is a federal document, how progress is charted is not dictated. Over the past five years, Braslow has been involved with developing accountability measures, as well as collecting data and communicating with parents regarding their children's progress and how it is tracked. She's also been spending more time mentoring new employees when they join the staff.

She works with the SEDOL Foundation, a group that raises funds to help families in the school districts that SEDOL serves purchase durable medical equipment, send their kids who have special needs to summer camp, and generally assist with purchases that are beyond the capabilities of parents or school districts. She's part of the team that distributes those funds. This year, they had $40,000 to distribute. Says Braslow, "some years it's very difficult when we don't have enough money, and we have to pick and choose what will be purchased. Medical and therapy bills for the kids are so high that there's often not enough left for parents to do special things for their children, and this is another way that we offer support to families."

"My training at Michigan was very important to my career," she says. "Besides developing a general philosophy about how to approach social work as a profession, my training in group work is something I use every day with students, colleagues, and parents. Now that my children are older and I have reached middle age, I feel ready to devote more time to my interest, and the School is definitely one of them!"

— Terri D. Torkko
Class Notes

Regents of the University
David A. Brandon, Ann Arbor
Laurence B. Deitch, Bloomfield Hills
Daniel D. Hoving, Grand Haven
Olivia P. Maynard, Goodrich
Rebecca McGowan, Ann Arbor
Andrea Fischer Newman, Ann Arbor
S. Martin Taylor, Grosse Pointe Farms
Katherine E. White, Ann Arbor
Mary Sue Coleman, ex-officio

The University of Michigan, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action, including Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. The University of Michigan is committed to a policy of nondiscrimination and equal opportunity for all persons regardless of race, sex, color, religion, creed, national origin or ancestry, age, marital status, sexual orientation, disability, or Vietnam-era veteran status in employment, educational programs and activities, and admissions. Inquiries or complaints may be addressed to the University's Director of Affirmative Action and Title IX/Section 504 Coordinator, 4085 Wolverine Tower, Ann Arbor, Michigan 48109-1281, (734) 763-0235, TTY (734) 647-1388.

1969
Sadhu Singh Khalsa is a Mental Health Services Bureau Chief in New Mexico, and is in charge of the administration of all the mental health services to the New Mexico prison system.

1970
R.L. McNeely has been appointed recently to serve as Marquette University's representative to the Wisconsin State Supreme Court. He has been an attorney since 1995 and a Professor of Social Welfare at the University of Wisconsin-Milwaukee since 1975.

1972
Carol Goss has been promoted recently to Vice President, Programs at the Skillman Foundation.

1973
Jim Hale has been a Professor in the Department of Special Education at the University of Illinois for 17 years. "Although I have only occasional contact with the School of Social Work here, I still feel a connection with social work from my UM days. I'd really like to hear how folks from the classes of 1973 and 1974 are doing!"

1974
Donald Chavez is working in school social work and private practice in Valencia County, New Mexico. He was appointed to the New Mexico Child Support Commission by Governor Anaya in 1983, and in 1990 was appointed by President Bush to the United States Interstate Child Support Commission.

1977
Mark A. Hahn is the Program Manager for home and community-based services for the Geriatrics and Long Term Care division of the Veterans Administration Medical Center in Albany, New York. He is also a practicing clinical social worker and an adjunct professor at the School of Social Welfare of the State University of New York at Albany. He is a reporter for the Greenville Press in Greenville, and is the President of Hahn and Associates, a consulting firm specializing in grant writing, program planning, and community organizing for health care, non-profits, and educational groups as well as government units.

1978
Kathleen Buescher is Chair of the Missouri Alliance for Children and Families, LLC, a care management organization serving at-risk children who are in state custody with innovative services which result in permanency. The Alliance was formed by nine children-serving agencies across Missouri.

1979
James A. Mischke is initiating a research project to determine the applicability of Eye Movement Desensitization and Reprocessing (EMDR) with adolescent Native-American substance-abuse populations. He spent the summer working with the National Science Foundation, where he'll study Mayan Archaeoastronomy.

1981
Dorothy Zynda-Snyder has been in private practice for ten years and recently started a consulting business to help other mental health and health care professionals increase revenue.

1982
Virginia Scott is a Senior Mental Health Counselor in the Mental Health Department of the Georgia State Prison system. She supervises an Inmate Mental Health population of 297 inmates and staff of about 20 counselors.

1983
Sinimie Marie Davis is the Executive Director of the Hitchcock Center for Women, a residential treatment facility and housing program for women and toddlers affected by drug addiction. Formerly a Public Administrator for Cuyahoga County, she continues singing with her five-piece jazz band and is an avid collector of African art and textiles.

1984
Jeff Smith has been working in the field of geriatric chemical dependency treatment since he graduated from SSW. He has spoken nationwide on the issue and has consulted with numerous agencies and organizations on how to deliver effective substance abuse treatment services to older adults. He currently teaches advanced practice group therapy at the Wayne State University School of Social Work. He also teaches geriatric chemical dependency to graduate students at Madonna University and Eastern Michigan University, and is a field supervisor in the Hartford geriatric social work training program through UM. He earned his law degree from Wayne State in 1998 and practices elder law and divorce mediation in the Detroit area.

1987
Steve Popkin is working as a gerontological social worker at Jewish Apartments and Services, a medical social worker at St. John's Hospice, and a faculty advisor at the Wayne State School of Social Work. In his spare time he enjoys home renovation and writing journal articles.

1989
Laura Coffee is the Director of Continuing Education at Central Carolina Community College and was appointed recently to the State Advisory Board for distance education. She adopted her daughter, Catherine, from Guatemala in June 2001.

1992
Al Kaal currently serves as the Human Resources Director for Lutheran Homes of Michigan, an organization that provides a wide range of services to older adults.
Michelle Avery Ferguson is working as a Clinical Supervisor at the Edgewood Center for Children and Families' Residential Program in San Francisco. She works with severely emotionally disturbed children in a level 14 facility and is responsible for the clinical services of a 12-child cottage, including supervising staff and performing individual, family, and group therapy.

Joe Ryan received his Ph.D. from the University of Chicago in 2002 and is now an Assistant Professor in the School of Social Work at the University of Illinois, Urbana-Champaign.

Brad Wood has been promoted to Intake Supervisor of the Valley Child Guidance Clinic in Palmdale, California, where he oversees all the children that come in to the large mental health clinic in an underserved area. He also maintains a private practice.

Diane Cranston is the Administrator for Children's Services at the Detroit-Wayne County Community Mental Health Agency. She is responsible for overseeing the children's service providers' compliance with federal, state, and local standards relative to the delivery of mental health services, and developing and interpreting policies, guidelines, and procedures to ensure that children and adolescents living in Wayne County and their families receive mental health services appropriate to their needs.

Jane Blair is the Options Counselor at Magee Women's Hospital in Pittsburgh, Pennsylvania. She provides pro-choice options counseling to pregnant women. She's interested in getting in touch with other alumns in the Pittsburgh area, and can be reached at jmsheea@mail.magee.edu.

Wendy Breitenbach Kacmarcik has been working as an outpatient counselor and providing counseling to clients in nursing homes. She and her husband had their first child, Tom, in October, 2001.

Robert (Anderson) Martin has been working with students from nursery school through grade 12 at Akiva Hebrew Day School in Southfield, Michigan, since January 2000. She is also an independent clinical therapist at Westside Mental Health Services and has a private practice, as well.

Kelly D. (Taylor) Richardson is a pre-doctoral fellow at Vanderbilt University in the Department of Human and Organizational Development. She is also a NIMH trainee with research focusing on health policy and kinship care.

Michelle Avery Ferguson is working as a Clinical Supervisor at the Edgewood Center for Children and Families' Residential Program in San Francisco. She works with severely emotionally disturbed children in a level 14 facility and is responsible for the clinical services of a 12-child cottage, including supervising staff and performing individual, family, and group therapy.

Joe Ryan received his Ph.D. from the University of Chicago in 2002 and is now an Assistant Professor in the School of Social Work at the University of Illinois, Urbana-Champaign.

Brad Wood has been promoted to Intake Supervisor of the Valley Child Guidance Clinic in Palmdale, California, where he oversees all the children that come in to the large mental health clinic in an underserved area. He also maintains a private practice.

Diane Cranston is the Administrator for Children's Services at the Detroit-Wayne County Community Mental Health Agency. She is responsible for overseeing the children's service providers' compliance with federal, state, and local standards relative to the delivery of mental health services, and developing and interpreting policies, guidelines, and procedures to ensure that children and adolescents living in Wayne County and their families receive mental health services appropriate to their needs.

Jane Blair is the Options Counselor at Magee Women's Hospital in Pittsburgh, Pennsylvania. She provides pro-choice options counseling to pregnant women. She's interested in getting in touch with other alumns in the Pittsburgh area, and can be reached at jmsheea@mail.magee.edu.

Wendy Breitenbach Kacmarcik has been working as an outpatient counselor and providing counseling to clients in nursing homes. She and her husband had their first child, Tom, in October, 2001.

Robert (Anderson) Martin has been working with students from nursery school through grade 12 at Akiva Hebrew Day School in Southfield, Michigan, since January 2000. She is also an independent clinical therapist at Westside Mental Health Services and has a private practice, as well.

Kelly D. (Taylor) Richardson is a pre-doctoral fellow at Vanderbilt University in the Department of Human and Organizational Development. She is also a NIMH trainee with research focusing on health policy and kinship care.

Michelle Avery Ferguson is working as a Clinical Supervisor at the Edgewood Center for Children and Families' Residential Program in San Francisco. She works with severely emotionally disturbed children in a level 14 facility and is responsible for the clinical services of a 12-child cottage, including supervising staff and performing individual, family, and group therapy.

Joe Ryan received his Ph.D. from the University of Chicago in 2002 and is now an Assistant Professor in the School of Social Work at the University of Illinois, Urbana-Champaign.

Brad Wood has been promoted to Intake Supervisor of the Valley Child Guidance Clinic in Palmdale, California, where he oversees all the children that come in to the large mental health clinic in an underserved area. He also maintains a private practice.

Diane Cranston is the Administrator for Children's Services at the Detroit-Wayne County Community Mental Health Agency. She is responsible for overseeing the children's service providers' compliance with federal, state, and local standards relative to the delivery of mental health services, and developing and interpreting policies, guidelines, and procedures to ensure that children and adolescents living in Wayne County and their families receive mental health services appropriate to their needs.

Jane Blair is the Options Counselor at Magee Women's Hospital in Pittsburgh, Pennsylvania. She provides pro-choice options counseling to pregnant women. She's interested in getting in touch with other alumns in the Pittsburgh area, and can be reached at jmsheea@mail.magee.edu.

Wendy Breitenbach Kacmarcik has been working as an outpatient counselor and providing counseling to clients in nursing homes. She and her husband had their first child, Tom, in October, 2001.

Robert (Anderson) Martin has been working with students from nursery school through grade 12 at Akiva Hebrew Day School in Southfield, Michigan, since January 2000. She is also an independent clinical therapist at Westside Mental Health Services and has a private practice, as well.

Kelly D. (Taylor) Richardson is a pre-doctoral fellow at Vanderbilt University in the Department of Human and Organizational Development. She is also a NIMH trainee with research focusing on health policy and kinship care.

Michelle Avery Ferguson is working as a Clinical Supervisor at the Edgewood Center for Children and Families' Residential Program in San Francisco. She works with severely emotionally disturbed children in a level 14 facility and is responsible for the clinical services of a 12-child cottage, including supervising staff and performing individual, family, and group therapy.

Joe Ryan received his Ph.D. from the University of Chicago in 2002 and is now an Assistant Professor in the School of Social Work at the University of Illinois, Urbana-Champaign.

Brad Wood has been promoted to Intake Supervisor of the Valley Child Guidance Clinic in Palmdale, California, where he oversees all the children that come in to the large mental health clinic in an underserved area. He also maintains a private practice.

Diane Cranston is the Administrator for Children's Services at the Detroit-Wayne County Community Mental Health Agency. She is responsible for overseeing the children's service providers' compliance with federal, state, and local standards relative to the delivery of mental health services, and developing and interpreting policies, guidelines, and procedures to ensure that children and adolescents living in Wayne County and their families receive mental health services appropriate to their needs.

Jane Blair is the Options Counselor at Magee Women's Hospital in Pittsburgh, Pennsylvania. She provides pro-choice options counseling to pregnant women. She's interested in getting in touch with other alumns in the Pittsburgh area, and can be reached at jmsheea@mail.magee.edu.

Wendy Breitenbach Kacmarcik has been working as an outpatient counselor and providing counseling to clients in nursing homes. She and her husband had their first child, Tom, in October, 2001.

Robert (Anderson) Martin has been working with students from nursery school through grade 12 at Akiva Hebrew Day School in Southfield, Michigan, since January 2000. She is also an independent clinical therapist at Westside Mental Health Services and has a private practice, as well.

Kelly D. (Taylor) Richardson is a pre-doctoral fellow at Vanderbilt University in the Department of Human and Organizational Development. She is also a NIMH trainee with research focusing on health policy and kinship care.

Michelle Avery Ferguson is working as a Clinical Supervisor at the Edgewood Center for Children and Families' Residential Program in San Francisco. She works with severely emotionally disturbed children in a level 14 facility and is responsible for the clinical services of a 12-child cottage, including supervising staff and performing individual, family, and group therapy.

Joe Ryan received his Ph.D. from the University of Chicago in 2002 and is now an Assistant Professor in the School of Social Work at the University of Illinois, Urbana-Champaign.

Brad Wood has been promoted to Intake Supervisor of the Valley Child Guidance Clinic in Palmdale, California, where he oversees all the children that come in to the large mental health clinic in an underserved area. He also maintains a private practice.

Diane Cranston is the Administrator for Children's Services at the Detroit-Wayne County Community Mental Health Agency. She is responsible for overseeing the children's service providers' compliance with federal, state, and local standards relative to the delivery of mental health services, and developing and interpreting policies, guidelines, and procedures to ensure that children and adolescents living in Wayne County and their families receive mental health services appropriate to their needs.

Jane Blair is the Options Counselor at Magee Women's Hospital in Pittsburgh, Pennsylvania. She provides pro-choice options counseling to pregnant women. She's interested in getting in touch with other alumns in the Pittsburgh area, and can be reached at jmsheea@mail.magee.edu.

Wendy Breitenbach Kacmarcik has been working as an outpatient counselor and providing counseling to clients in nursing homes. She and her husband had their first child, Tom, in October, 2001.

Robert (Anderson) Martin has been working with students from nursery school through grade 12 at Akiva Hebrew Day School in Southfield, Michigan, since January 2000. She is also an independent clinical therapist at Westside Mental Health Services and has a private practice, as well.

Kelly D. (Taylor) Richardson is a pre-doctoral fellow at Vanderbilt University in the Department of Human and Organizational Development. She is also a NIMH trainee with research focusing on health policy and kinship care.

Michelle Avery Ferguson is working as a Clinical Supervisor at the Edgewood Center for Children and Families' Residential Program in San Francisco. She works with severely emotionally disturbed children in a level 14 facility and is responsible for the clinical services of a 12-child cottage, including supervising staff and performing individual, family, and group therapy.

Joe Ryan received his Ph.D. from the University of Chicago in 2002 and is now an Assistant Professor in the School of Social Work at the University of Illinois, Urbana-Champaign.

Brad Wood has been promoted to Intake Supervisor of the Valley Child Guidance Clinic in Palmdale, California, where he oversees all the children that come in to the large mental health clinic in an underserved area. He also maintains a private practice.

Diane Cranston is the Administrator for Children's Services at the Detroit-Wayne County Community Mental Health Agency. She is responsible for overseeing the children's service providers' compliance with federal, state, and local standards relative to the delivery of mental health services, and developing and interpreting policies, guidelines, and procedures to ensure that children and adolescents living in Wayne County and their families receive mental health services appropriate to their needs.

Jane Blair is the Options Counselor at Magee Women's Hospital in Pittsburgh, Pennsylvania. She provides pro-choice options counseling to pregnant women. She's interested in getting in touch with other alumns in the Pittsburgh area, and can be reached at jmsheea@mail.magee.edu.

Wendy Breitenbach Kacmarcik has been working as an outpatient counselor and providing counseling to clients in nursing homes. She and her husband had their first child, Tom, in October, 2001.

Robert (Anderson) Martin has been working with students from nursery school through grade 12 at Akiva Hebrew Day School in Southfield, Michigan, since January 2000. She is also an independent clinical therapist at Westside Mental Health Services and has a private practice, as well.

Kelly D. (Taylor) Richardson is a pre-doctoral fellow at Vanderbilt University in the Department of Human and Organizational Development. She is also a NIMH trainee with research focusing on health policy and kinship care.

Michelle Avery Ferguson is working as a Clinical Supervisor at the Edgewood Center for Children and Families' Residential Program in San Francisco. She works with severely emotionally disturbed children in a level 14 facility and is responsible for the clinical services of a 12-child cottage, including supervising staff and performing individual, family, and group therapy.