

ONGOING

University of Michigan School of Social Work • Summer/Fall 2004



SCHOOL OF SOCIAL WORK
&
INTERNATIONAL INSTITUTE



Delois Whitaker Caldwell ('73, right), President and CEO of Goodwill Industries of Greater Detroit, is featured in the Alumni Profile on pg. 21.

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Save the Date!
Fauri Lecture
presented by
Jonathon Rauch, author
of *Gay Marriage: Why It
is Good for Gays, Good
for Straights, and Good
for America* (2004)
Wednesday,
November 3, 2004
3:00 p.m.
SSWB Educational
Conference Center

MESSAGE FROM THE DEAN

The beginning of a new academic year always lends a special kind of energy to the campus. This fall, in particular, the energy level is high—the School of Social Work retained its top ranking late last spring in the special issue of *US News & World Report*. We are honored to be among the top schools in the nation again this year. To add to this energy, we are welcoming approximately 335 new MSW students and 12 doctoral students. You can read more about the doctoral cohort on page 18.

In collaboration with the SSW Student Union, several faculty members and I will host a Dean/Student Forum this fall, as well as continental breakfasts with the leadership of the Student Union and the Doctoral Student Organization (DSO).

At the Fall Retreat, the faculty focused on the vision and mission of the School, as well as on strategic planning for our future health and growth. A committee of faculty is in the process of articulating next steps—when this work is complete and approved, it will be covered in Ongoing.

Recently, the Office of the Provost released a report on the University climate for Transgender, Bisexual, Lesbian and Gay (TBLG) faculty, staff and students (available at www.umich.edu/~provost/reports/tblg/). I charged a Dean's Advisory Task Group to review the TBLG Report and recommendations and propose actions and activities for the SSW in response to the recommendations. The Task Group's report will be posted on the School's website (www.ssw.umich.edu) when it is complete.

The Joint Doctoral Program in Social Work and Social Science is undergoing an external review through the Rackham School of Graduate Studies in

collaboration with the School of Social Work and the College of Literature, Science and the Arts (LSA). The purpose of the review is to assess its current strengths and make recommendations that will advance the programs.

The initial phase of the review involved extensive internal examination of all aspects of the Program and resulted in a detailed self-study report. An external review panel will meet on campus on November 28 and 29, 2004, and will use the report along with meetings with faculty, administrators and students to evaluate the Program and make recommendations regarding future directions.

In keeping with the interdisciplinary nature of the Joint Program, the external review panel is multidisciplinary, comprised of four outstanding scholars: Lawrence Bobo, Norman Tishman and Charles M. Dike Professor of Sociology and of African and African American Studies, Harvard University; Greg J. Duncan, Edwina S. Tarry Professor, School of Education and Social Policy, Northwestern University; Hazel Marcus, Davis-Brack Professor in the Behavioral Sciences, Stanford University; and Martha N. Ozawa, Bettie Bofinger Brown Distinguished Professor of Social Policy, George Warren Brown School of Social Work, Washington University.

Schools of social work are accredited by the Council on Social Work Education (CSWE). The process to reaffirm our accreditation is now being planned. We will undergo a self-study of our program and submit it to CSWE early in January 2007. A site visit by CSWE will occur hopefully in the winter term, 2007.

In May, the University kicked off its Capital Campaign, The Michigan Difference. The School of Social Work

hosted a major kick-off event featuring Paul Saginaw, founder of Zingerman's and of Food Gatherers, a perishable food rescue program; he continues to be a major supporter of the organization. You'll find photos on pages 2 and 3 and in Development News, page 20.

The School's Campaign Task Force, in conjunction with the Development Office, has identified four major fundraising areas:

- 1) **Scholarships.** As you know, the cost of higher education continues to rise, and public funding continues to decline. Private and foundation gifts to support student scholarships ensure that the U-M School of Social Work will continue to attract the best students to its graduate programs.
- 2) **Endowed professorships.** Well-funded professorships in important areas of research allow the SSW to attract the best faculty from around the nation and world.
- 3) **Programmatic support.** The School is committed to maintaining excellence in research, teaching and service, and the interdisciplinarity of these activities. Continued funding for these pursuits is essential.
- 4) **Naming the School of Social Work Building.** An endowment of the SSW physical building will help to ensure that the building will be maintained, students will enjoy learning, and faculty and staff will enjoy working.

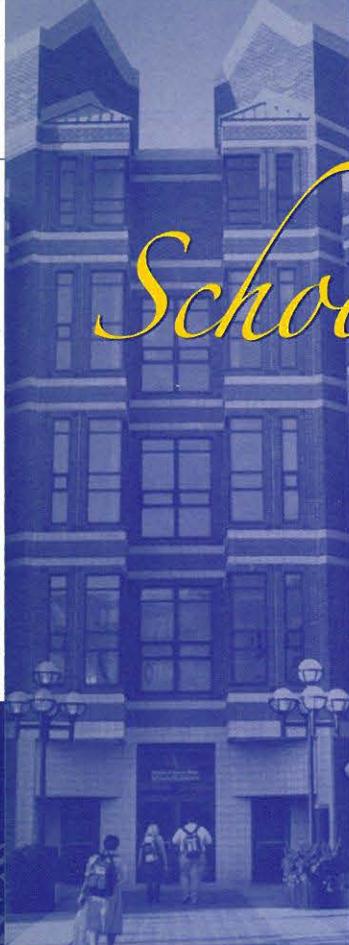
I appreciate your continued support of the School and hope that you enjoy this issue of *Ongoing*.



Paul Allen-Meene



School of Social Work Campaign



◀ Dean Paula Allen-Meares and Mike Wallace at the kickoff celebration, May 13, 2004



◀ Paul Saginaw, co-founder of Zingerman's and Food Gatherers, presents the keynote lecture.



All photos this spread:
U-M Photo Services,
Paul Jaronski



◀ Dean Paula Allen-Meares and U-M Campaign Co-Chair Susan Rogel



Campaign Kickoff Celebration



The
Michigan
Difference

CAMPAIGN FOR MICHIGAN

Reaching out, raising hope and changing society: The Campaign for Social Work

Through participation in the University-wide campaign, The Michigan Difference, the U-M School of Social Work seeks to generate resources to create social change and promote social justice through excellence in research, teaching and practice. The demand for deeper understanding and knowledge of the discipline, for active practitioners and for dynamic leadership, has never been greater.

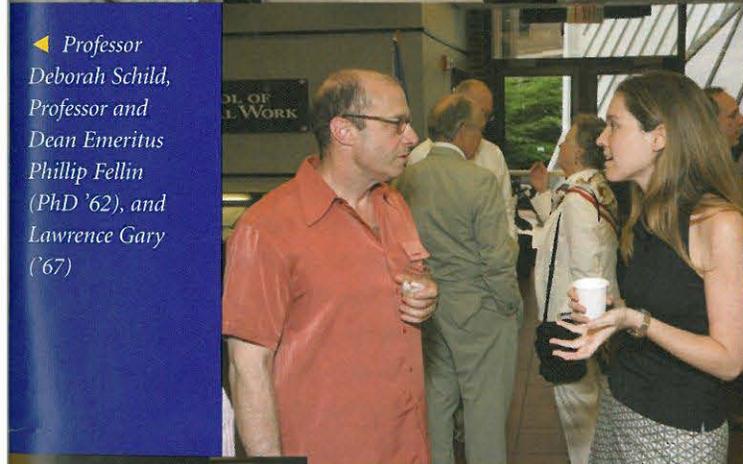
Funding is needed in three critical areas.

- **Scholarship support for students.** Rising tuition costs place a high burden on all graduate students. But MSW students, many of whom depend entirely on financial aid, are further disadvantaged because they will typically earn less after graduation—and throughout their work life—than other professionals.
- **Endowed professorships.** To maintain our position among the top-ranked programs, SSW must continue to recruit and retain exceptional faculty. Endowed named professorships are a powerful magnet for attracting outstanding practitioners and scholars, supporting research which potentially impacts millions of people.
- **Research programs.** One of the few schools of social work to have NIH-funded research, the School's research agenda is focused on finding real solutions to society's problems such as poverty and access to health care. The faculty is engaged in a wide range of community-based research projects, many of which are directly aimed at improving life for individuals and communities. Students have an opportunity to contribute to and learn from these projects.

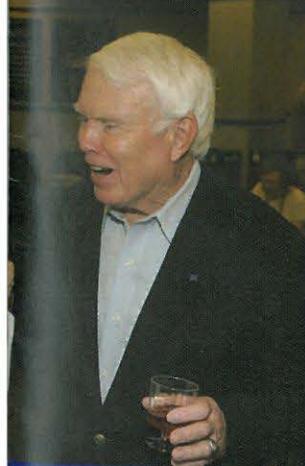
Your support of the School helps ensure a world of promise, strengthening our proven ability to reach out, raise hope and change society. For more information on how you can participate in the Campaign for Social Work, contact Deborah Cherrin, Director of Development and Alumni Relations, at 734-615-2581 or dcherrin@umich.edu.



◀ S. Olof
Karlstrom
and Donald
Boerma

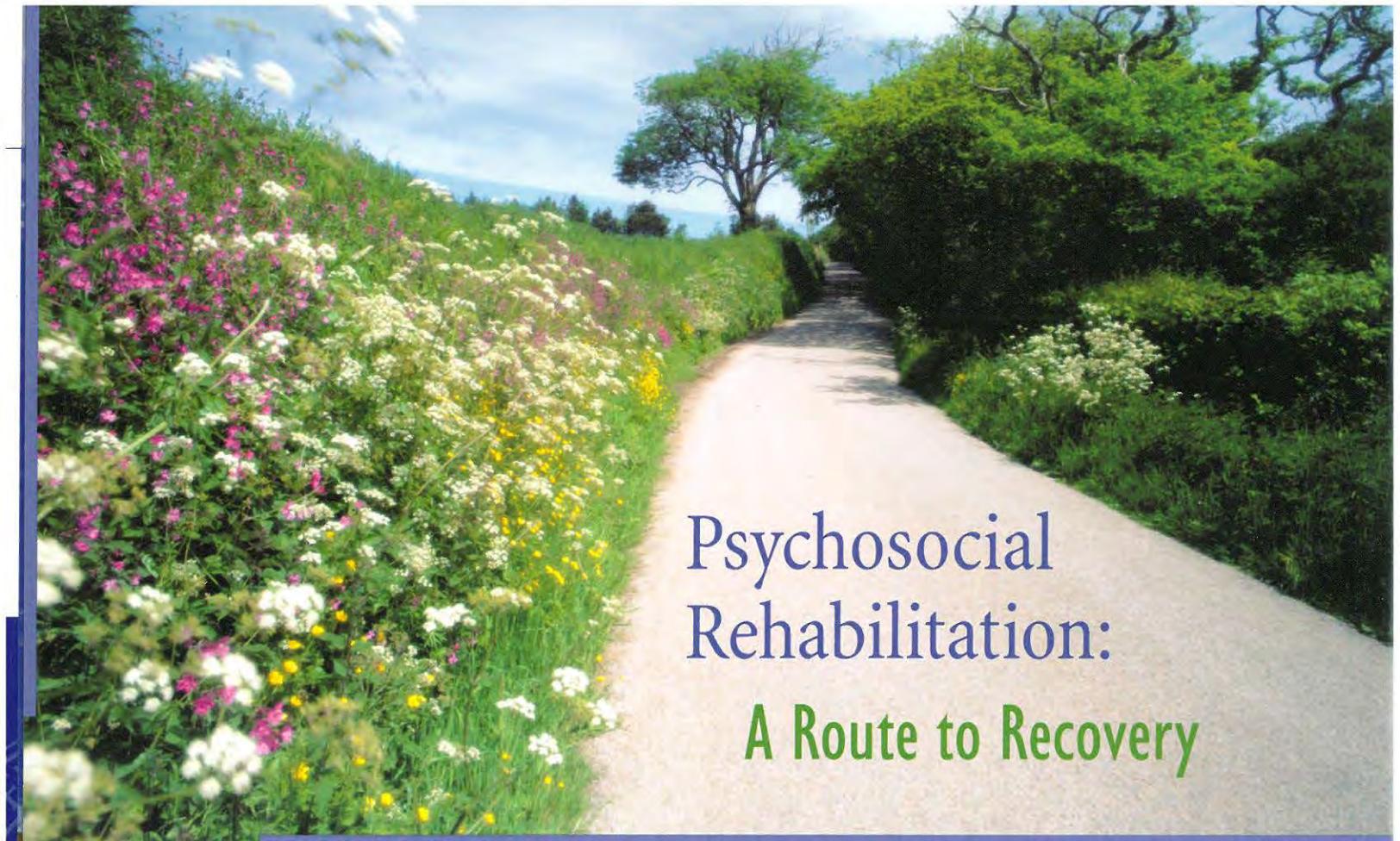


◀ Professor
Deborah Schild,
Professor and
Dean Emeritus
Phillip Fellin
(PhD '62), and
Lawrence Gary
('67)



Paul Saginaw and current doctoral ▲
candidate Shawna Lee ('01)

◀ Regent Olivia
Maynard ('71) and
Robert Ginn



Psychosocial Rehabilitation: A Route to Recovery

When Donna Orrin was voted “Most Active Senior” in high school, it was an understatement. She edited the yearbook, organized the first Earth Day and won eight debate trophies. Out of 8,000 students in the Livonia school district, she was named Humanitarian of the Year.

Yet none of these and other achievements could dispel the deep depression that had dogged her since childhood. “I never felt I was good enough, that I had anything of value to offer. And I never shared these negative thoughts with anyone,” she relates, “because I was sure my assumptions were true.”

Her carefully ordered world unraveled in 1970 when she began college. Within months, she stopped going to classes, withdrew from friends and even attempted suicide. Diagnosed as manic depressive with psychotic symptoms, she would be hospitalized 30 times over the next 20 years.

Yet during the same period, Orrin earned a B.A. with honors from Oakland University and an MSW from Michigan in 1988. Over the past dozen years, she has published articles and books related to mental illness and recovery, and co-produced an award-winning documentary based on her writing workshops with psychiatric patients. She now serves on the Governor’s Michigan Mental Health Commission, works in member services for the Washtenaw Community Health Organization, and lectures to professionals, consumers and their families throughout the country. She has not been hospitalized for nearly 13 years. Orrin’s recovery illustrates the promise of a constellation of principals and services known as psychosocial rehabilitation (PSR). As the name implies, PSR aims to help people with emotional disabilities, even those with long-term, serious mental illnesses, to readjust

to community life. Recovery does not necessarily mean “cure.” Rather, according to the International Association for Psychosocial Rehabilitation, the goal is:

...to enable individuals to compensate for, or eliminate, the functional deficits and to restore ability for independent living...PSR providers build on the strengths of each individual by emphasizing wellness and by including families and the community in the recovery process. (1995)

“PSR takes a comprehensive approach to providing vocational, residential, social/recreational, educational, and personal adjustment services,” says Social Work Professor Carol Mowbray, a leading proponent of this practice approach. “Individuals set goals of their own choosing and working on acquiring

the skills and supports they need to pursue their rehabilitation goals. Taking charge of their own recovery contributes to a sense of hope and self-worth.”

Improved medications for people with serious mental illnesses are helping to make this possible. Many of the highly-sedating drugs prescribed in the 1950s and '60s have been replaced by medications that are less harmful to clear thinking and understanding. As a result of these medications and the use of PSR strategies, adults with psychiatric disabilities are better able to pursue their personal goals.

These goals may be as basic as finding a safe place to live, or as lofty as finishing college or launching a career. PSR takes a number of forms, mostly falling under the general categories of supported housing, supported education and supported employment.

Supported is the defining word.

“One of the keys to PSR’s effectiveness is that it represents a partnership between the person with a disability and the treating professional,” Mowbray explains. “And an increasing body of research shows that it works. Psychosocial rehabilitation is congruent with social work’s increased emphasis on evidence-based practice.”

A New Model Takes Root

PSR is often associated with the policies of deinstitutionalization and community-based mental health services that emerged in the 1960s. But Mowbray and others trace its origins to Fountain House, founded in 1948 by ten mental hospital patients in New York City.

“After they were released, they met once a week on the steps of the public library, calling themselves

WANA, for ‘We Are Not Alone,’” says assistant professor of social work Mark Holter. “They formed a self-help group to find jobs, housing and other paths to independence. And they spread the message to psychiatric hospital patients: when you get out, this is where you can come.”

Through the involvement of a social worker, the group secured a donated brownstone on West 47th which became the first “clubhouse.” Fountain House thrives today, a model partnership between members and professional staff. In 2000, there were at least 350 clubhouses worldwide in 44 U.S. states and 21 other countries, serving an estimated 25,000 psychiatric consumers.

“Basically, the clubhouses are places where people with mental illness can get vocational experience by running the program along with staff. They can participate in preparing and serving lunch, handle clerical duties or other services,” Holter explains. “The clubhouses help members lease apartments, manage everyday tasks and transition back into school or the workforce.”

Holter did his field placement at Fountain House while earning an MSW and later a Ph.D. at Columbia. He worked in supported education and case management, but ultimately focused his interests on homeless, mentally ill men making a transition from a shelter to community housing. His work in this area led to an NIMH (National Institute of Mental Health) funded dissertation grant on the benefits and costs of that program.

“I chose social work because of a commitment to folks in need, and I think, by any definition, people who experience both severe mental illness and homelessness are the most in need,” Holter explains. “To be in a shelter is to be in a state of crisis.”

“The mental illness may be complicated by drug or alcohol abuse. So first, people need help to become stabilized, their medications adjusted. And the transition to housing is not necessarily as straightforward as it sounds. Living on the street, people adopt fierce survival skills—far different from the spirit of cooperation required in group housing and other more typical social situations.”

And housing is just a piece of the solution, Holter continues. “The goal is to create a stable living environment along with services such as supported education and/or supported employment. Because what you’re really trying to provide is a more than a house; it’s relationships, services—all the things that make up a community.”

Transforming Self-Image

All people have the capacity to grow and change. This is one of the core tenets of PSR, which holds that many adults who have been treated for psychiatric disabilities can reenter the community and establish meaningful and productive lives.

PSR principles also emphasize hope, individual choice, self-determination and normalization. Services provide opportunities for consumers to engage in meaningful activity and build personal support networks. PSR practice recognizes the need to bring about social change.

How do you foster a sense of hopefulness? Mowbray suggests that it can begin with a single word: replacing “patient,” a label that implies weakness and dependence, with the more positive identity of “student.”

“Supported education (SEd) is a powerful way to bring about this transformation. For people with

mental illness, the role of 'student' can provide a clean slate as they reintegrate into society."

Many individuals with serious mental illnesses are highly motivated and academically competent. Mowbray has seen their confidence increase as a direct result of participating in a socially-valued activity (higher education) in a regular community setting (the college campus). Students gain autonomy through choosing classes and build support networks with mental health providers and peers. Each piece contributes to the recovery process.

Another key element is systems change. "SEd providers work proactively to make sure students with psychiatric disabilities have the accommodations they need to succeed, the same as for students with physical handicaps," Mowbray says. This can include educating university faculty and administrators about some of the stereotypes and stigmas surrounding mental illness, and working to overcome discrimination.

Support services are designed to meet each individual's need and may include career counseling, developing an academic plan, information on enrollment, tutoring, trouble-shooting and applying for financial aid. While Mowbray has focused on higher education settings, SEd services can also be tailored to persons completing a GED.

A variation of PSR/SEd goes on at Boston University's Center for Psychiatric Rehabilitation: one track provides intensive computer skills training aimed at preparing participants for the job market; the second offers a variety of holistic courses that might be called "practical skills for living," ranging from nutrition and fitness to communication and friendship.

"We differ from the U-M model in that these courses are much like what you'd find in a community college adult education program—not academically oriented," explains Senior Program

Specialist Sasha Bowers (MSW/MPH '99). "But we are similar in that we provide a normalized environment—the BU campus, rather than a clinic—where the participants are students in a classroom, not patients in group therapy. The classes focus on people's potential to learn, grow and make choices about their lives."

Bowers specializes in teaching health education and wellness. In two of her newest courses, students use a technique called "photovoice" to "picture" personal and community issues that impact their health and recovery.

"The field has been so preoccupied with treating the psychiatric illness and getting people 'stable' that other aspects of their lives are falling by the wayside," she asserts. "We need to pay more attention to their physical health and housing needs and social relationships. Our classes at the Center try to touch on the multidimensional aspects of life and well-being.

"There is more to recovery than treating and stabilizing symptoms. It has to include education."

The Power of Hope

Restoring access to education seems particularly relevant because the symptoms of mental illness often manifest themselves during the college years. A 1995 national study estimated that at that point in time, there were 4.3 million U.S. residents who would have graduated from college had they not experienced an early-onset psychiatric disability.

One of the most serious mental illnesses is schizophrenia, which affects 2.2 million adults or about 1% of the population. "Going away to college, joining the military, a death in the family—all sorts of stressful life events can trigger schizophrenia. It often surfaces between the ages of 18 and 30," says assistant professor of social work Deborah Gioia, who specializes in this age group.

"People with milder disabilities can often be treated with medications and assisted through family support. Psychosocial rehabilitation holds promise for people with the most severe schizophrenia—those who couldn't be helped before.

"PSR plus the right medication produces the best outcomes," she adds. "These two together are seen as best practice."



Gioia has found her niche in the third principle area of PSR, supported employment. A licensed clinical social worker prior to her doctoral studies, she received an NIMH grant for her study, "The Meaning of Work for Young Adults with Schizophrenia."

As supported education includes vocational guidance and tutoring, supported employment may involve resume writing and interviewing skills. The social worker acts as a job coach, not just for getting employment but also for keeping it. "For example, the social worker might intervene if there is a problem with a boss or co-worker, or help the client understand the workplace culture," Gioia explains, adding that the best practice model of supported employment

is in New Hampshire, where it has been documented in a manual and refined for over 10 years. Gioia is currently developing a new model of vocational recovery for persons with severe mental illness, borrowing from the field of normative career development. "Much of the advice for college graduates in general applies to this population," she says.



Although taking a low-level job is a perfectly valid choice, Gioia is especially interested in "helping people reconnect with the ambitions they had before the disability. We can help people think about work as a career and a life-long endeavor."

Consumer Activism and Leadership

Along with roles such as student and worker, people with mental illness view themselves as consumers. Some even see themselves as activists. "This is a huge change," declares Gioia. "They are recognizing that they have a voice. They can lobby for legislative changes. They monitor the news media to learn about

new treatment approaches. Through PSR, they are playing a role in their own recovery."

"Recovery is still a fairly new concept for people with mental illness," Holter says. "Until fairly recently, it was generally believed that mental illness is a life sentence of inactivity and social isolation, but that is repeatedly being shown not to be the case.

"Recovery does not mean the illness goes away. It means that environmental and social supports are in place to overcome the barriers that the disability imposes. It's like using a prostheses or a wheelchair if you become paralyzed. The paralysis does not go away, but you're able to assume a meaningful role in society."

Some consumers are also taking a much larger role in delivery of mental health services.

"The clubhouses were a radical departure 50 years ago because they were consumer-involved. But they are still basically run by professionals. Recently, we've seen the emergence of consumer-run mental health services, called 'drop-ins,'" reports Mowbray, "in which the director, staff and some, if not all, of the board members are consumers." She and Holter recently published a study of the drop-ins, the success of which appears promising.

As people with mental illness become more active and visible in neighborhoods, schools, legislatures and work-sites, will the stigma and stereotypes diminish?

"Mental illness still carries a huge stigma and is widely misunderstood," says Gioia, emphasizing a point made by others in the PSR field. "People with schizophrenia are portrayed by movies and the media as deranged and dangerous. What the literature shows is that in fact, they are more likely to be victims. They are not sophisticated criminals."

Bowers found that she is drawn to people with severe mental illness because

of their extraordinary courage and resilience. "And the fact that they are just people, not diagnoses, with histories and accomplishments, dreams and goals.

There is so much to learn by merely listening to what people have to say about their lives and how they cope. If you sincerely care about people and believe in their potential, astonishing things can happen!"

"We need to put more positive success stories out there," says Orrin, who has written about many, including her own. "The most important thing is having a sense of hope. And if you waver, you need to recognize that absence of hope is a symptom, not a reality."

Orrin closely monitors her moods and medication and checks in with her therapist whenever necessary. She has created a list of over 100 positive actions she can take if she starts experiencing symptoms of depression, mania or psychosis.

"My favorite phrase of person-centered planning is *dignity of risk*. It means that mental health consumers can learn from our mistakes just like everyone else can."

As to those 30 hospitalizations in her distant past, she declares, "Relapse is not failure. When a baby is taking her first steps and keeps falling down, does the mother say, 'my child is failing to walk?' No, she says 'my child is learning to walk.' Relapse is part of recovery."

She is excited by the psychosocial rehabilitation movement. "Once you get to a certain point in your recovery, you want to help others with theirs. You want it to be less painful for them and for their families, and take less time. I always had causes back in high school," she concludes. "I can't think of a better cause than this one."

—Pat Materka, a former U-M staff member, is a freelance writer who owns and operates the Ann Arbor Bed and Breakfast.

Psychosocial Rehabilitation, Supported Education and Social Work

Immediately post deinstitutionalization, the highest expectation for most individuals with mental illness was staying out of the hospital and off the street. This era of “containment” has ended. We now know that many established beliefs about serious mental illness are myths—that schizophrenia is not necessarily a progressively debilitating disease with little prospect of return to normal functioning. We have examples of individuals with serious mental illness who have “come out” and serve as role models for others struggling with the recovery process. We now have more accurate diagnoses, combined with improved medications having fewer side effects, so individuals with mental illness can receive appropriate medical treatments. Further, we have improved rehabilitation methods to assess functioning, strengths and deficits, and to allow individuals to retain or regain significant family and community roles.

And what better rehabilitation tool than higher education? Education affords opportunities and identity transformation, often providing individuals a clean slate as they reintegrate into society. Advanced educational degrees are important prerequisites for most professional and skilled occupations; earnings and benefit packages are typically higher for people with education beyond high school. Most high-school graduates now go on to advanced education and training.

Despite the importance of higher education, people with psychiatric disabilities have typically been unable to access educational resources or maintain their involvement with educational institu-

tions—because of stigma, discrimination, past educational failures or other problems. Based on a national sample, researchers estimate that nearly 4.29 million U.S. residents would have graduated from college if they had not experienced an early-onset, psychiatric disability (Kessler et al., 1995).

Enter supported education! Supported Education (SEd) programs arose in response to requests from consumers and family members for psychiatric rehabilitation services which could help individuals with serious mental illnesses to begin or restart higher education. The mission of SEd is to empower adults with serious mental illnesses to choose their own higher education goals and acquire necessary tools for achievement in post-secondary educational settings, attain their highest potential and succeed in their efforts. SEd seeks to achieve its mission by increasing individual skills, increasing support from the environment and maximizing the fit between the individual and his/her environment—that is, the likelihood that the individual will be able to access support and the likelihood that the environment will be able to respond positively. This involves a systems approach, with the student actively involved. A necessity for successful SEd implementation is collaboration among stakeholders: consumers and their organizations, mental health providers, families, post-secondary educational institutions and vocational rehabilitation agencies. Supported education is congruent with social work practice in its emphasis on choice, adapting the environment to meet the needs of

the individual, being client-centered and focusing on strengths.

SEd services build on individuals’ unique strengths. The program content utilizes a paradigm promoting individual capacities to take control over disabilities and access needed resources and environmental modifications. The program theory behind SEd is to (1) engage students in the program through support and reassurance; (2) provide opportunities to develop a new, positive identity as student in contrast to the stigmatized role of psychiatric patient and (3) through knowledge and skill practice, enable students to take control of their disability, their environment and their futures. Supported education programs follow the psychosocial rehabilitation model—assisting individuals to make choices on needed paths for education and training, helping them get into an appropriate education or training program, and assisting them to keep their student status within that program until their goals are achieved. While Freire (1973) recognized the importance of education for all oppressed people, education affords opportunities and an identity transformation. Furthermore, it can provide a clean slate for those seeking to reintegrate into society. SEd offers participants not just community integration but also the possibility for expanded “normalization” and improvements in future quality of life. SEd programs certainly differ, most offer these core services (Brown, 2002):

Career planning: instruction, support, counseling and assistance with vocational self-assessment, career exploration, development of an educational plan and course selection.

Academic survival skills: strengthening basic educational competencies; providing information on college/training program enrollment and time and stress management; developing social support for educational pursuits, tutoring and mentoring services; and offering opportunities for confidence building and social development within a normalized setting.

Outreach to services and resources: facilitating referrals and contacts with resources on campus (e.g., computing center) and/or relevant human service agencies, like vocational rehabilitation; providing help for the college enrollment process, education on rights and resources for people with disabilities, assistance in obtaining financial aid and in resolving past educational debts; and making available contingency funds.

Additionally, for SED to promote “normalization” and role transformation from “psychiatric patient” to student, some significant part of the service should be located on a college campus. Usually, the professionals employed as SED staff are educational specialists and do not provide mental health treatment; however, they do help students access services as well as coordinate with service providers and academic services (with students’ permission). While SED may advocate for students, the long-term goal is to develop students’ capability and skills in advocating for themselves.

There is accumulating evidence that SED programs effectively provide assistance to people with psychiatric disabilities in accessing and completing post-secondary education. Published reports of SED evaluations indicate that the services are well-utilized: rates of active participation following enrollment range from 57% to 90%. Research on SED models has provided documentation of effectiveness. Positive outcomes have been demonstrated in the domains of educational achievement, employment, self-esteem and

quality of life. Supported education has been endorsed by the Center for Mental Health Services in SAMHSA and the National Mental Health Association’s Partners in Care Program as an exemplary practice for treatment and rehabilitation of adults with psychiatric disabilities.

I have been involved with supported education for more than ten years—initially in designing the evaluation of a model program to be funded through state sources; later as the principal investigator on the first outcome study of SED using an experimental design and testing its longer-term effectiveness. In my 25 years in the mental health field, this is undoubtedly the most positive program with which I have ever been associated.

As reported by consumers and providers alike, the benefits provided by supported education are manifold. It gives people a *new identity*—in contrast to the stigmatized and devalued role of psychiatric patient, they see themselves and are seen by those around them in the valued role of college student. Second, it gives them a *new and normalized environment*, the college campus, which accepts diversity in appearance, culture, lifestyle and behavior. Third, supported education *provides a structure*—one that is based on choice and not forced upon them—and a routine that includes interesting variations and meaningful activities. Fourth, attaining a degree or certificate through post-secondary education or training *gives people a clean slate*; no longer will they have to explain downward job mobility, checkered work histories or major employment gaps. When individuals are hired for professional, paraprofessional or technical occupations, what the employer cares about is their education, training and job experiences relevant to that position. No matter what the individual’s age, their resume before the relevant degree need only list some of their prior jobs, without providing a detailed chronology.

Finally, and also probably most

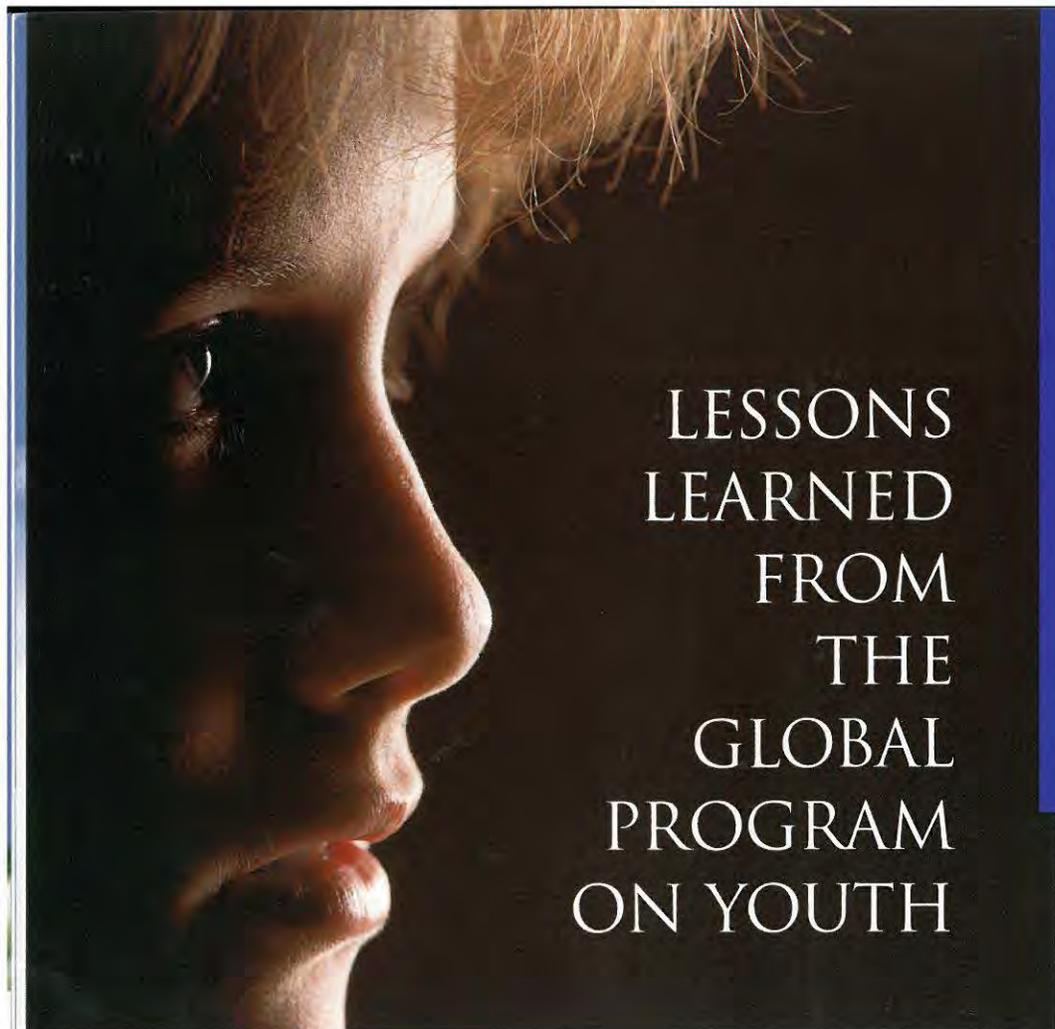
importantly, supported education *gives people hope*. It gives them a possibility of a future, rather than only fading memories of their past. Seeing other individuals with psychiatric disabilities succeeding in college provides inspiration that they can and will be able to do this, too.

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- Carol Mowbray, professor of social work, is the director of the School’s National Institute of Mental Health Social Work Research Center for Poverty, Risk, and Mental Health. She is active in state and national organizations promoting psychosocial rehabilitation, advocacy for mental health and program evaluation.



Carol Mowbray



LESSONS LEARNED FROM THE GLOBAL PROGRAM ON YOUTH

When it was funded by the W.K. Kellogg Foundation in 1998, the goals of the Global Program on Youth (GPY) were to improve the well-being of children and youth, to establish broad-based collabora-

tories, to transform teaching and learning, and to improve the translation from research to practice and policy. Now in its final year, GPY has exceeded its original goals. In addition to achieving these goals, GPY has engaged institutions, developed programs for children and youth, transformed systems, strengthened practice with children and youth, and affected policy.

The GPY collaboratories are transforming the way that key stakeholders consider and respond to issues concerning children and youth. Collaboratories have opened people's minds to the possibilities within themselves, each other and their communities for successful joint, technology-supported efforts to solve problems from multiple locations, perspectives and levels simultaneously.

Throughout its life, GPY has been

as ambitious as it was cutting-edge. Applying a collaboratory framework of research and problem-solving was entirely new in the context of child-focused research, practice and policy.

"Universities and communities can sometimes have a tenuous relationship—with communities sometimes feeling as though the University treats them as a laboratory, without having the kind of investment in the neighborhood that they'd like to see," said Dean Paula Allen-Meares, GPY principal investigator. "The collaboratory framework we used in GPY served to engage all of the partners in all phases of the process. We learned to support one another with resources and information, to ensure that everyone was participating as fully as they could. The framework helped us establish reciprocal relationships that met the research, teaching, learning and community service interests of academic partners, while mobilizing the knowledge and resources of the University to benefit community partners."

The GPY Collaboratories

Conflict Resolution

This collaboratory studies group approaches to reducing intergroup ethnic conflicts among youth, using data from partners in South Africa, Israel, Lansing (Michigan) and Muskegon (Michigan). Partners implemented an intervention in Ypsilanti High School and Huron High School (Ann Arbor).

Family Development Project

Partners at the University of Michigan and Detroit Head Start work to improve mental health service delivery and utilization through a program of screening, referral and services among urban, low-income, ethnically diverse children enrolled in Head Start programs. The project worked closely with the Poverty and Early Childhood collaboratory to compare findings in South Africa with those in Detroit (Michigan).

EZLink

Serves at-risk, economically disadvantaged families and youth in Detroit by offering information technology access and training, in the belief that exposure to technology will divert youth from engaging in high-risk behaviors such as violence and substance abuse. Through technology, youth efforts in Detroit have been connected to efforts in Nigeria and South Africa.

MexUSCan

Partners in Mexico, Canada and the U.S. focus on the well-being of youth within the context of globalization and transnationalism. It is the joining of North American countries to better understand the challenges of and benefits to being a Latino youth in the new millennium.

Wayne County Foster Care

Working to develop evaluation methods for the Wayne County Pilot Foster Care Initiative, an incentive-based, managed care approach to delivering child welfare services. In partnership with foster care providers and agencies throughout Wayne County.

Youth as Community Builders

This collaboratory is a cross-national project designed to help develop youth participation in creating community change. This project brings together young leaders from four community-based youth organizations in Chile, Paraguay, New Mexico and Canada.

Another Ann Arbor

There are two purposes of this collaboratory: to increase the Internet usage and computer skills of African American youth in Washtenaw County, and to create a website that promotes the goals and mission of Another Ann Arbor by providing a means of communication and information for the African American community.

Teen Pregnancy Prevention Partnership (TP3)

This is a broad-based, multi-community coalition which includes all sectors of the community and involves citizens who share the desire that "our daughters not become pregnant while they are still children." Partner interaction has been enhanced by the use of an online community. Literacy is another central aspect of this project.

Comnet Community Centers (C3)

The Children and Youth C3 provides an interactive online community tailored in online content, membership and information technologies for nonprofit professionals serving children and youth.

Monitoring School Violence (archived)

University of Michigan members collaborate with partners in Israel on a monitoring model to understand violence in schools in order to prepare teachers and school administrators to respond with appropriate interventions and to monitor their effects.

Poverty and Early Childhood (archived)

This collaboratory was an international partnership composed of scholars from the United States and South Africa. The work focused on a population of children of African descent at risk by virtue of household poverty and community violence for psychological maladjustment and problems in development.

Faculty, students and community partners have benefitted from their GPY participation. One participant from a community agency described their experience with GPY this way: "It's been a partnership all the way around. Any time that you get people to buy into something, you have a much better chance for success, and I think that the work that this group has done together over numerous years has been so beneficial for all of us."

Hundreds of students, both undergraduate and graduate, have been involved with GPY. They have gained in-depth, hands-on experience working with communities and systems. The MexUSCan collaboratory offers particularly unique opportunities for students and provides a strong example of the benefits of collaboratory work for student learning and professional development. Through the Global Intercultural Experience for Undergraduates (GIEU) Project, MexUSCan sent two undergraduate students to Toronto, Canada and two more to Detroit for three weeks during the summer of 2002. The students each implemented a special study and assisted with MexUSCan research activities. Student projects included examining:

- ▶ Changes in the economic status of Latino youth over the past decade
- ▶ The impact of economic change over the past decade on female youth
- ▶ Changes in treatment needs among Latino youth over the past decade

Several students who have participated in GPY have published papers regarding their work, spent time outside of the United States working on research projects and presented their research at academic conferences. Via GPY, students have been exposed to the latest trends in social work research as well as service learning and community-based research methods. More intense interactions with individuals and organizations through the collaboratories provide students with a

more relevant and current perspective on the daily realities of practice with youth and their families, which is making their educational experience more relevant to the world in which they will practice. Students have also developed professional networks earlier in their careers through interactions with collaboratory partners and have enhanced their understanding of social justice issues affecting children and youth. Further, they are gaining exposure to technology and learning about how technology can facilitate work.

For faculty, participation in GPY has strengthened their resolve that participatory action evaluation and research are powerful strategies for conducting scientific research that is relevant and readily applicable to problems for children and youth. Faculty researchers have discovered how valuable their role as teacher and partner (rather than "expert") can be to community members concerned about children and youth. Faculty report that the collaboratory experience has enhanced their skills at organizing and carrying out true community-based, participatory research. New links between the university and the larger community as a result of collaboratory partnerships are opening up vast resources of individuals, institutions and information. The use of data by agencies to improve services and the quality of life of at-risk children and youth is enhanced when these agencies and other community partners are engaged in the research design and data collection process, and when the research questions are relevant and practical to the challenges they face everyday. Faculty have discovered that agencies are capable partners in the design and execution of research and evaluation studies if they are respected and included in the process. Faculty participation in GPY is improving and influencing their teaching and research as non-university partners offer their insights and share their struggles.

GPY principal investigators have

incorporated collaboratory principles into their teaching and service on committees. One principal investigator has contributed his knowledge of technology-supported collaboration to curriculum and course development for community organizing students and geographic information systems (GIS) research on mental health. His efforts have sparked faculty interest in GIS. Another principal investigator has been able to incorporate the lessons learned from his work into the social work curriculum concerning communities and social systems.

One principal investigator from the MexUSCan project has designed course assignments in her Project Outreach course for Psychology undergraduate students. Students were asked to study various aspects of well-being among Latino youth. Detroit students conducted needs and asset studies. Numerous papers were written reflecting upon their findings. The MexUSCan principal investigators report that their participation in GPY has heavily influenced their thinking about community-based research from a multicultural perspective.

Although the principal investigators of the Family Development Project were not familiar with the pedagogy of community service learning at the outset of the collaboration, they implemented the program in response to the identified need. In time, they discovered a literature base for this kind of work. Now they have prepared a manuscript that reviews the literature on the integration of community service learning and community-based research. They have also incorporated what they have learned from the process of conducting community-based research and community service learning in existing courses, such as Contemporary Cultures in the United States, Infant and Child Development, and Community Development. In addition, some collaboratory partners have visited the classrooms of the principal investigators

to present their work to the students, enriching the students' perspectives of the daily practice of social work.

Perhaps the most exciting implication of GPY is the potential it demonstrates for successful, sustained, real-time communication and shared work across cultures and continents. Technology-supported collaboration bends the rules of space and time that have traditionally constrained group problem-solving. Half of the GPY collaboratories have included partners from multiple countries, working together to examine the problems of children and youth locally, nationally and internationally, offering new insights on social problems and the potential for new solutions. As a result, collaboratories have been able to share their findings with international audiences, learn from the findings of similar efforts in other countries and develop mutually beneficial relationships with international partners. Collaboratory partners were able to broaden their own perspectives on global issues affecting children and youth, improve their understanding and open their minds to new possibilities to improve the status and well-being of children and youth.

The MexUSCan collaboratory designed, developed, implemented, monitored and evaluated community-based research in three countries: Canada, Mexico and the United States. Project partners grappled with their desire to develop a uniform program of study that would fit all three nations, so that findings could be compared and implications could be somewhat generalizable. Eventually they had to accept the reality that different systems call for different methods of study and rely on different understandings of contexts. Partners eventually agreed to communicate ideas for research and allow each other to develop their own research to approximate the overall goals of the project. They discovered the value and importance of working separately yet together.

In the Youth Group Conflict Reduction collaboratory, partners from Israel and South Africa have been able to bring the products of the collaboratory project to bear on their work in their respective countries. The collaboratory has finished its work on a manual to train young people in conflict reduction, and is piloting the manual for a school-based program to reduce youth group conflict in their own countries. During this phase, the collaboratory will likely have a greater impact on youth in these countries. Collaboratory partners believe that they are engaged in one of the only collaborative programs in which researchers from several countries work together to develop a program on youth group conflict reduction and to learn how it must be adapted for different societies. There is growing interest in this type of conflict resolution, as evidenced by an international conference held last spring in which investigators reported to each other on their national efforts.

The EZLink collaboratory shares the interest of the Youth Group Conflict Reduction collaboratory partners in sharing its work and findings to inform scholarship and community development efforts around the world. EZLink participated in the United Nations summit on wireless technologies and was recognized by many delegations. Wireless technologies (Wi-Fi) are already being used to assist developing countries to leap forward in the digital divide. EZLink's endorsement of Wi-Fi and open source applications is consistent with global shifts to wireless technologies. EZLink also developed relationships with partners in South Africa and Nigeria. Using technology, partners working with youth groups interested in health promotion and prevention connected with EZLink's youth groups. For example, the LoveLife Foundation, which is a youth run and operated HIV prevention program in Durban, South Africa, connected with

youth initiatives here in the United States through the EZLink program.

Collaboratory partners have found that their efforts to learn about technology initiatives in developing countries have encouraged their own students in Detroit, who are often discouraged by their disadvantage when compared to the technology access and training opportunities available to students in other, wealthier communities. By staying abreast of international technology developments, students are reminded that if developing countries are leapfrogging the digital divide through wireless technology, then they can do it here in the United States, too.

The Family Development Project and Teen Pregnancy Prevention collaboratories have also been invited to present their work to international audiences. The principal investigator of the Family Development Project presented a plenary about the role of discrimination and cultural competence in treating children of color at the Counseling and Treating People of Color Conference, which was held in San Juan, Puerto Rico. He also presented information about discrimination and mental health services at the Jacobs Foundation Conference in Zurich, Switzerland. The Youth as Community Builders collaboratory hosted an international youth workshop in Costa Rica. At the workshop, participants shared their organizational stories and learned from one another's experiences. The project partners worked to develop hands-on skills in participatory research, develop plans for documenting efforts and building a transnational support and action network in their home communities; and formulated specific plans for youth organizing in the partner communities.

The principal investigator of the Teen Pregnancy Prevention collaboratory has written a book, which references his GPY work and is now available in several countries including Canada, Ireland and England. This collaboratory has made pre-

sentations to audiences that included participants from European and Asian countries. Both archived projects were international in scope. The Monitoring School Violence collaboratory involved collaboratory partners at the district and ultimately the national levels in Israel. The project had a significant impact on the ways policymakers and educators addressed issues of school violence in Israel. In 2001, a delegation of collaboratory partners from Israel presented their project design and findings at a Working Conference on School Violence held in Ann Arbor. A number of different audiences, which included school superintendents, school district personnel, administrators, teachers, and Social Work and Education graduate students participated in critical conversations. The delegation also had an opportunity to tour some school-based initiatives in southeastern Michigan.

The Poverty and Early Childhood collaboratory refined and implemented a research protocol in three distinct sites in South Africa. Each participant gathered data in his/her own community using a common protocol. The collaboratory brought into the network of international researchers, the human service providers with whom individual researchers have partnered at the local level. They were linked together using web-based, list_serv and teleconferencing technologies.

These efforts to engage international audiences and international partners are an example of how collaboratories are equipped to consider the problems of children and youth in new ways and from a vast array of perspectives. These examinations provide new insights that inform the work of the collaboratory, help partners better define goals and open their minds to new solutions. In fact, international partners are interested in working with GPY collaboratories for the same reasons: to broaden their perspectives and consider new ways of making a difference for children and youth. These interna-

tional components of the GPY projects are clearly valuable and will likely continue and grow as collaboratories press on in their work.

GPY collaboratories are transforming the way that key stakeholders consider and respond to community problems as well as the lives of children and youth. This collaboratory experience has been groundbreaking and will continue to influence the work of all impacted children, youth, students, teachers, academics, parents, families and communities for generations. Collaboratories have opened people's minds to the possibilities within themselves, each other and their communities for successful joint, technology-supported efforts to solve problems from multiple locations, perspectives and levels simultaneously. The EZLink principal investigator summed up his view of the importance of this collaboratory project when he said:

"This collaboratory experience has been absolutely transformative for me and for all of our community collaborators. Without GPY, there would be no Center for Urban Innovation, there would be no DetroitCONNECTED, there would be no community computer centers developed, and there would be no movement toward integrated technology policy in the City of Detroit."

As he and other collaboratory partners continue their efforts on behalf of children and youth and as other communities and institutions begin to embrace this collaboratory model for problem-solving, the Global Program on Youth will serve as a model for integrated work, an inspiration for similar efforts, and a starting point for some of the most creative and forward-thinking child and youth-focused projects today. As one principal investigator stated:

"We are convinced that communities care, solutions exist and technology allows the joining of forces...to make the kind of impact necessary for change."

—*Cynthia A. Hudgins is director of the Global Program on Youth*

FACULTY NEWS



Stanley Witkin

Witkin Workshop

In July, Stanley Witkin facilitated a workshop for junior faculty members on writing for publication, the process of publishing in peer-reviewed journals, and revising and resubmitting for publication. Witkin is a faculty member at the University of Vermont School of Social Work. His research focuses on social construction, international social work education, social work inquiry and post-modern expressions of social work. He has published on topics ranging from experimental research early in his career to his current interest in social constructionism. Dr. Witkin also is a frequent presenter at national and international conferences.

Dean Receives Award

Dean Paula Allen-Meares, Norma Radin Collegiate Professor of Social Work and Professor of Education, received the State University of New York at Buffalo Alumni Association Distinguished Alumni Award in April 2004. She was honored for her exceptional career accomplishments, research and scholarly activities, and community and University service.

U-M Photo Services, Martin Vloet

Visiting Scholars Announced

Kyu-taik Sung, from the University of Southern California, will be at the U-M School of Social Work for the 2004–05 academic year. Hiroko Yamada, from Doshisha University in Kyoto, will be at the U-M SSW from March 2005–March 2006.

Faculty Promotions

The Regents of the University of Michigan have approved the following promotions:

Sandra Danziger, to Professor

Jorge Delva, to Associate Professor

Edie Kieffer, to Associate Research Professor

Daphna Oyserman, to Professor

Recent Faculty Publications

Children, Youth and Families

Chadiha, L. A., Adams, P., Biegel, D.E., Auslander, W., & Gutierrez, L. (2004). Empowering urban African American women caregivers: A literature synthesis and practice strategies. *Social Work*, 49(1), 97-108.

Danziger, S. K., Ananat, E. O., & Browning, K. (2004). Child care subsidies and the transition from welfare to work. *Family Relations*, 53(2), 219-228.

Community and Groups

Garvin, C., Gutierrez, L., & Galinsky, M. (2004). *Handbook of social work with groups*. New York: Guilford.



UB Alumni Association President Jennifer B. Wozniak, Paula Allen-Meares and UB President John B. Simpson

Health

Siebert, D.C., Wilke, D.J., Delva, J., Smith, M., & Howell, R. (2003). Differences in African American and White college students' drinking behaviors: Consequences, harm reduction strategies, and health information sources. *Journal of American College Health, 52*(3), 123-129.

Mental Health

Holter, M., Mowbray, C.T., Bellamy, C., & MacFarlane, P. (2004). Critical ingredients of consumer run services: Results of a national survey. *Community Mental Health Journal, 40*(1), 47-63.

Mowbray, C.T., Oyserman, D., Bybee, D., Callahan, J., & MacFarlane, P. (2004). Diagnostic differences among women with long-term serious mental illness. *Psychological Services, 1*(1), 5-21.

Spencer, M.S., & Chen, J. (2004). Discrimination and mental health service use among Chinese Americans. *American Journal of Public Health, 94*, 809-814.

Research and Evaluation

Gutierrez, L., Zuniga, M., & Lum, D. (2004). *Education for multicultural social work practice: Critical viewpoints and future directions*. Alexandria, VA: CSWE Press.

Recent Faculty Honors and Awards

Paula Allen-Meares has been appointed to the U-M President's Advisory Committee on Women's Issues, effective Fall 2003. A paper she co-authored with Cynthia Hudgins, "Preparing tomorrow's social workers: Looking through a technology-supported participatory research lens," was presented at the Global Social Work Congress in Adelaide, Australia.

Tony Alvarez was one of five featured speakers at the First Annual Hawaiian School Social Worker Conference, sponsored by the State Department of Education in March 2004.

Linda Chatters has been selected as a Fellow of the Behavioral and Social Sciences (BSS) Section of The Gerontological Society of America. Fellowship status is recognition by peers in The Gerontological Society of America for outstanding contributions to the field of gerontology and represents the highest class of membership. She will be formally inducted as a Fellow in November.

Jorge Delva is co-principal investigator on a grant from the National Institutes of Health, beginning in September 2004. The 5-year project, "Detroit Oral Cancer Prevention Program," is funded by the National Institute on Dental and Craniofacial Research, and is designed to implement and test the effectiveness of a two-year media campaign to promote early oral cancer screening, tobacco cessation and reductions in alcohol consumption in the city of Detroit's predominantly African American population.

Larry Gant won this year's Ginsberg Outstanding Faculty Member Award, which recognizes U-M faculty who have demonstrated excellence in providing, developing and/or sustaining opportunities for engaging students in community service/social action and learning.

Debbie Gioia was co-chair (with Deborah Padgett) of the NIH Summer Institute on the Design and Conduct of Qualitative and Mixed-Method Research in Social Work and other Health Professions in August. She has also been accepted in the U-M Faculty Scholars Program 2004/05 in Integrative Medicine.

Susan McDonough has received a major grant from the National Institute of Mental Health for work on "Intervention for Irritable Babies with Depressed Mothers."

In May 2004, Carol Mowbray received the John A. Seeley Friend of Evaluation Award from the Michigan Association for Evaluation for her "consistent and

continuing leadership contribution to the field of evaluation by actively embracing and promoting its use."

In March 2004, Daphna Oyserman presented the Presidential invited address "Social Identity and Academic Engagement: Activating Social Identity to Improve Outcomes for Low-income and Minority Youth" to the Society for Research on Adolescence in Baltimore. In April, she presented the invited address "Rethinking Individualism and Collectivism: Evaluation of Theoretical Assumptions, Meta-Analyses, and Working Model for Future Research" at the Duke Center for International Business Research and Education, Duke University Business School, Raleigh-Durham, NC. And in May, Professor Oyserman presented "Rethinking Individualism and Collectivism: Self-Construal, Cognition, and Communication" at the Psychology Departmental Colloquia, Hong Kong University.

Deb Schild presented "Social Work Interventions for Healthy Pregnancies and Healthy Babies" at the Fourth International Congress of Health and Mental Health Social Workers in Quebec. She presented the poster "Exploring Families' Psychosocial Needs After Genetic Diagnosis: Perceptions of Genetic Counselors" at the European Human Genetics Conference 2004—Fourth European Meeting of Psychosocial Aspects of Genetics in Munich, Germany. Schild was also named the Public Health Social Worker of the Year by the American Public Health Association.

Michael Reisch delivered the Spring Commencement Address at the Columbia University School of Social Work in May.

Daniel Saunders and Richard Tolman have received a grant from the Department of Justice, Office of Justice Programs, Office on Violence Against Women for work on "National Coordination of Evaluations of SAFE HAVEN."

TOM CROXTON

Tom Croxton reflects on the path that led him from law school, to social work, to juvenile justice, and back to social work with disarming self-deprecation and a sense of his own good fortune.

During his first year at the University of Michigan Law School, he imagined he might become “the Clarence Darrow of the second half



Ann Arbor News

Professor Tom Croxton

of the twentieth century,” but he believes that he lacked the physical constitution to be a trial lawyer, claiming that if he pursued that career, he’d have been “Clarence Darrow with stomach ulcers.” So, Croxton applied to the School of Social Work, exchanging the hope of helping the poor one at a time as their lawyer for the hope of “saving poor people on a grander scale by writing social policy,” a career for which his two degrees—and the times in which he lived—seemed

to have suited him admirably.

Enter a growing family and the pitiful pay scale of civil service. “Practicality won over principle,” Croxton confesses. He turned to the possibility of a judgeship in juvenile court, first in Maryland, then in Milwaukee, Wisconsin, but he realized that political dues must be paid, and he hadn’t.

Eager to leave Milwaukee, Croxton applied for the directorship of the juvenile court in Calhoun County, Michigan, under Judge Mary Coleman, who later became chief of the Michigan Supreme Court. He considered running for a judgeship in Calhoun County but decided against it. Throughout this period, Croxton longed to get back to academic life. He hoped that the combination of degrees in law and social work would make him an attractive candidate at faculties of social work. He was right, and accepted an invitation from the University of Michigan School of Social Work in 1964.

His background in law gave Croxton an important perspective on social work, and he has worked especially hard to help his students become critical, analytical thinkers. He wants them to be able to think conceptually and break the engrained habit of rote learning. Although the ability to write legislation is hard to teach in the brief months the MSW requires, Croxton hopes that the kind of idealism the school of social work fosters in students—the dream of being able to change, if not the whole world, some corner of it—will be carried forth more effectively if they leave with a sense

of responsibility for the system in which they work and the belief that they can change it.

His dreams of becoming the Clarence Darrow of the late 20th Century have stood him in good stead as his students’ advocate, “helping and defending” them against things the world throws at them. Croxton and his wife, Judy, gravitate naturally toward young people, especially students, whom Croxton admires for their contagious energy and idealism—“I tend to be kind of cynical,” he admits—and for their enthusiasm for their education and careers.

The whole point of teaching, Croxton says, is “relating to students as whole people and finding them interesting.” His own experiences searching for the best way to fulfill his youthful idealistic dreams led him to the University of Michigan, and it’s no wonder that he appreciates and admires today’s students, who go out into the world armed, like him, with equal measures of idealism and naiveté, in search of their own ways to help the poor and create a good life—one, like his, that enables them to do what they want to do, maintain their honesty and integrity, and be true to themselves.

—Christine Modey is a freelance writer living in Ann Arbor.

AROUND THE SCHOOL

SSW Names Field Director

Elizabeth (Betsy) Voshel was hired as a clinical assistant professor and began her job as the new field office director on September 1, 2004. She comes to the School with over 26 years of field placement experience. Her research focuses on personal safety of social workers, ethical standards of social work and school violence.

Winkelman Lecture

In March, Robert Kahn presented the Leon and Josephine Winkelman Memorial Lecture "Successful Aging: Myth or Reality?"

Professor Kahn is a professor emeritus of organizational psychology and research scientist emeritus with the Institute for Social Research (ISR), whose research focuses on organizational theory; organizational factors in international relations; and psychosocial determinants of health,



U-M Photo Services, Marcia L. Lefford

Robert Kahn with Roger Winkelman and family

especially in older people. Professor Kahn is the author or co-author of 150 articles and books, including *Successful Aging*, which he co-authored with John Rowe.

The Winkelman Lecture Series is made possible by a donation to the School of Social Work from the

Winkelman brothers in memory of their parents, Leon and Josephine Winkelman. Principally focused on the field of gerontology, the Lecture is a forum for the presentation and discussion of emerging knowledge from the social and biological sciences and the helping profession.

SSW RETAINS #1 RANKING

In April, *U.S. News & World Report* released new rankings of graduate health programs, and announced that the U-M School of Social Work had retained the top slot for an unprecedented 11th year. To celebrate this achievement, the School hosted a series of events, including a reception with U-M President Mary Sue Coleman and a pizza party.



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U-M Photo Services, Marcia L. Lefford

Incoming Doctoral Cohort

Social Work–Sociology

Mary Kate Dennis

Prospective research interests: issues of race, gender, ethnicity and ability found within American Indian people and tribes; quality of life and health of Native American elders, both in urban areas and on reservations; urban Native elder culture and well-being

Megan Gilster

Prospective research interests: poverty, social policy and child well-being over the life-span; evaluation of programs and services to children and their families; social demography; race and ethnicity in relation to structural inequality; cross-national comparison of policy construction

Rebecca Karb

Prospective research interests: dynamics between individuals, communities, social service and social policy; social psychology; examining the relationship between care providers and clients; economic sociology and organization; interpretation of economic actions as a reflection of culture

Na Na Lee

Prospective research interests: comparative welfare states; labor market policy and social welfare policy; public assistance; social policy focusing on the issues of family and women; social welfare system in which women's participation work activities and child caring can be compatible; improving well-being of children with working parents; approaching these issues with an international perspective

Kristin Scherrer

Prospective research interests: social activism and change; LGBTQ issues and education; empowering women and children with a focus on the effect on the individual; domestic violence and cycles of violence; child maltreatment; program evaluation

Social Work–Anthropology

M. Ellen Block

Prospective research interests: ethnographic methods and urban anthropology; development of programs to help at-risk youth; evaluating outdoor education and wilderness therapy

Hannah Page

Prospective research interests: socio-cultural processes and institutions; social inequality; structures of poverty; sociology and anthropology of religion; causes and consequences of gender inequality; race identity and education; comparing responses of urban and rural poor to welfare and education policies, focusing on the roles of gender and ethnicity, from both statistical and ethnographic perspectives

Social Work–Political Science

Shabana Abdullah

Prospective research interests: social welfare in developing societies; policy and institutions

Jiaan Zhang

Prospective research interests: comparative social welfare policy; service and support of elderly; aging; community-based research

Social Work–Psychology

Cathryn Fabian

Prospective research interests: Asian-American community mental health;

acculturation and experiences of immigrants; ethnic identity; family dynamics; perceived social support; culture, stress and coping; effects of racism; personal empowerment and community activism; formation of identity within a group context; socio-cultural influences on individual behavior; multicultural community organizing; disparities in the delivery and utilization of mental health services among minority communities

Marjorie Rhodes

Prospective research interests: antecedents of healthy development; development and organization of self-concept; future-oriented behavior; design of preventive interventions for maladaptive behavior; ethnicity, community and economics in predicting development; study of development in design of successful social programs; evaluation of programs with scientific methodology; interaction between modern social context and development; experiences and problems of contemporary youth

Nicholas Sorensen

Prospective research interests: school-based intervention promoting academic success while preventing negative outcomes of children in high-risk settings; early childhood and adolescent development in high-risk settings; family and peer influences on academic self-perceptions; racial, ethnic and gender identities influences on academic self-perceptions; potential negative outcomes of academic self-perceptions; possibility of multiple selves during periods of adolescent transition

Recent Ph.D. Graduates

Luke J. Bergmann

Social Work and Anthropology.

“Owners, Occupants and Outcasts: Young Drug Hustlers in Detroit, Making Money, Time and Space.”

R. Khari Brown

Social Work and Sociology. “The Role Race Plays: Racial Differences in Social Service Provision and Political Activism Among Black and White Religious Congregations.”

E. Summerson Carr

Social Work and Anthropology.

“Flipping the Script: Language Ideology and Linguistic Strategy in a Drug Treatment Program for Homeless Women.”

Carol A. Plummer

Social Work and Psychology.

“Nonabusive Mothers of Sexually

Abused Children: The Role of Rumination in Maternal Outcomes.”

Doctoral Students Receive Dissertation Awards

Jordana Muroff and Nina Rhee have been awarded dissertation grants. Muroff’s award is from the ISR-Michigan Center for Excellence in Health Statistics/Robert Wood Johnson Foundation for “Clinical Decisionmaking in Psychiatric Emergency Services (PES).” Rhee’s award is from the Gerontological Society of America/John A. Hartford Foundation Geriatric Program in Social Work for “Easing the Transition to Widowhood.”

Shawna Lee has received the Daniel Katz Dissertation Award from the Institute of Social Research.

SSW Announces 2004–05 Visiting Committee

Greg Duncan

Northwestern University,
Institute for Policy Research

Lawrence E. Gary

Howard University, School of
Social Work

Virginia Hodgkinson

Georgetown University Center
for the Study of Voluntary
Organizations and Service,
Georgetown Public Policy
Institute

Howard Kimeldorf

University of Michigan,
Sociology Department

F. Ellen Netting

Virginia Commonwealth
University, School of Social
Work

Andrew Scharlach

University of California at
Berkeley, School of Social
Welfare

Fernando Torres-Gil

University of California at Los
Angeles, School of Public Policy
and Social Research

Carol Wasserman ('84)

Alumni Society Board of
Governors Liaison

Philip Dattilo



DEVELOPMENT NEWS

CHICAGO ALUMNI GATHERING

As part of the School's efforts to reach out to alumni, we're hosting events for alumni in various parts of the country. On a beautiful Chicago evening in June, alumni from the Chicago area met for dinner and friendship at Marcello's Restaurant. Joining the alumni gathering were

Karin Roberts and Deborah Cherrin from the School of Social Work Alumni Office, and Professor Larry Gant, who gave a presentation about his work with inner city nonprofit agencies, and how he uses technology to build community and effect social change. Thanks to Rhea Braslow ('76) for organizing this great event.

INTERESTED IN AN ALUMNI GATHERING IN YOUR AREA?

If you are interested in helping arrange an alumni gathering in your area, please contact Karin Roberts in the Alumni Relations Office at (734) 615-3402 or by email at karinr@umich.edu. We will be doing more alumni events in Michigan and other areas during this coming year. Watch your mail for more information!

U-M Photo Services, Paul Jaronski



◀ Professor Kristine Siefert ('75), Dean Paula Allen-Meares and Kalyan Dutta

(Right) Professor Emerita ▶ Rosemary Sarri (PhD '62) and Martha Purdy Stein ('80)

For more photos from the campaign kickoff celebration in May, see pages 2 and 3.



U-M Photo Services, Paul Jaronski

STUDENT AWARDS CEREMONY 2004

On March 16, 2004, the School of Social Work honored 80 of our best and brightest students at our Student Awards Ceremony. These students were the recipients of 24 scholarships. Around 200 faculty, staff, students, family members and close friends gathered in the Ballroom of the Michigan League to celebrate the achievements of these outstanding students.

Student scholarships and other financial support are critical to training the next generation of social workers and academics. Our students are future practitioners and researchers: they are the professionals who will impact people's lives in the years to come, and they're the faculty members who will determine the course of research in major universities. We are all so proud of our students!

For more information and a complete list of award winners, please visit www.ssw.umich.edu/events/student_awards-2004/.

For information on how to contribute to scholarship funds for current and future students, please visit www.ssw.umich.edu/development/.

Catherine McKeon, Melissa Joy Bradley and Rachel Lee Scher at the 2004 Student Awards Ceremony



U-M Photo Services, Paul Jaronski

Alumni Profile

DELOIS WHITAKER CALDWELL

As President and CEO of Goodwill Industries of Greater Detroit, Delois Whitaker Caldwell ('73) leads an organization dedicated to serving those in the community with special needs. Through various job skills training programs and services, Goodwill facilitated more than 1,000 job placements in 645 businesses during 2002 alone. "We are truly a labor market intermediary—we are talking with employers to assess their needs and connecting our trainees with jobs where they can be successful."

After earning her MSW degree, Caldwell worked in a drop-out prevention program in the Detroit school system, where she supervised several counselors. After being back in the workforce for only a year, there was a teacher strike. "I met a lot of people on the picket lines. Some advised me of jobs that were open to someone with my education. I had several interviews, but after the strike I went back to my job and completed the semester. However, I was very interested in the opportunities available with the State of Michigan."

Early the next year, she accepted a job in the Michigan State Department of Social Services, in the Wayne County Zone Office as an Employment and Training Specialist. Over the years, she held various managerial positions and was promoted through the system. By the time she left the State on early retirement in 1997, she was the director of the Family Services Administration (now the Family Independence Agency), which included indirect responsibility for 13,000 of the 14,000 people employed by the Department, with responsibility for all program/policy offices and 83 county operations.

"After State employment, I served on several boards and committees, as well as teaching for a semester at the School of



U-M Photo Services, Marcia L. Ledford

Social Work. An executive search firm called me about the Goodwill Industries position. Frankly, I'm surprised that I had worked in this field as long as I had and didn't know all that Goodwill offered. I felt the job was a perfect match for me, and I started as CEO in March of 1998.

"Goodwill does so much more than sell items through thrift stores—it's quite comprehensive. We offer vocational support, job training, transitional work experience and job placement services to provide packaging, light assembly and reclamation as a source of training and job placement."

Her work in community practice while at U-M "taught me to see things in a systemic way, how systems work and how they interact with one another. When I was with the State, my staff and I developed policy and programs for the entire state. We had to consider things on a broad level, to determine whether what we were doing helped or hindered families who were trying to meet their needs for self, family and community. Policy can either support strong families or it can put up barriers that may

cause families to break up or be harmed. My experience in State service let me see it, but it was my education from U-M that helped me understand it."

She's a firm believer in the contribution that social workers make to society. "I think social work will always be necessary, and I wish that politicians relied more on the research being done in universities and foundations for setting policy that will really help people, rather than hinder, and sometimes hurt, them.

"Government does not do a better job of raising children than families do—and we should define 'families' as broadly as necessary to reflect people's lives. Children do better in families where there is guidance, love and support; government's role should be to do what it can to assist that in happening.

"All of us—the government, the community, business and nonprofits—we have to work together to make this a society in which we all will enjoy living and can reach our full potential."

—Terri D. Torkko is editor of Ongoing.

Class Notes

1955

John H. Vanderlind has published the pamphlet "The Rape of Academic Freedom at Olivet College and College Students' Protest, Circa 1948."

1964

Maureen Taylor is a social worker and state co-chair of the Michigan Welfare Rights Union. She is well-known for her defense of affirmative action in Michigan. She fights daily for food, clothing, shelter and basics such as light, heat and water for those in need. As a student, she was the only person to be elected as President of the Black Social Worker Students three times. She is also past president of the Association of Black Social Workers. She speaks on issues related to poor women and families trying to get their needs met.

1966

Rosemarie Welter-Enderlin has received the American Family Therapy Academy's award for Distinguished Contribution to Family Therapy Theory and Practice. Her work has shaped the development of family therapy in Europe. She is the first woman founder and director of a major family therapy institute in Europe, the Ausbildung Institut Fur Systemische Therapie und Beratung in Meilen, Switzerland, just outside Zurich.

1973

Arturo Rodriquez is president of the United Farm Workers of America, AFL-CIO. He presented the 2004 Susan B. Meister Child Health Policy Initiative seminar at the U-M School of Nursing. His presentation was "Latino Children's Health Policy, a Focus on Migrant Children."

1974

Samuel A. Lauber is the outreach program manager for Wright-Patterson Mental Health Center in Ohio. He serves as a community leader, conducting briefings to all commanders/directors on suicide and violence awareness. Also, he writes feature articles on mental health related issues for the base paper, *Skywriter*.

1975

T. Jaime Chahin is a professor at Southwest Texas State University in San Marcos and a scholar at the Tomas Rivera Center at Trinity University in San Antonio. He was quoted in the CNN.com piece, "Report: Colleges Unprepared for Latino Students" on January 29, 2004.

1977

Andrea L. Levy is writing a grant for an instructional, treatment-assessment, recreational center, providing multidisciplinary services to infants and children up to kindergarten age. She is working in a partial hospitalization program for the after-care psychiatric population providing 2-4 groups per day. She is also building a small private practice, accepting referrals including children with learning disabilities, teenagers, families with step kids, marital problems, depression, anxiety, post traumatic stress disorder, dying, aging issues and utilize individual, groups and family therapy. She got married in June, and moved to a new home in July.

Jonathan Gottlieb is a consultant to organization leadership, supporting efforts to plan and implement organizational change, and improving leadership and organization capabilities to achieve business results. Prior to returning to his own consulting business in 2001, he was a partner and executive teams

practice leader for Mercer Delta Consulting LLC, where he worked closely with senior executives across a variety of industries from 1997-2001. Jonathan holds a PhD degree in Organizational Psychology, and has published and presented in his field of expertise. He and his wife, Gina, enjoy living in the Napa Valley, California.

1984

Kathy Callahan is a child psychotherapist in the Department of Behavioral Health at Beth Israel Medical Center in Newark, New Jersey. She specializes in attention deficit disorder and treats children, teens and adults. On March 16, 2004 at the Plaza Hotel in New York City, she was honored as one of the Top 100 Irish Americans for her "trailblazing work in gang violence prevention."

Kathleen Panula Hockey has published her first book, *Raising Depression-Free Children: A Parent's Guide to Prevention and Early Intervention*. She conducts free parent education nights for local schools on childhood depression and prevention, as well as maintaining her 14-year-old private practice. She is planning a sequel to her book as well as a third book on the topic of Catholic mothers experiencing depression. You can read about her work at www.depressionfreechildren.com

1985

Janet Allen is a social worker in the University of Michigan Hospital's Neonatal Intensive Care Unit. She helps parents cope with babies born with complications or illness.

Janice Tracht has been elected president of the Michigan Inter-Professional Association for the Family and Divorce. This group brings together practitioners from the legal and mental health fields to increase understanding and collabo-

ration in helping families involved in the courts. She is a certified divorce mediator and has been trained to participate as a member of a collaborative law team which brings together lawyers, financial planners and mental health practitioners to assist families through the process of divorce. She has been in private practice with Ravibort Bayer (MSW '85; PhD '91) since 1994 and they have recently moved into a new office in West Bloomfield. Janice says one of the most enjoyable aspects of her career was returning to U-M School of Social Work as an adjunct lecturer.

1988

Terry W. Mason serves with Africa Inland Mission in Lesotho (Southern Africa). He and his wife Robbie are mentoring a team of five new staff in cross-cultural ministry skills. They live in a remote mountain village trying to meet people's holistic needs, work that they find very fulfilling.

1989

Ellen Hadaway is a social worker in the University of Michigan Hospital's Emergency Department. She provides stress-coping techniques and grief counseling to patients.

Morrie O'Neil is an associate editor for a national education magazine based in Washington, DC. He lives in Arlington, VA.

Phyllis Perry founded New Options Counseling upon graduation. She specializes in career and education transitions and lifestyle choices. She writes screenplays and children's picture books and would like to publish her work. She loves animals and offers counseling around pets and the human/animal bond. If you are interested in collaborating on a book or screenplay, please email pperry27@hotmail.com.

Michael Peterson accomplished a long-time goal of moving to California four years ago. He is employed at Cedars-Sinai Medical Center as the clinical team leader for the Psychiatric Partial Hospital Program. He lives in West Hollywood with his partner, Peter, and Peter's teenage daughter, and has found that being a step-parent is the most rewarding (and sometimes challenging) vocation he has had. Their family regularly travels back to the Midwest to visit grandparents and friends.

Michele Rivette received an honorable mention for her paper "An inaccessible mind: Meaning and madness in the treatment of a silent patient" at the National Committee for Psychoanalysis in Clinical Social Work's spring meeting in New York City (March 2004). She presented the paper at the Michigan Psychoanalysis Council's March 2004 meeting, as well. She is in private practice in Ann Arbor.

1990

Darcy (Marroso) Luadzers After earning her Ph.D. in Social Work, "Dr. Darcy" continued her private practice specializing as a certified sex therapist and marriage therapist. She has recently published her first book, *Virgin Sex: A Girl's No Regrets Guide to Happy, Healthy Sex...the First Time and Every Time*. You can hear her on the radio all over the country, and she appeared on "The O'Reilly Factor" last fall.

1993

Dana Rhodes and her husband Benny welcomed their second daughter, Noa Ariel, into the world on May 22, 2004. All are doing well.

1994

Anika Goss Foster is now the program director of the Detroit Local Initiatives Support Corporation (LISC) Office. LISC is the nation's largest supporter of grassroots community development, encouraging investment in urban/rural affordable housing technical support and neighborhood services.

1995

Gretchen Alkema, a second-year Ph.D. student in the USC Leonard Davis School of Gerontology, has received the American Society on Aging Graduate Student Research Award for exceptional research relevant to aging and applicable to practice. Alkema was honored for her study of the characteristics associated with home- and community-based services usage by older adults with chronic-care needs in a Medicare managed-care setting. During the recent annual joint conference of the National Council on Aging and the American Society on Aging, she presented her findings and discussed policy implications for social case management in a medical setting.

1996

Karen Lincoln has received a career development award (aka K Award) from the National Institute of Mental Health. This prestigious five-year award will support her research on longitudinal relationships that link SES to depression through stress, emotional support, negative social interactions and mastery among older African American and white adults, increasing our understanding of the social support process and how it influences mental health outcomes.

1997

Delphine Christensen is the executive director of Motor Meals of Ann Arbor, a volunteer-driven U-M Health System

community outreach program that delivers meals to homebound people in Ann Arbor and surrounding townships, regardless of age or income.

David Martz works as a youth services coordinator for Kirkland (WA) Teen Union Building, providing counseling, information and referral services for at-risk teens and their families.

1998

Gregg Croteau is currently working as the executive director of the United Teen Equality Center in Lowell, MA and loves it!

Lisa Freiman Gilan is the student life director at the Jewish Academy of Metropolitan Detroit. She plans extracurricular activities for high school students and serves as the advisor for the student government and National Honor Society.

Laura Hurst is working as a grant writer and program evaluator for a women's health agency in San Francisco. Previously, she worked in a police department as an advocate for survivors of domestic and sexual violence in the Detroit area.

Mary Beth Lampe is the housing, placement and resource coordinator at Community Support & Treatment Services of Washtenaw County. She helps people with mental illness and developmental disabilities find housing and resources in the community.

2000

Sharon Price's entry was one of the four runners up (and recipient of \$25,000) among 20 finalists in the Second National Business Plan Competition for Nonprofit Organizations at the Yale School of Management-Goldman-Sachs Partnership on Nonprofit Ventures. The plan was for I Do Foundation's Charitable Wedding

Services' business, which offers major retailers a wedding gift registry program that attracts new bridal customers and increased revenue for them, and, at the same time, generates a percentage of wedding sales for designated charities.

Yuki Shimizutani's first book, *How the Eden Alternative™ Can Make a Difference*, was published in 2003. She wrote about how this philosophy is effective to change the culture of long-term care facilities and make them homey places for elders based on her experiences during her field placement at the Michigan Office of Services to the Aging.

2001

Georgia Crawford-Campbell is the district manager for Wayne County Child and Family Services F.I.A. District. She oversees the administration of the protective services 24-hour hotline, foster care for permanent state wards, foster home licensing, recruitment and training, medical unit, intake and referral, adoptions and placement resource unit. She also volunteers as a Detroit Police Reserve, Girl Scout mentor and foster parent. Her daughter graduated from MSU in Food Science and is living and working in Minnesota.

2002

Aimee Coughlin is working and living in Portland, OR as an emergency services social worker providing crisis evaluation and treatment planning in various emergency departments through the Providence Health System.

Christy R. Simpson, LMSW, is working for the State of Georgia in a community mental health setting. She serves low-income consumers in both a clinical and supervisory capacity by providing direct therapeutic services and managing a team of professionals providing outreach services to consumers in the community. She also serves as triage facilitator for the

emergency services department. She is working toward state licensure at the LCSW level and is active in human rights issues on a macro level.

2003

Ashley Atkinson is head of the Detroit Agriculture Network, a loose coalition of 230 growers and volunteers.

Katie O'Farrell has landed her dream job as a telephone crisis intervention and intake specialist for a company in Portland, OR. The company provides services to employee assistance programs and community mental health programs nationwide. She loves her job! She loves HAVING a job! She lives with her partner Brandt and their two spoiled puppies, Walter and Spencer.

IN MEMORIAM

1995

Daniel J. Hoffman, of Ypsilanti, died on May 6, 2004.

2004

Winifred Heard of Southfield, MI died on August 28, 2004.

The Regents of the University

David A. Brandon, Ann Arbor; Laurence B. Deitch, Bingham Farms; Olivia P. Maynard, Goodrich; Rebecca McGowan, Ann Arbor; Andrea Fischer Newman, Ann Arbor; Andrew C. Richner, Grosse Pointe Farms; S. Martin Taylor, Grosse Pointe Farms; Katherine E. White, Ann Arbor; Mary Sue Coleman (*ex officio*)

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