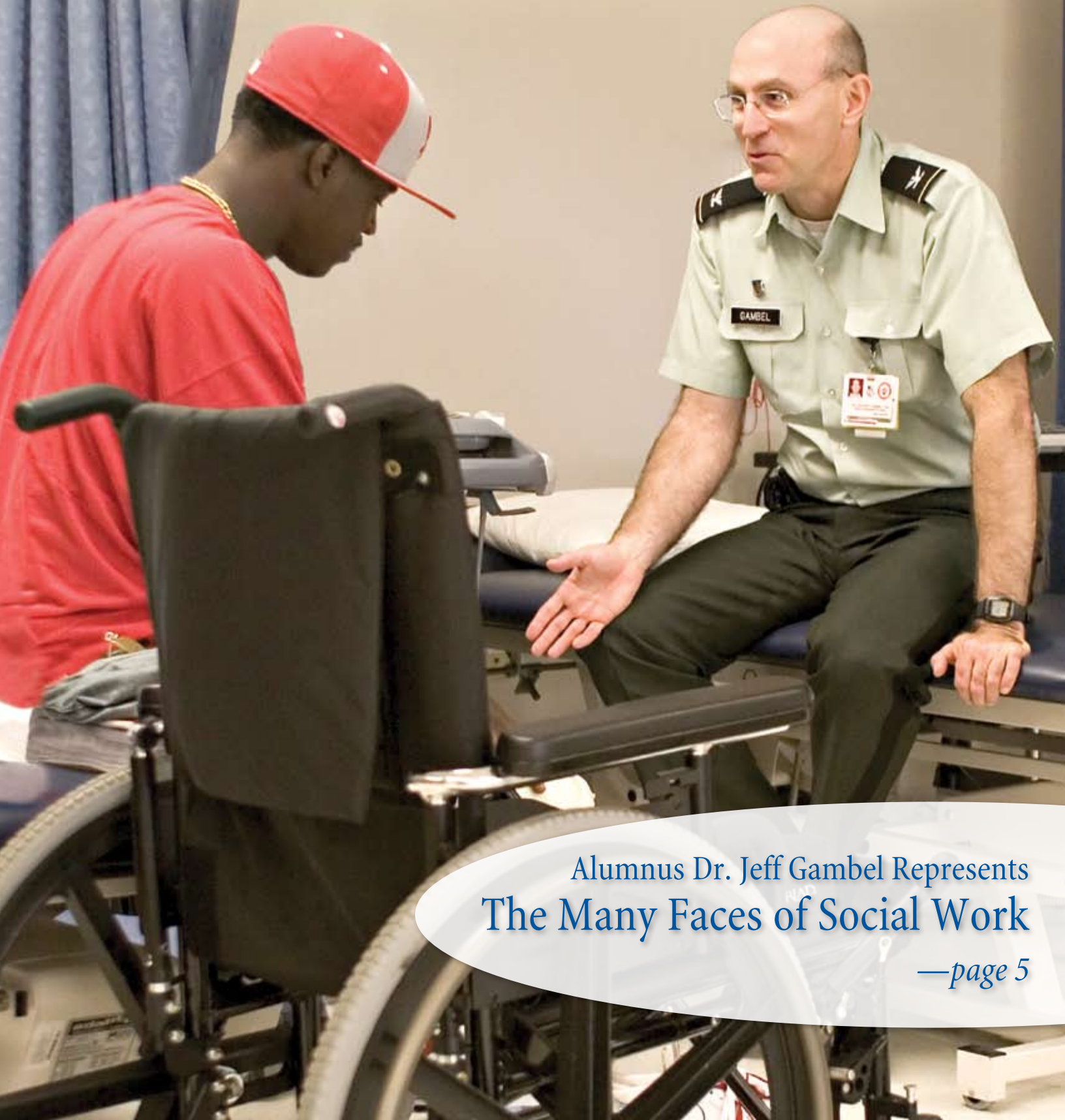


# ONGOING

University of Michigan School of Social Work • Summer/Fall 2006



Alumnus Dr. Jeff Gambel Represents  
The Many Faces of Social Work

—page 5

**SAVE THE DATE!**

**Marion Elizabeth Blue Endowed Chair Installation**

*of Professor Kathleen Coulborn Faller*  
 Thursday, October 19, 2006  
 3:00 p.m.  
 School of Social Work  
 Educational Conference Center

**Lecture by Leslie Feinberg**

*“Trans liberation: Building unity in an era of reaction, racism, and war”*  
 Tuesday, October 24, 2006  
 5:00–7:00 p.m.  
 Michigan League

**Homecoming Tailgate Party**

Saturday, October 28, 2006  
 9:00 a.m.  
 School of Social Work courtyard  
 RSVP at 734-763-6886 or  
 ssw.alumni@umich.edu

**Dean Spade and June Brown**

*The Sylvia Rivera Law Project Presentation following the film Cruel and Unusual*  
 Wednesday, November 15, 2006  
 School of Social Work



◀ The U-M School of Social Work and other schools of social work have contributed toward the NASW Public Education Campaign ads that are running in the September–December monthly issues of O, The Oprah Magazine. These ads, which feature real-life social workers who have helped individuals turn their lives around, promote the profession of social work.

If you are in private practice, you may wish to register in the NASW Social Worker Finder directory at [www.HelpStartsHere.org](http://www.HelpStartsHere.org), the new NASW consumer website mentioned in the ad. On this website you also may submit articles on various topics for consumers.

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**Summer/Fall 2006**

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

Front cover, Walter Reed Photo Illustration: Michael E. Dukens



Courtesy Walter Reed

Colonel Jeff Gambel, MD (MSW '77), gave Dean Allen-Meares a tour of the Amputee Clinic at the Walter Reed Army Medical Center. See story on page 5.

# MESSAGE FROM THE DEAN

This issue of *Ongoing* explores the numerous ways that the social work field is changing and highlights the inventive uses alumni have found for their degrees. This dynamic degree and profession has many new opportunities, and I hope you find this issue to be an inspiring look into this ever-changing field.

It is now more apparent than ever that the training students receive and the research faculty conduct is not only relevant but also vital. In an August 7, 1990, *LA Times* article, Derek Bok, then president and now interim president of Harvard University, warned that training in social work was being neglected. Seventeen years later, the NASW states that a shortage in social workers spells trouble for those in need of services (*NASW News*, April 2006). Likewise, the Bureau of Labor Statistics projects that the demand for social workers will increase 18–26 percent by 2014. When, on June 16, I had the pleasure of presenting our School to the U-M regents, president, and executive officers, one topic we discussed was the demand for excellent practitioners and researchers. So with the start of another academic year at the School, it is important to keep in mind society's need for professionally trained social workers and researchers as we welcome a new cohort of 330 MSW and 10 doctoral students.

The world is becoming a global community, and social workers are no longer bound by borders or languages. The SSW is answering the calls of those in need across the globe with plans to establish the Office of Global Activities. This office will be at the center of the globalization effort, providing information about international field opportunities, coordinating exchanges of faculty and students, and encouraging collaborations

with appropriate partners in other countries. In addition, we hosted international scholars from Egypt, Australia, South Korea, and Japan during the 2005–2006 academic year, and Professors Mike Woolley and Joe Himle taught in South Korea during the spring/summer term. Finally, at my request, Professor Lydia Li traveled to China in September to establish collaborative relationships with aging researchers and explore faculty/student exchange programs.

The School has a number of exciting guest speakers planned for this year. The Fauri Lecture, co-sponsored by the Institute for Research on Women and Gender, will feature former Surgeon General Director (1993–1994) Joycelyn Elders on October 12. Leslie Feinberg, a transgender activist, speaker, and author, will deliver a lecture on October 24, and Dean Spade, a transgender attorney, will be speaking about the Sylvia Rivera Law Project on November 15.

Another exciting event at the School will mean the return of many alumni. The SSW Homecoming Tailgate Party is scheduled for October 28, at 9:00 a.m. It will be held in the School of Social Work courtyard and should be a fun opportunity to catch up with old friends while cheering on the Wolverines.

The School had a wonderful opportunity to welcome the new U-M provost, Teresa Sullivan, on July 10. She spent her time visiting with faculty and students, who shared the ground-breaking instructional and research work being pursued (see p. 20).

All of the work that has been accomplished would not be possible without the generosity of donors. I am pleased to report that as of May 31, 2006, the U-M SSW has reach 92 percent of its “Michigan



Difference” campaign goal. We are so grateful to those who believe in the work we do, and we encourage them to keep up their support (see p. 25).

Finally, I would like to take this opportunity to thank Associate Dean Richard Tolman for his leadership as Associate Dean of Educational Programs. He will be stepping down after four years of service, and we wish him success as he returns to the faculty. I am delighted to welcome to this post Professor Mary Ruffolo, a dynamic researcher who has exhibited innovative leadership skills in curriculum development. I look forward to working with her.

As always, thank you for your support as we continue to explore the ways that we can achieve a better society through individual and social change.

A handwritten signature in blue ink that reads "Paula Allen-Meares".

—Paula Allen-Meares, Dean  
Norma Radin Collegiate  
Professor of Social Work  
and Professor of Education



# THINKING OUTSIDE THE AGENCY:

## The Emerging Generality of Social Work Skill Sets

**S**ocial workers are spreading their wings and going places they have not gone before. Graduates typically have taken jobs in “traditional” social agencies—and they are still doing so. However, they increasingly are doing many other things, and the aim in this issue of *Ongoing* is to explore and explain that phenomenon.

Social work as an occupation and profession began as a result of the English Poor Law Reform of 1834. The cessation of “outdoor relief” (aid to the “shameless poor in their own homes”) by the English government created a need for agencies to help those who were in need but not yet in “houses of correction” or “workhouses.” The Charity Organization Society was born, arriving in the United States in

Buffalo in 1877 (followed by Philadelphia in 1878). Since then, private agencies have been a core source of employment for social work professionals, focusing, as they did and do, on disadvantaged populations. While there had always been some local governmental relief, it was not until the passage of the Social Security Act in 1935 that the federal government became involved in any significant way. Thus social work came to be identified with social work agencies.

When professional social work training came on the scene (beginning at the University of Chicago at the turn of the century), the connection between training and social work “work” became tight. Social work trainees were trained at social work agencies, where they later

worked and became trainers themselves.

The University of Michigan School of Social Work, though, has been traditionally nontraditional in this regard. While retaining an emphasis on social work agencies (especially in the public sector), the School has supported innovative employment settings in many different areas. Of course, the Joint Doctoral Program in Social Work and Social Science, begun in 1957, was a major innovation in social work education, with many graduates becoming professors, deans, and leading researchers and writers. This penchant for cooperation and collaboration has now extended to the MSW program, where we have combined programs with the schools of business, information, law, public health, public policy, and urban planning.

Increasingly today, students are combining social work degrees with other degrees to give them new professional opportunities.

In the macro areas of community organization, evaluation, management, and policy, the School innovated in scale. Other schools had tiny programs in these areas with few students. We developed a major program with many students, and it has remained a staple of our curriculum over the years.

These changes, and others, have reflected and supported an even greater change in the social work mind-set: recognition that social work skills—thinking like a social worker—are highly general skills useful in multiple settings that are nowhere near the ones traditionally considered “social work.” It has long been accepted that “thinking like a lawyer” has value beyond purely legal employment. It is now clear that “thinking like a social worker” has a similar value.

What is thinking like a social worker? There will be many answers to this question, I am sure. But I asked a good number of people that question, and a distillation of their responses follows.

Thinking like a social worker involves, first, an assessment of the impact on people of anything that is done or contemplated. The human impact is central, but the lens is more focused than “people in general.” There is special interest in the human impact on those most vulnerable in the situation at hand—children, the elderly, the poor, or any disadvantaged group.

Second, there is an interest in various kinds of justice, which involves both equality (of opportunity and access) and equity (proportionality in return).

Third, social workers are taught to look at systems and the various factors in systems that contribute to the situation they see before them, whether that is a client system, a community system, or an organizational system. Social work stresses both precipitation and predisposing cau-

sality (temporally immediate and temporally distant causality), as well as causal multiplicity (more than one predisposing or precipitating element).

Fourth, social workers are taught emotional intelligence.<sup>1</sup> This involves five skill areas: self-awareness, management

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of one’s own feelings and those of others, motivation (maintaining zeal and enthusiasm in the face of setbacks), empathy, and social skills (the ability to move appropriately in a wide range of groups). These are skills *all* social workers acquire, not just clinical social workers. The clinical skill set—like the managerial, community organization, evaluation, and policy skill sets—builds upon these basic universals.

Social workers, as well as a wide range of employers, are recognizing more broadly than ever that thinking like a social worker can be extremely useful wherever “people skills” are needed. Social workers are applying such skills in the areas of financial planning, customer relations, general management, or settings

that involve “getting work done through others.” Social work is happening wherever social work graduates are employed because they have gained the skills of thinking like a social worker.

Recently, *The Wall Street Journal* (Career Journal, 7/11/06) identified social work as one of the five best careers. These careers have the following properties: “good intellectual stimulation, strong job security, high level of control and freedom in what to do, and extensive direct contact with customers/clients.” These features are valuable not only in traditional social work jobs, but in innovative ones as well.

Social workers of today are seeing that there are many ways in which civic contributions can be made. Working in a social service agency is certainly one of them, but working in the business world and volunteering at a social agency is another. Meeting common human needs is the province not just of the traditional, but of the innovative workplace as well. Social workers are stepping up to that plate.

—John Tropman, Ph.D., is Professor of Social Work.



U-M Photo Services: Martin Voelt

<sup>1</sup>Goleman, Daniel. (1995). *Emotional Intelligence*. New York: Bantam Books. Or see [http://en.wikipedia.org/wiki/Emotional\\_intelligence](http://en.wikipedia.org/wiki/Emotional_intelligence) for a compact discussion. For a social work perspective, see Morrison, Tony. (2006). Emotional intelligence, emotion and social work: Contexts, characteristics, complications, and contribution. *British Journal of Social Work* 36: bc1016.v1. 0.

Almost universally, students enter the MSW program because of a desire to help others, but the ways in which they accomplish this desire mirror many of the changes and trends in the social work profession and at the School. At the same time that the School is addressing these changes, some new fields are attracting social workers. On the following pages, we profile nine fascinating alumni who are using their social work skills in unexpected careers.

According to Tim Colenback, assistant dean for student services, significant changes in the social work profession over the last thirty years include the following:

- A growing acceptance of the legitimacy of mental health services has led to an increase in the number of people accessing mental health services. Nationwide, social workers are the number one providers of these services.

- Working with children and families, particularly in the area of domestic violence, has become an important field for social workers.

- Social workers are working with populations beyond the profession's historic roots of helping the poor, underprivileged, and oppressed. There is a growing recognition that life stresses (i.e., grief and loss, health issues, dealing with elderly parents) affect everyone.

Several changes also have occurred in the nature of the student body at the School. First, more students are entering the MSW program right after completing their undergraduate degrees. Many employers want to hire people with a postgraduate degree, so a master's is becoming "the new bachelor's degree."

Second, the School has seen a significant increase in the percentage of

students of color. In 1990, 17.2 percent of the student body were students of color, and this percentage has grown to 26.0 percent in 2005. A diverse student body enriches the educational environment at the School and mirrors the environments in which graduates will be working.

A third change has been a steady rise in students (now almost 40 percent) specializing in macro practice, including community organization, social welfare policy, and research and evaluation. Many of these students want to impact social policy and social change at the organizational level and in public service.

The School is addressing these changes through its curriculum, faculty, and field placements. The curriculum is

aligned along four major methods (community organization, interpersonal practice, management of human services, and social policy and evaluation) and five fields of practice (adults and elderly, children and youth, community and social systems, health, and mental health). Thus, it is infused with interdisciplinary thinking and cross-cutting skills.

The faculty not only are experts in their fields, but they also are committed to mentoring students. The alumni profiled on pages 5–13 comment on the "extras" in their social work education that went beyond formal education: in particular, professors who set high standards and expectations for students, encouraged creative thinking, and emphasized problem-solving and advocacy skills. These alumni testify that the School gives students the tools to adapt—and

thrive—in a variety of work and life environments.

Field placements contribute to the well-rounded education that prepares students for a range of career settings. Along with traditional placements in schools, social service agencies, hospitals, and community organizations, students can propose out-of-state or international placements. Last summer, one student created a field placement at the World Health Organization in Switzerland to develop programs on HIV/AIDS for Ghana, Africa.

With such changes, along with the School's interdisciplinary curriculum, it is hardly surprising that graduates are successfully pursuing a wide range of careers.

The growing field of life coaching, which helps people navigate career and life transitions, is attracting social workers.

They are finding employment in business settings as trainers and as managers of employee assistance programs and corporate human resources departments.

Social work skills are invaluable in the political arena: in support positions as staff members for politicians, and also as elected officials, such as the seven social workers in the U.S. Congress.

Alumni of the School also are exploring less traditional professions as authors, real estate agents, sales representatives, and small business owners. Whatever their field, U-M SSW graduates continue to help others and make The Michigan Difference around the state, the nation, and the world.

—Robin Adelson Little works at the U-M Exhibit Museum of Natural History. She is also a freelance writer and past editor of *Ongoing*.

## Alumni Successfully Pursue a Wide Range of Careers

## JEFFREY GAMBEL, MSW '77, PHYSICIAN

“Social work ethics and practice are at the heart of providing medical care and support to our men and women in uniform,” says Colonel Jeff Gambel, MD, who is chief of the Amputee Clinic and program director of Physical Medicine & Rehabilitation Residency at Walter Reed Army Medical Center in Washington, D.C. This synergy of social work and health care has occupied Gambel’s imagination—and shaped his career path—for more than twenty-five years.

A Baltimore, Maryland, native, Gambel grew up working in his family’s junk business, located in neighborhoods whose residents found life a major struggle. Academic interest in applied social sciences was a natural complement to these early experiences. The University of Michigan’s curriculum in social treatment made the MSW program a logical step for him.

After graduating from the University of Michigan, Gambel worked for seven years as a clinical social worker at Henry Ford Hospital in Detroit, supporting neurosurgery patients and their families. He focused not only on developing his social work skills, but also on testing the depth of his passion for health care.

Gambel finished medical school with support from the U.S. Army’s Health Profession Scholarship Program and completed an internal medicine internship in Texas before supporting peacekeeping forces in the Sinai, Egypt, for a year. After completing a residency in public health and general preventive medicine, he was involved in a wide range of epidemiological, infectious disease research projects interspersed with deployments as a preventive medicine officer to Haiti and Southwest Asia.

Yet Gambel “had an itch. At heart, I still wanted to provide direct patient care.” After five years as an Army preventive medicine officer, he completed a residency in Physical Medicine and Rehabilitation (physiatry).

In his capacity as chief of the Amputee Clinic and program director, Gambel, along with the physical rehabilitation team, works with “tactical athlete” amputees—young, otherwise healthy, adults who suffer major, blast-related limb loss and related injuries—and their families. Unlike past conflicts, families often reunite with a wounded Service member at Walter Reed just days after the injury overseas. So the team—doctors, nurses, social workers, rehabilitation therapists, psychologists, and others—care for the family unit.

The goal? Help these tactical athletes reach the highest level of function possible and, relying on the core social work principle of self-determination, return to their lifestyle of choice—back to work, back to play, back to their relationships, and sometimes even back to active duty.

—Elizabeth Leimbach Zambone is a freelance editor and writer living in Charlottesville, Virginia.



Walter Reed Photo: Michael E. Duker

## DEBBIE EISENBERG MERION, MSW '78, WRITER AND TEACHER

As Debbie Eisenberg Merion sees it, the School of Social Work provided right-on training for her career as a teacher and writer.

“Each of our classes required lots of writing,” she recalls. “I found I liked organizing my thoughts on paper.” After graduation, she applied that skill as a grant writer, enjoying the challenge of fitting unique and compelling arguments into a prescribed structure.

But opportunities were limited. (“People seek grants because they need money, not because they have money,” she notes.) Merion segued to writing computer hardware and software manuals and marketing materials. By 2000 she began teaching Advanced Technical Communication at Washtenaw Community College.

So, how does this relate to her MSW? Merion worked for (now Professor Emeritus) Sydney Bernard as a sociology undergraduate. “I liked him, and I liked the idea of helping people.” She chose social services administration and recalls “a very positive experience. I felt like I fit in there.”

Yet her passion for writing persisted. Now, Merion draws upon her social work skills to help people through teaching and writing.

The best example is her latest venture, Essay Coaching. For years, friends have sought her advice when writing college admissions essays. “These are smart, successful people who find it challenging to write about themselves. I do not do any of the writing for them,” she emphasizes. “I listen to their stories, ask lots of questions, offer feedback and encouragement. They end up expressing themselves in a genuine, interesting way and bring out their best.”

In addition to working with writers one-on-one, Merion has developed writing workshops and continues her career as a freelance writer and journalist, publishing some 50 articles and short stories over the past decade. She has also written and produced short videos, specializing in humorous biographical and travel documentaries.

Concurrently, Merion and her husband Bob, a transplant surgeon at U-M, have raised two daughters: Alison, a photographer in Los Angeles, and Sarah, entering Northeastern University in Boston.

Merion draws on her social work experience every day: “I’m using three sets of skills,” she reflects. “Research skills—using libraries, individuals, and the Internet. Financial skills, because running a nonprofit parallels managing a small freelance business. And especially people skills—listening and interviewing in a nonjudgmental way.

“I can see as I look back almost thirty years that some dedicated and caring people at the School of Social Work ended up having a huge, positive effect on my life.”

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

Courtesy Debbie Merion





A St. Croix Virgin Islands native, John R. Logan never thought that his delight in watching the Navy ships come to shore would lead to service in Iraq. As a child, he was determined to join the Navy, and he learned all he could about seamanship through the Sea Scouts.

At the age of 16, three years after conversion to the Christian faith and baptism into the Seventh-Day Adventist Church, Logan gained another passion—"a calling to work for the Lord and help people." He learned that he could combine his two interests by becoming a chaplain.

This led to several degrees: BA (1992) in theology from Antillean Adventist University, Mayaguez, Puerto Rico; and master of divinity (1998) from Andrews University, Berrien Springs, Michigan. He worked as a minister in St. Croix and St. Maarten (ordained in 2005), was commissioned to the rank of ensign in the Naval Reserves, and completed the Chaplain Basic Course at the U.S. Naval Chaplain School in Newport, Rhode Island.

Deciding to apply to the U-M SSW was easy. "I realized that as a chaplain one of my job functions would be counseling military personnel and their families." Logan is grateful for the experience and received inspiration from Professors Kathleen Faller, Bill Meezan, and John M. Wallace, Jr.

Logan was accepted for active duty in July 2001 and checked aboard the USS Belleau Wood in San Diego, California, six days after the September 11 tragedy. His wife Letricia, one of his greatest supporters, joked, "You chose a fine time to go on active duty!"

The following June, Logan became part of Operation Enduring Freedom, deployed on a western Pacific cruise.

Staff Sgt. Raymie G. Cruz, Courtesy 3rd Marine Aircraft Wing



## JOHN R. LOGAN, MSW '00, NAVY CHAPLAIN

He conducted three worship services and six Bible studies per week, providing "a momentary oasis for our sailors and Marines, who were encouraged spiritually and through them were better able to cope with the stresses that are inherent in a deployment."

Lieutenant Logan's present deployment is with the 3D Marine Aircraft Wing, fighting in Operation Iraqi Freedom in Iraq. "Chaplains are key advisors to the command on various areas pertaining to religion, ethics, morale, and welfare of the service members," Logan explains. He also holds worship services, gives religious instruction, helps with crisis interventions, and assists with death notifications.

Logan's social work training has helped him counsel individuals in many areas, including marriage and family, grief, military life, and suicide prevention and intervention. "The clergy is the field most related to social work," Logan believes. "In fact, the history of social work began in the churches, with orphanages and helping the needy."

Although military life is challenging and he misses his wife and two small children, Logan has found chaplain work to be the fulfillment of a dream. "Chaplains are expected to visit the troops in their work spaces. This is the part of my job that I love. It gives me great joy to help make a difference in the life of someone."

—Tanya C. Hart is editor of Ongoing.

## LISA CLAMPITT, MSW '91, MATCHMAKER

**O**n any given day, 42-year-old Lisa Clampitt can be sure that approximately twenty very wealthy, successful New York men are eagerly awaiting her next call. They're paying no small sum for her time—just three months of Clampitt's services cost \$5,000.

But it's not really Clampitt they're after—she is a married woman, and happily so. They are actually eager for the world that Clampitt provides an entrée to: a world full of beautiful, successful, charming women anxious to be paired up with these very eligible men.

Clampitt didn't set out to be a professional matchmaker, though it seemed to be a hobby that led to her current professional success. "I was always a matchmaker," she admits. "I have set up so many of my friends who now have kids and have been married for years."

When it came time for college, Clampitt wanted to study social work, but her father insisted she pursue a liberal arts education at New York University. After graduating, she spent some time working for her father, and then later worked for Child Protective Services in New York. After six months, she left to pursue her master's degree in social work at the University of Michigan. "It was the only school I applied to," she says. "It was one of the most amazing experiences of my life. I had always been a B student, but in social work, I got A's."

"Brett Seabury was my all-time favorite professor," Clampitt recalls fondly. "He is such an out-of-the-box thinker."

Clampitt worked in a variety of high-stress pediatric social work jobs in Detroit, New York, and Los Angeles and after a few years moved back to New York. She convinced a local matchmaking company to let her create a relationship coaching program for their clients based on her social work degree.

In 2001 Clampitt founded VIP Life, a self-described "exclusive, elite social club that specializes in professional introductions of exceptional, relationship-oriented men and women." Since then, VIP Life has gone on to receive numerous accolades, frequently touted as New York's number one matchmaking service.

That year Clampitt also created a nonprofit, Children's PressLine, which thrives today as a program dedicated to teaching children ages 8 to 18 to be reporters and editors.

*—A version of this article, written by Ismat Mangla, was published in the spring 2006 issue of Michigan Alumnus.*



“My current activities have often built on previous experience, which gives me confidence to take on something new,” says Mary “Sue” Wesselkamper, president of Hawaii’s Chaminade University, reflecting on her career in social work education and higher education administration.

The challenge and nurture offered by many U-M SSW professors left a lasting impression on Wesselkamper’s personal and professional growth. “My professional interest in experiential education developed under Professor Frank Maple, an innovator in the field. He engaged students with experiential learning and reflection, a method that works well with social work.” The late Henry J. Meyer, SSW professor and founding director of the Joint Program in Social Work and Social Science, also made an impact on Wesselkamper.

After completing doctoral work in the State University of New York System and Hunter College’s research department (where she held classes with Professor Irwin Epstein, an SSW mentor), Wesselkamper accepted a position in New Rochelle College’s social work program, where she taught for three years before serving as dean of the School of Arts and Sciences. Though at first anxious about her preparation for the job, Wesselkamper quickly discovered that her social work training would serve her in good stead. “Administration parallels social work; it’s about



## MARY “SUE” WESSELKAMPER, MSW ’73, UNIVERSITY PRESIDENT

establishing relationships, solving problems, developing vision, and assessing its implementation. So I often drew on the skills I learned at Michigan.”

By the mid-1990s, Wesselkamper was ready for something new and found Chaminade’s mission compelling. Her social work background prepared her to deal with challenge, which she found to the extreme on assuming the office of university president. “Chaminade was in financial distress and lacked the resources to solve its financial difficulties. I had been trained in group work community development and relationship building, and it was natural for us to partner with outside institutions and with the Marianists, the university’s religious sponsor.”

She found it an exciting first year. And though the financial situation has greatly improved and day enrollment has nearly doubled since 1995, many challenges remain. Small schools, dependent on enrollment and donorship, must strive to remain sustainable. “We’re working to root ourselves in serving the community,” Wesselkamper explains. “And in the midst of a capital needs campaign, we’re also recovering our unique identity and building it into our curriculum and co-curricular activities.”

“It’s been a tremendously rewarding experience,” Wesselkamper concludes. “Chaminade is small, so I know many students by name or face and have opportunity for informal contact.”

Though sports fans remember Chaminade from its 1982 basketball upset of the University of Virginia, Wesselkamper has a different focus: “We want to continue preparing students for careers, values-based living, and making positive contributions to their communities.”

—Elizabeth Leimbach Zambone is a freelance editor and writer living in Charlottesville, Virginia.

Courtesy Sue Wesselkamper

## IKEITA CANTÚ HINOJOSA, MSW '02, ASSOCIATE COUNSEL

Working at the intersection of law and social work makes perfect sense to Ikeita Cantú Hinojosa. She majored in political science and communication studies at Texas Tech University and began her career in government, working for the City of Lubbock and the Parole Division of the Texas Department of Criminal Justice. Frustrated by policy flaws, Cantú Hinojosa realized that she needed to learn the law in order to change it.

In 1999 Cantú Hinojosa came to the U-M Law School as a Clarence Darrow Merit Scholar. She selected U-M because “as proud as I am to be a Texan, I wanted to keep Michigan from becoming Texas with respect to affirmative action.”

As a member of the Law Students for Affirmative Action, Cantú Hinojosa was a defendant-intervener in the 2003 University of Michigan affirmative action lawsuit.



Cantú Hinojosa entered the School of Social Work midway through law school, seeking to understand how law and policy impact lives and social systems. Her concentration was community organization and community and social systems, and she created a unique field placement at a transactional law clinic in Detroit that was doing contract work for affordable housing. She describes the MSW program as one of the best experiences in her life because it gave her the opportunity to take her education out of the classroom. Cantú Hinojosa credits Professor Michael Reisch for encouraging her and other social work students to work in the political arena. She says he “solidified the point that social workers are natural advocates for clients and causes.”

Following graduation from the Law School in 2001 and the School of Social Work in 2002, Cantú Hinojosa worked for a legislative consulting firm in Michigan. She then moved to Washington, D.C., to serve as counsel for the National Women’s Law Center and as legislative affairs manager for the national office of Planned Parenthood.

Cantú Hinojosa is enjoying her “dream job,” working for the national office of the National Association of Social Workers (NASW). “I explore the intersections between law and social work through legislative and political advocacy because I understand not only the legal ins and outs, but also the social justice impact of the issues we face.”

She is particularly interested in encouraging more social workers to enter politics and oversees Political Action for Candidate Election (PACE), NASW’s federal political action committee. Cantú Hinojosa says, “Now more than ever we need the social work voice to be heard, especially in the areas of health, mental health, children and families, and civil rights.”

*—Robin Adelson Little works at the U-M Exhibit Museum of Natural History. She is also a freelance writer and past editor of Ongoing.*

Ayala Donchin was interested in the intersection of social work and business from the moment she entered the MSW program in 1991. She took several classes in the Business School and observed that social work and business students discussed the same issues, but from different perspectives. She learned that “finding ways to honor and respect differences is an important tool in whatever career path you choose.”

After graduation, Donchin saw a documentary about a New York City teacher who had taken a group of inner-city high school students to live and work on a kibbutz in Israel. She wrote a proposal to the board of Youthworks, the nonprofit organization that sponsored the program, and was hired as their first director of development. Donchin quickly was promoted to executive director. She expanded the program to include a mentoring program that matched the students with young Black and Latino professionals from the worlds of finance, sports, and entertainment.

Leaving Youthworks to become the first executive director of the mentoring program First



## AYALA DONCHIN, MSW '92, CONSULTANT FOR NONPROFITS

Choice Group, Inc., Donchin helped expand their programs to include five other nonprofit organizations and an in-depth mentor training program. In 1998 Donchin received a full scholarship to Columbia University's Institute of Nonprofit Management. After completing the program, she started her own consulting company, Standards, Inc., in New York City. After a year and a half, she discovered that working for herself was isolating, and she returned to the nonprofit sector as the executive director of the \$3.5 million organization “Chess in the Schools.”

The business world came knocking at her door soon afterwards. The New York Knicks basketball team was creating a Community Relations Department in 1999 and recruited Donchin to get it off the ground. Donchin developed a talent for creating a program that matched athletes with community groups and nonprofit foundations.

But the desire to be her own boss returned, and in 2002 she restarted Standards, Inc. The motto is “The Business of Doing Good,” and the client list includes celebrities and professional athletes, as well as companies like Nike, Boost Mobile, and Merrill Lynch. Donchin succeeds by understanding the unique needs and culture of celebrities, the goals of corporations and nonprofits, and the ways that their partnerships can be of mutual benefit.

Donchin credits the culture of the School of Social Work for supporting her entrepreneurial spirit, and she praises her professors (particularly Larry Gant) for challenging students, setting high expectations, encouraging creative thinking, and teaching problem-solving skills.

—Robin Adelson Little works at the U-M Exhibit Museum of Natural History. She is also a freelance writer and past editor of *Ongoing*.

## SUZANNE GELBER RINALDO, PHD '81, HEALTH CARE CONSULTANT

In her role as a health care policy researcher and consultant, Suzanne Gelber Rinaldo, managing partner of The Avisa Group, frequently draws on the skills and relationships that she cultivated during her time at the University of Michigan.

Although she had taken only two previous sociology courses, Gelber Rinaldo found graduate sociology courses a welcome change from her English PhD coursework. After applying to U-M SSW's PhD program, she received a fellowship to work with (now Professor Emerita) Rosemary Sarri, in whom she found an inspiring mentor and role model, and gained valuable research experience.

Gelber Rinaldo accepted several university teaching assignments and then served under New York City Mayor Edward Koch in the Health and Hospitals Corporation, where she put her social work policy and administration training to rigorous use. "It was interesting after my academic experiences to work in policy formation. I had occasion to work on New York City's first AIDS task force," she recalls, "and experienced how policy and administration build on efforts of practitioners. My policy focus extends beyond practical social work to the formation of care systems."

Gelber Rinaldo's growing expertise in health care policy formation led to a series of positions in insurance, managed care, and benefits consulting. She managed the first Participating Provider Option (PPO) plan for New York State employees and their dependents, developed mental health/substance abuse practitioner networks for employers of large companies, and, with a team, spearheaded mental health and substance abuse benefit plan development for Fortune 500 companies. "The work was intellectually stimulating," she says. "But I decided I could have better control of my schedule if I took the plunge and started my own firm." She founded The Avisa Group in 1995 in Berkeley, California, and has not looked back.

"It was challenging at first, because I had to do a little of everything," Gelber Rinaldo says. But she recruited her husband—a health economist—and re-oriented Avisa's focus more towards the public sector. Now The Avisa Group principals and affiliates work on numerous public and public-private sector consulting projects.

In addition to the constructive, beneficial nature of The Avisa Group's projects, Gelber Rinaldo thrives on the network of relationships established during her time at the University of Michigan that has become part of a larger professional network. "I gained not only skills," she explains, "but relationships. I was fortunate to be part of a committed and capable cohort with great social work and social science faculty."

—Elizabeth Leimbach Zambone is a freelance editor and writer living in Charlottesville, Virginia.





## BARBARA LEVIN BERGMAN, MSW '82, COUNTY COMMISSIONER

“A well society,” says Washtenaw County Commissioner Barbara Levin Bergman, “recognizes that we live in a community and that our actions are communal. I do believe that in my professional position and as a fellow human being, I am my brothers’ and sisters’ keeper.”

Now in her seventh two-year term as county commissioner, Bergman believes that her background in social work ties in quite well with her role as public servant. She explains: “Commissioners review program and service needs of county residents and decide how to allocate the budget. It is a way to shape how money is spent from a social work perspective.”

Bergman’s personal philosophy influences her policy work on multiple committees. “I am beyond proud,” she says, “to be a founding member of the Washtenaw Community Health Organization [WCHO], the country’s only public health maintenance organization for persons with developmental disabilities and mental illness.” The

WCHO’s innovative approach of integrating mental health, substance abuse, disability, and primary and specialty care services has attracted regional and national attention.

In the 1960s, Bergman was a part of the Michigan League for Human Services Committee charged with making recommendations for the first child abuse and neglect legislation in Michigan. Later, Bergman worked at a runaway shelter in Inkster, Michigan, until her position was defunded. This event led to her move to Ann Arbor in 1980, where she ultimately enrolled in the administrative track of the MSW program at age 45.

Following her graduation, Bergman taught social work and sociology courses at Adrian College and Eastern Michigan University while taking doctoral courses in public policy and social work.

Through her policy work and the influence of her mentor, Professor

Emerita Sallie Churchill, Bergman has never lost sight of the importance of the individual and the way policy decisions affect their lives. She recalls Churchill saying that individuals in need of services, not the agencies, are those who need the dollars. “That mix-up faces the commissioners to this day as they vote on outside agency allocations,” Bergman says.

Bergman once considered going to law school with the goal of becoming a judge. Serving as county commissioner has proven more satisfying for her. “It’s truly a way to change lives,” she declares. “It fulfills my mission as a social worker.”

—Jennifer M. Acree, MSW '05, is director of programs for the BEST Project, a capacity building initiative for Genesee County nonprofits, in Flint, Michigan.

# FACULTY NEWS

## RECENT FACULTY PUBLICATIONS

### Children, Youth, and Families

Hollingsworth, L. D. (2006). Transracial adoptees in the media: 1986-1996. In L. B. Alexander & P. Solomon, *The Research Process in the Human Services: Behind the Scenes* (pp. 443-458). Toronto: Thomson Nelson.

Staller, K. M. (2006). *Runaways: How the Sixties Counterculture Shaped Today's Practices and Policies*. New York: Columbia University Press. (See related story on page 20.)

Staller, K. M. (2006). Railroads, runaways, and researchers: Returning evidence rhetoric to its practical base. *Qualitative Inquiry*, 12, 503-522.

### Community and Groups

Dunkle, R. E., & Jeon, H-S. (2006). The oldest old. In B. Berkman (Ed.), *Handbook of Social Work in Health and Aging* (pp. 191-204). New York: Oxford University Press.

Gee, G. C., Chen, J., Spencer, M. S., See, S., Kuester, O. A., Tran, D., & Takeuchi, D. (2006). Social support as a buffer for perceived unfair treatment among Filipino Americans: Differences between San Francisco and Honolulu. *American Journal of Public Health*, 96(4), 677-684.

Ingersoll-Dayton, B., & Bommarito, A. (2006). Reminiscence and life review. In B. Berkman (Ed.), *Handbook of Social Work in Health and Aging* (pp. 781-787). New York: Oxford University Press.

### Health

Spencer, M. S., Kieffer, E. C., Sinco, B. R., Palmisano, G., Guzman, J. R., James, S. A., Graddy-Dansby, G., Two Feathers, J., & Heisler, M. (2006). Diabetes-specific emotional distress among African Americans and Hispanics with Type 2 Diabetes. *Journal of Health Care for the Poor and Underserved*, 17, 88-105.

### Mental Health

Mowbray, C., Bybee, D., Oyserman, D., MacFarlane, P., & Bowersox, N. (2006). Psychological outcomes for adult children of parents with severe mental illnesses: Demographic and clinical history predictors. *Health and Social Work*, 31(2), 99-108.



### Research and Evaluation

Allen-Meares, P. (2006). One hundred years: A historical analysis of social work services in schools. *School Social Work Journal*, special issue, 25-43.

Staller, K. M., Buch, E. D., & Birdsall, W. C. (2006). House of mirrors: The messy worlds of interdisciplinary community-based research. *Reflections: Narratives of Professional Helping*, 12(1), 87-98.

Stotzer, R. L., & Tropman, J. E. (2006). Professionalizing social work at the national level: Women social work leaders, 1910-1982. *Journal of Women and Social Work*, 21(1), 9-27.

Tucker, D. J., & Sommerfeld, D. H. (2006). The larger they get: The changing size distributions of private human service organizations. *Nonprofit and Voluntary Sector Quarterly*, 35(2), 183-203.

In an introduction to the special summer 2006 issue of the *School Social Work Journal*, the editor wrote, "Paula Allen-Meares leads off the more traditional articles with a review of the development and history of school social work. Paula Allen-Meares, who replicated the landmark Costin study and who now serves as Dean of the University of Michigan School of Social Work, has become an icon in the field of school social work and takes her place as one of the school social work greats."



David Tucker

U-M Photo Services: Marcia L. Ledford



## HIGHLIGHTING IMPORTANT RESEARCH

### Family and neighborhood impact school outcomes

Many education improvement policies focus on test scores and academic issues, but student attitudes and beliefs about education, behavior at school, family influences and neighborhood factors can determine if students will have positive school outcomes, a U-M study indicates.

“Unless you promote students’ and families’ positive beliefs about school and create a supportive environment at home and in the neighborhood, some students will not respond to efforts to improve their grades or standardized test scores,” says Michael Woolley, assistant professor in the schools of Social Work and Education, who co-authored the study with Andrew Grogan-Kaylor, assistant professor of social work.

In the study, the researchers analyzed four family factors: student satisfaction with parenting; family support; social integration of family members; and home academic culture, which involves parents emphasizing the importance of school.

Students who reported a strong home academic culture earned higher grades, but home academic culture did not influence a student’s behavior, beliefs or attitudes about school. Students who reported higher levels of family satisfaction with parenting, family social integration and home academic culture reported more positive beliefs and attitudes about attending school and success in school.

Better grades also were related to students’ perceptions of how safe they feel in their neighborhoods and the crime rate. The nature of the neighborhood peer culture, satisfaction with the quality of the neighborhood, transience and economic resources also were neighborhood factors related to various aspects of school outcomes from avoiding problem behavior to getting good grades.

For school behavior and academic performance race/ethnicity was not significant once other factors, such as neighborhood were accounted for, Grogan-Kaylor says.

“The implication is that policy and practice efforts to reduce the achievement gap experienced by African American and Latino students should not simply focus on academic issues such as curriculum planning and high-stakes testing,” the researchers wrote.

—U-M News Service, Jared Wadley. Published originally in the March 6, 2006, issue of The University Record.



Mike Woolley

U-M Photo Services: Marcia L. Ledford



Andy Grogan-Kaylor

U-M Photo Services: Paul Jaronski

### Adult children of mothers with mental illness show problems

Mothers with serious mental illness report that, for the most part, their children entered adulthood with psychiatric and behavioral problems.

It is possible that these children would have been helped by an early intervention with the troubled parents, says Daphna Oyserman, a professor of social work and psychology, and a research professor in the Institute for Social Research.

In Oyserman’s survey of mothers with mental illness, they reported that one-third of their adult children had not completed high school and about one-third experienced psychological problems. It also might be inferred that the adult children in this study had relationship problems, because at an average age of 22, only about one in nine were in a committed relationship, although 38 percent were parents.

“Because of the stigma attached to mental illness, parents may not ever share the fact that they have a mental illness with their children. This means that even years later, adult children may not have an explanation for parental behavior,” says Oyserman. The study appears in the May issue of *Health and Social Work*.

From a larger study of 379 mothers with serious mental illnesses, 157 mothers with an adult child between the ages of 18 and 30 responded via telephone interview about frequency of contact with their adult children, satisfaction with the relationship, their adult child’s education, attainment of other adult roles



*Daphna Oyserman*

and problems. Mothers reported that about half (54 percent) of adult children had a major problem in psychological, drug or alcohol or legal domains. Although nearly 40 percent of adult children were parents themselves, only about 12 percent were in a committed relationship. Mothers' bipolar diagnosis was a significant predictor of how many problems adult children were reported to have.

—*U-M News Service, Jared Wadley. Published originally in the June 12, 2006, issue of The University Record.*

### Faculty Promotions

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

Linda Chatters,  
to professor without tenure

Lydia Li,  
to associate professor with tenure

Mary Ruffolo,  
to associate professor with tenure

### RECENT FACULTY HONORS, AWARDS, AND PRESENTATIONS

On April 25, the *Detroit News* printed an op-ed piece by Paula Allen-Meares entitled "Social Katrinas threaten to overwhelm society's under-funded levees." See <http://www.detroitnews.com/apps/pbcs.dll/article?AID=/20060425OPINION01/604250309&template=printart>. She also wrote an op-ed entitled "What it will take to make affirmative action unnecessary," which was published in *The Michigan Prospect* on August 11. See [http://www.michiganprospect.org/articles\\_html\\_op\\_ed\\_10\\_commands\\_ong\\_print.htm](http://www.michiganprospect.org/articles_html_op_ed_10_commands_ong_print.htm).

Paula Allen-Meares has been selected as the recipient of the NASW Foundation's 2006 Knee/Wittman Outstanding Lifetime Achievement in Health and Mental Health Award. The Knee/Wittman Award Program was established to recognize those who represent the values, ethics, and approaches exemplified by two dedicated social work pioneers, Ruth Knee and Milton Wittman, who guided the development of social policy and standards, 1915–1994.

Paula Allen-Meares was invited to present on the topic of school social work at the National Symposium for School Social Work, sponsored by Children, Youth, & Family Services, National Council of Social Service, Singapore, in June 2006.

The Duke University Center for the Study of Aging and Human Development invited Linda Chatters to present a lecture as part of their Distinguished Guest Lecture series. She spoke on "African American Aging and Diversity" on April 12.

Jorge Delva has been named an Academic Leadership Program fellow for the 2006–2007 academic year. The Academic

Leadership Program is sponsored by the Committee on Institutional Cooperation (CIC) with the objective to "develop leadership skills of faculty members who have demonstrated exceptional ability and administrative promise."

Ruth E. Dunkle, Wilbur J. Cohen Collegiate Professor of Social Work, has received the Anthony V. DeVito II Memorial Award. This award is presented annually by the U-M Medical School's Geriatrics Center to recognize outstanding service, dedication, and commitment to excellence in the field of geriatrics education in Michigan.



*Ruth E. Dunkle*

Kathleen Coulborn Faller has been appointed Marion Elizabeth Blue Professor of Children and Families, effective September 1, 2006–August 31, 2011. The Marion Elizabeth Blue Endowment Fund was established in 1997 through the generosity of the Ann and Robert H. Lurie Family Foundation in memory of Ann's mother, Marion Elizabeth Blue. Its purpose is to provide leadership in scholarship, teaching, and service related to children and families at the U-M SSW. Faller's research interests lie in the area of child welfare, including interview techniques for possible sexual abuse; decision-making in child sexual abuse; co-occurrence of child maltreatment, substance abuse, mental illness, and domestic violence; and child



Kathleen Coulborn Faller

welfare workforce issues. Faller’s contributions to the child and family field are recognized by other professionals both nationally and internationally. She will be installed on October 19 at the School of Social Work.

Dale Fitch was named to the editorial board for the *International Journal of Applied Systemic Studies* (IJASS), a first for the School in this interdisciplinary area.

Larry Gant and Mieko Yoshihama are two of five recipients of the 2006 Harold R. Johnson Diversity Service Award, which recognizes Ann Arbor University of Michigan faculty members who have exhibited outstanding leadership in the area of cultural diversity.

Mary Ruffolo has been appointed Associate Dean of Educational Programs at the School. Richard Tolman served in this capacity for the past four years.

On June 18 Rosemary Sarri gave the keynote address, “Social Innovation as Leadership in Times of Challenge,” at the 2006 Social Policy Conference in Washington, D.C., hosted by the Virginia Commonwealth School of Social Work.

Trina Williams Shanks spoke at the Economic Empowerment Workshop of the NAACP 97th Annual Convention in Washington, D.C., on July 17. Her address was entitled “Programs and Policies Around Asset Building.”

Robert Joseph Taylor, Associate Dean for Research and Sheila Feld Collegiate Professor of Social Work, has received the first Distinguished Faculty Award at the School of Social Work. The Distinguished Faculty Award recognizes a faculty member in the School of Social Work who has achieved national recognition in scholarship and service, demonstrated excellence in teaching and mentoring, provided outstanding service to the School and the



Robert Joseph Taylor

University, and contributed significantly to the professional community. Taylor is a nationally recognized leader in survey research, both on the elderly and on the lives of African Americans. His path-breaking work on the role of religion in the lives of the elderly is broadly recognized as the authoritative voice on this subject.

Robert Joseph Taylor has been reappointed Sheila Feld Collegiate Professor Social Work, effective September 1, 2006–August 31, 2011.

Diane Kaplan Vinokur was selected to serve on the National Advisory Committee to a newly endowed program on nonprofit management at the School of Social Welfare, The University of California, Berkeley.

Diane Kaplan Vinokur is quoted in the article “A space of their own: Centers for nonprofit groups offer low-cost rent and other perks,” *The Chronicle of Philanthropy*, May 18, 2006.

Kathleen Wade, SSW assistant dean of Hospital Social Work Services, is the sole recipient of the 2006 Social Work Leader of the Year Award from the Society of Social Work Leadership in Health Care (SSWLHC). As recipient of this award, Wade exhibits strong, active participation in her work, profession, and the SSWLHC, as well as demonstrated excellence in solutions of complex psychosocial situations as she directs the University of Michigan Health System’s Department of Social Work. She also presented at the SSWLHC national annual conference in April in San Diego.



Kathleen Wade

# FRANK MAPLE

**T**he first time I went to see Frank Maple,” recalls Professor Robert Ortega, “I saw file cabinets stacked on top of each other in his office. I couldn’t imagine what it would take to achieve such a collection, but after reading some of his work, I now know that it’s only a fraction of what he carries in his mind and heart.”

As a young man, Maple dreamed of being a coach or sports writer. He attended the University of Michigan, earning a master’s degree in education. He realized both dreams when he taught history and coached basketball and baseball at a local high school and then became a sports writer in Elmira, New York.

“Believe it or not, the skills I acquired while coaching and working as a sports writer were invaluable and prepared me for my future social work experiences,” says Maple. “As a coach, I learned to teach performance skills; and as a sports writer, I learned to observe and describe the behaviors of successful athletes.”

How did this high school teacher and coach transition to social work? Each year, more and more aggressive boys were assigned to Maple’s classes. While seeking resources to assist these boys, he was referred to the school social worker. Their meeting led him to realize that it was this kind of work he really wanted to do.

After taking classes at the U-M SSW, Maple became a high school social worker himself for five years. Requesting advice of Professor Robert Vinter regarding working with groups, Maple decided to finish his MSW and was offered a faculty position at the School. He remained for 41 years, a faculty record, before his retirement in 2003.

While at the School, Maple had another chance meeting that would again transform his work. Cindy Kleinsmith, a



U-M Photo Services: Martin Voelt

student in an interpersonal practice class, proposed that he turn his book *Shared Decision Making* into software programs on individual, group, and family therapy. This resource would allow social work students to engage in more active learning experiences by choosing from four different interventions at various points in a transcript of a treatment session.

“I found this program to be an important educational tool because it required active involvement of students,” says Maple. “They had to really participate in selecting treatment interventions. In addition, it allowed the students to learn at their own pace in complete privacy.”

While this new program was innovative, Maple soon found that students wanted to see and hear clients. Maple teamed up with David Starks from the University’s Office of Institutional Technology to create five interactive videos on interviewing, group work, and family therapy. Maple’s

research on the learning outcomes of these students found high levels of satisfaction among the participants.

Former student Nicole LaLonde (MSW ’03) considers Maple’s clinical class to be one of the best she took. “We actually worked on therapy techniques that were applicable and relevant. This was real clinical experience. Now that I am in the field working, I have used a lot of these techniques. I found Professor Maple to be honest, available, and easy to talk to. He was truly a mentor for me during my time at the School.”

After retiring, Maple realized that he missed his interactions with students at the School, so he returned to teach two sections of Interpersonal Practice with Individuals, Families, and Groups. In addition to his teaching, he has kept busy traveling and continuing his involvement in sports.

It seems that Maple has passed on his dedication for the profession not only to students within the School, but also to many of his own family members. His daughter became a school social worker, and one son-in-law and two granddaughters have also entered the field.

Maple has high hopes for the U-M SSW. “I hope that we will continue to graduate students who have achieved a high level of competency in relation to their delivery of social work services. The greatest challenge for them will be the ability to draw upon their knowledge and understanding when they are faced with circumstances for which they have no direct experience.”

—Amanda S. Apostol is a member of the Dean’s office staff.



U-M Photo Services: Lin Jones

Dr. Robert P. Kelch delivers the 2006 Winkelman Lecture.

## WINKELMAN LECTURER DISCUSSES STRESS ON HEALTH CARE SYSTEM

The aging population and increasing demand for new treatments are two reasons the national health care system will become more inadequate and troublesome unless steps are taken to make it socially responsible, says Dr. Robert P. Kelch, executive vice president for medical affairs and U-M Health System CEO. In addition, universal health coverage is needed—which Kelch believes will happen in some form—to assist many people who are uninsured and underinsured.

Kelch focused on this topic in the Winkelman Lecture on April 4 at the School of Social Work. His talk was titled “A Socially Responsible Health Care System in the Era of Longevity Genes.”

Research and medicine have led the way to people living longer. Kelch says researchers have studied a compound called resveratrol—found in red wine—that increased the longevity of fruit flies by 30 percent. Now researchers are looking at a similar compound as they study mice.

A longer life expectancy is good news for the first Baby Boomers as they

turn 60 this year. They are better health care consumers than their predecessors, better educated—including about health care—and more active, Kelch says. But they also demand more care with their “fix it” mentality. The United States will spend nearly \$2 trillion on health care in 2006—15.6 percent of Gross Domestic Product, more than any other major expenditure and more per capita than anywhere in the world.

“The money we’re devoting to health care isn’t spread evenly, but is concentrated on a small percentage of the overall population,” says Kelch. “It also isn’t devoted to prevention, but rather highly complex, often end-of-life care.”

The Winkelman Lecture Series is presented biennially in memory of Leon and Josephine Winkelman. To request a copy of the monograph, please contact the Alumni Office at [ssw.alumni@umich.edu](mailto:ssw.alumni@umich.edu).

—Excerpted, U-M News Service, Jared Wadley. A version of this piece was published originally in the April 3, 2006, issue of The University Record.

## Emerging Scholars Interdisciplinary Network holds summer institute

In July the Emerging Scholars Interdisciplinary Network (ESIN) held its first summer institute, led by Sean Joe, assistant professor of social work and its founder and director. The ESIN was created to provide strategic research career planning and peer support to junior faculty of color dedicated to bringing to light and ameliorating health-related and social disparities that are commonly experienced by underserved communities.

The purpose of the summer institute is to increase participants’ methodological skills and encourage collaboration through information sharing, training, and social networks. According to Joe, the ESIN is the only interdisciplinary, interracial, multiethnic peer support network for junior social or behavioral scientists of color.

The School teamed with U-M’s Inter-university Consortium for Political and Social Research (ICPSR) and the Office of the Provost to sponsor this program. Participants attended two ICPSR courses: a statistics course and a series in Methodological Issues in Quantitative Research on Race and Ethnicity.

The sixteen scholars, three of whom are from the University of Michigan, attended a luncheon speaker series covering various topics relevant to their professional development and enhancement. While attending ICPSR classes and the speaker series, participants also developed an empirically based, data-driven paper





Tanya C. Hart

Professor Sean Joe greets two scholars at the opening reception of the ESIN summer institute.

based on their research. The program ended with a mini-conference at which the scholars presented their papers in an oral presentation or poster format.

Participant Linda Marc, post-doctoral fellow from the Weill Medical College of Cornell University, praised the summer institute as “a wonderful opportunity to be surrounded by cutting-edge ideas proposed by scholars of color.” The students expressed their expectation to collaborate with each other on future articles and other projects.

### Dean, faculty, and students host new provost

Only five weeks after taking on new responsibilities as provost and executive vice president for academic affairs at the University of Michigan, Teresa A. Sullivan visited the School of Social Work on July 10. She is formerly executive vice chancellor for academic affairs at the University of Texas System since 2002 and also served there as director of the Women’s Studies Program, chair of the Department of Sociology, and vice president and dean of the Graduate School.

Dean Paula Allen-Meares hosted Sullivan throughout the day, and several faculty members presented examples of their research and training grants. Holding a doctorate in sociology from the University of Chicago in 1975, Sullivan showed great interest in the faculty’s research. The provost also met with doctoral students over lunch and received a tour of the art in the School.

Sullivan is a scholar in labor force demographics, with a focus on economic marginality and consumer debt. She has authored or co-authored six books, including *The Social Organization of Work* (2002), which is now in its third edition and is considered by many the leading textbook on the sociology of work. She has carried out groundbreaking research on consumer debt and bankruptcy, and her work in that field has been recognized with the Silver Gavel Award of the American Bar Association. Sullivan is past secretary of the American Sociological Association, a fellow of the American Association for the Advancement of Science, and past chair of the U.S. Census Advisory Committee.



Carol Richard

U-M Provost Teresa A. Sullivan is hosted by Dean Paula Allen-Meares.

### Collaborative forum addresses runaways

Over forty people gathered at the Trotter Multicultural Center in Ann Arbor on the afternoon of June 26 to attend the first in a biannual series of collaborative forums, or “collaboratories,” sponsored by the U-M SSW Children, Youth, and Families Interest Group. The purpose of the collaboratories is to create a space for academic and community dialogues around critical issues that impact practice.

The theme of this collaboratory was runaways, featuring speakers Karen Staller,

assistant professor of social work, and Katie Doyle (LMSW, U-M MSW ’97), associate director of Ozone House, an Ann Arbor emergency youth shelter. The audience, who had opportunity to dialogue following the talks, included community members, directors of local shelters and social service agencies, and U-M SSW professors and students.

Staller reviewed the terms and definitions for runaways and gave an historical backdrop for the marked increase in runaways in the 1960s, based on the adolescence of baby boomers. While most runaways in the 1960s were characterized as running towards autonomy, most of today’s at-risk youth are considered to be running from family conflict. Moving to the legal and policy area, Staller delineated the various ways that runaways were handled (wayward minors, abused and neglected children, juvenile delinquents, and status offenders) and the different societal responses to runaway boys and girls. Finally, she addressed the counter-cultural aspects of the hippie phenomena and its contribution to the runaway shelter movement.

For her part, Doyle spoke to these issues from the practical view of running a youth shelter: their views of prioritizing youth needs and of not labeling runaways as “problem youth” and the tensions between alternative and mainstream culture.

Staller’s new book, *Runaways: How the Sixties Counterculture Shaped Today’s Practice and Policies* (2006, Columbia University Press, see p. 14), was debuted at the event. In her characteristic engaging writing style, Staller examines “the emergence of running away as a publicly defined social problem, the rise of the shelter movement, and our public policy responses to runaway youth” even today.

## Innovative courses advance community-based initiatives

“We were really engaged in the community and learned interpersonal practice,” says student Rabindar Subbian in praise of two courses he took this spring. “Most of us students were in our element on the field trips. We felt that this was our place, our calling.”

Using interdisciplinary methods and participatory pedagogy, Julia Paley, assistant professor of social work, and Larry Gant, associate professor of social work, have integrated two Community and Social Systems courses to bring a global social work perspective to community-based initiatives (CBI) in Southwest Detroit. Although it is not the first time that team teaching has been used for these courses—Policies and Services for Social Participation and Community Well-Being (SW647) and Social Work Practice with Community and Social Systems (SW697)—the theory in the policies and services course found direct expression in the practice course during the winter 2006 semester.

The courses highlight globalization by connecting Detroit to Chile and Nigeria and by situating Detroit within global economic history. To learn about global economics and historical context, students constructed a timeline, with images and captions, that focused on the four overarching themes of the class: labor and economics, health, housing, and immigration.

Larry Gant and Julia Paley (left, standing) facilitate CBI courses at the Ginsburg Center in Detroit.



Christopher Petersen

The School’s alignment with community-based initiatives in Southwest Detroit undergirds the courses. When the course topic focused on Detroit, vans transported students to the Detroit Center, as well as to an array of organizations, including environmental groups, housing agencies, and social service centers.

On one field trip, students created a photo commentary. The professors divided them into groups and armed them with cameras. One group visited the abandoned Tiger Stadium, next to which homeless persons and substance abusers had built clapboard shelters. Before the Superbowl, city officials told the people that “they would give them food, clothing, and medical services if they got on buses, which happened to be manned by police officers,” quips Subbian. Meanwhile, they razed the shantytown.

“The services lasted only a short period of time and hurt the people in the long-term,” notes Subbian. “Now they had no ‘home’ to return to; they weren’t compensated or built more shelters.” Professors Gant and Paley challenged the students to look at the situation from the city’s point of view as well: razing the homes benefited the city’s image; it helped to bring in tourist dollars.

Gant and Paley teach from the strengths of their disciplines and backgrounds: psychology and anthropology,



Rabindar Subbian

The CBI cohort examines the idea of participation at the Ginsburg Center in Detroit.

respectively. “In our interdisciplinary approach,” says Gant, “Julia and I pool and modify our approaches to better suit the issues at hand. This helps students understand how a given subject, such as housing or citizen participation in times of devolution, may appear differently when examined by various disciplines.”

They also teach critical thinking. Says Paley, “Our approach requires students to define terms; in the process, we end up challenging assumptions and conventional wisdom.” For a case study assignment, students critically examined *community participation* by identifying a population, an activity, and their personal role. By first focusing students’ attention on the notions of participation and community, Gant found the students engaging deeply with the concepts and gaining a more nuanced understanding of the subject. Student Ben Hayes comments, “The case portfolio assignment helped us see how we could participate in an organization and create strategies to make change that will benefit those we are working with.”

Reviewing the influence of the courses on his studies, Hayes is pleased: “We were encouraged to take an analytic critique of ourselves and our work and broaden our awareness of why we want to do what we are doing. It helped me to put on the brakes instead of flying through and just getting my studies done.”

—Tanya C. Hart is editor of *Ongoing*.

# WHY DRACHLER STUDENTS WENT TO POLAND

“You’re going to Poland? Why?”

This question was posed to nearly all of us who participated in the University of Michigan Sol Drachler Program in Jewish Communal Leadership trip to Poland this past spring. The question was sometimes asked jokingly (“If you want to go to Europe, isn’t Paris prettier this time of year? Have you considered Venice?”), but sometimes with an aching seriousness. My own grandmother was one of the more serious inquisitors. Born in Czechoslovakia in 1918, as a

young woman my grandmother fled that part of the world and found safety in America—but her parents and five of her eight siblings perished in the Holocaust, and most of the surviving family members suffered in Polish concentration camps, including Auschwitz, until liberation. For my grandmother, Poland was a place of darkness and death, and her question was valid: Why? Why would we want to go there?

We cannot overlook or downplay the tragic reality of World War II and the Holocaust, and the sites of the mass murders, so many of which took place on Polish soil. The mantra “never again” is repeated over and over in Holocaust education, and therein lies the first answer to the question of why we went to Poland: to see the history. To encounter the reality. To never forget.

However, “to remember” is only a partial answer to the question of why we went to Poland. The other side of the answer is that we need not only to remember the past, but also to turn our eyes to

Courtesy Sol Drachler Program



*The Poland trip participants toured Old Town Krakow, which once had a huge Jewish community.*

the present and our hopes to the future. In Poland, while the shadows of the past still loom large, the vibrant energy of the country’s contemporary Jewish community helps to illuminate the fact that communities can rebuild, and the strength and optimism of committed individuals working together for peace and progress can truly begin to change the way we see the world.

So much of what we learn in our University of Michigan classrooms about the principles of community organizing, interpersonal practice, privilege, oppression, diversity, and social justice was brought to vivid life as we learned about the Polish experience. Interacting with a place where genocide occurred serves as a reminder to always fight against such atrocities.

In one day, our experience ran the gamut from the horrors of the past, to the righteous people who brought hope even in the darkest of times, to the new generation of young Polish Jews enthusiastically rebuilding their community. We felt the

ghosts at Auschwitz-Birkenau and Majdanek, but we also felt the infectious spirit of the modern Jewish leadership. We toured historic synagogues in the former Jewish quarter of Krakow, visited Schindler’s factory, and met with Jewish community leaders in Warsaw. We began to see Poland not simply as the dark “old country,” but a country still rich with heritage. We know now that we cannot simply cling to

the memories of the past; wherever we are, whatever communities we work with, we need to support one another in building a brighter future.

This incredible trip was made possible by the Ben Teitel Charitable Trust and the generous support of Bob and Carol Deutsch, Joan Fisch, Barbara and Victor Klein, Marty and Ben Rosenthal, and Jane and Larry Sherman, as well as the University of Michigan, through the International Institute Experiential Learning Fund, the Drachler Alumni Fund, and the Drachler Program itself. We thank all of these supporters for giving us this invaluable experience.

We came home exhausted and enriched, introspective and inspired . . . and that’s exactly why we went to Poland.

If you would like to know more about our trip, please contact the Drachler Program (734-764-5392 or [drachler@umich.edu](mailto:drachler@umich.edu)).

—Beth Kander is an MSW student in the Sol Drachler Program in Jewish Communal Leadership.



## School continues TBLG leadership

The School continues its commitment to public leadership on transgender, bisexual, lesbian and gay (TBLG) issues and is advancing in the areas of recruitment, curriculum, training, and dialogue.

In summer 2004, Dean Paula Allen-Meares convened a TBLG Advisory Task Group composed of faculty, staff, and students. The group's goal was to recommend changes to make the U-M SSW a more inclusive community, particularly for TBLG members. After gathering information and opinions via brown bag discussions, town hall meetings, and an anonymous web survey, the task group presented their report in October 2004. In March 2006, the task group met for a final time with the Dean and the Multicultural

and Gender Affairs (MGA) Committee, a standing SSW committee, to determine how MGA might advance some of the task group's suggestions.

Major recruitment materials now feature not only Rainbow Network scholarships, but also mission scholarships to students with commitment to the most socially and economically disadvantaged.

The Curriculum Committee reviewed syllabi from all classes within the past year to assess the level of integration of TBLG issues into the classroom. The results will form the baseline for future educational integration.

Dean Allen-Meares has provided additional funding in order to support training and development opportunities for faculty members, field advisors, supervisors,

and liaisons as they relate to the TBLG communities. A graduate student staff assistant, Sebastián Colón, has been appointed to help develop more resources, educational events, and training related to TBLG matters.

The MGA Committee has worked with the Alternative Reaffirmation Program (ARP) Committee to develop methods for creating dialogue between faculty, students, and field instructors.

For further information, visit <http://www.ssw.umich.edu/tblg>.

—Terri D. Torkko, a past editor of *Ongoing*, was a member of the TBLG Advisory Task Group. She is events manager at the U-M Institute for Research on Women and Gender.

## Disaster Relief Group presents at SWAA Conference

The School of Social Work Disaster Relief Group (SSWDRG), a sponsored university organization formed in the spring by MSW students, presented at the Social Welfare Action Alliance (SWAA) conference in Chicago in June. In their presentation "Communities Lost: The Role of Social Work in Disaster Recovery," Emily M. Tofte, Jason Anthony Plummer, and Violeta V. Garcia proposed three needs of social workers in disaster relief: Social workers need to prepare well in order to be effective, respond flexibly in coordination with other responding organizations, and sensitively empower community residents to establish a "new normal."

## Student receives NASW award

Lorena deAnda, MSW '06, was named the NASW Region IV Student Social Worker of the Year. Lorena was recognized at a ceremony held at the University of Detroit Mercy Hospital on March 30.



U-M Photo Services: Lin Jones

## First Ghanaian summer exchange student

During the spring/summer 2006 term, the School hosted its first Ghanaian summer exchange student, John Kwamin Assan from the University of Ghana. With an intellectual interest in gerontology, he completed a field placement at the Turner Senior Resource Center in Ann Arbor. Carolyn Hastings, director of Turner Center's Housing Bureau for Seniors, served as Assan's field instructor.

## DISSERTATIONS DEFENDED

Elizabeth Johnson

(Social Work and Psychology)

"Capturing context: Conceptual and statistical representations of ecological risk"

Diane Miller

(Social Work and Psychology)

"The 'abused-abuser hypothesis' in the narrative accounts of young women who have been sexually abusive"

Irene Ng

(Social Work and Economics)

"Intergenerational and neighborhood impacts on youth"

Nina Rhee

(Social Work and Psychology)

"Easing the transition to widowhood"

Perry Silverschanz

(Social Work and Psychology)

"Sticks and stones (and queer jokes): Psychosocial and academic consequences of heterosexist harassment on campus"

# DEVELOPMENT NEWS

All photos this page, U-M Photo Services: Scott Galvin

MSW students enrolled in the Sol Drachler Program in Jewish Communal Leadership are all smiles after the ceremony. Students pictured here received either the Mandell L. Berman Award, the Frankel Fellowship in Jewish Communal Service, the Mervin & Helen S. Pregulman Award, or the Schulman Fellowship in Jewish Family Education. ▼



▲ Five fellows feature flowers. These Child Welfare Fellowship recipients are a part of a special program at the School that is dedicated to training the next generation of child welfare specialists.



▲ Dean Paula Allen-Meares presents an award certificate to Adisa Chaney, who wanted to share the special moment with his son.

## THE 2006 STUDENT AWARDS CEREMONY

was held at the Michigan League before a record-setting crowd of 270 guests on March 21. This special event is held every year to recognize both the generosity of our donors who have established scholarship funds, as well as the academic achievements of our students.



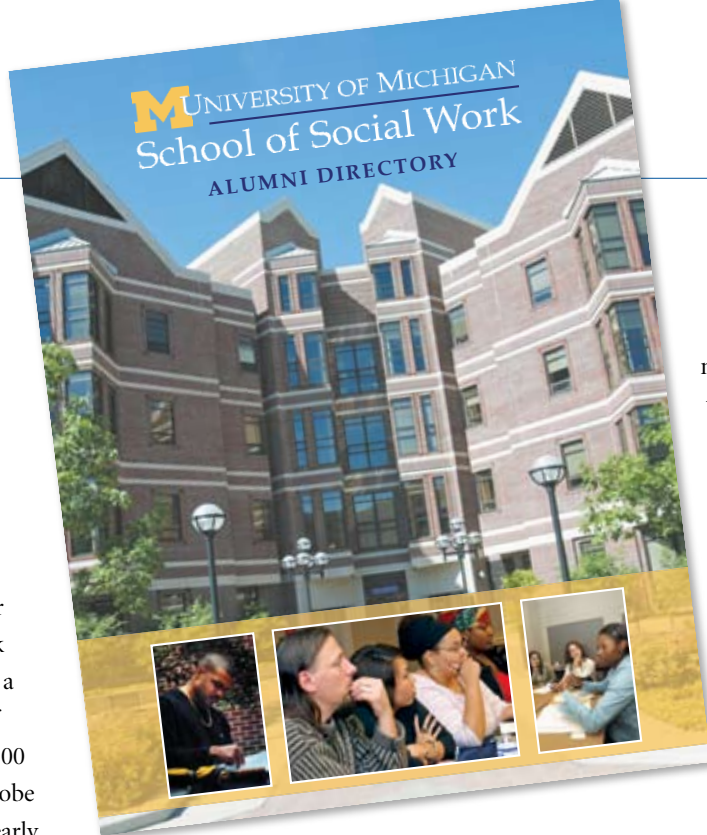
▲ The Robert and Judith Wollack Scholarship is awarded annually to a student interested in working with adolescent males in the juvenile justice system. Pictured here is Mr. Wollack with this year's award recipient, Matt Mitchell.



▲ Professor Emerita Rosemary Sarri and PhD student Haijing Dai had a chance to chat during the reception. Dai is the proud recipient of the Rosemary Sarri Endowed Scholarship which was established through the gifts of many friends who wished to honor Sarri on her retirement from the School of Social Work. Sarri generously matched these contributions, which helped to double the amount awarded to students each year.



▲ The MSW students pictured here all received the McGregor Fellowship in Geriatric Social Work, which is awarded each year to over twenty students dedicated to the field of social work for our elder population.



## FIRST ALUMNI DIRECTORY IS PRINTED

It's finally here! The first ever Alumni Directory for the School of Social Work has gone to press and has a scheduled mailing date of November 2006. Over 2,100 alumni from across the globe participated and raised nearly \$26,000 to cover the expenses associated with the project. Inside the directory, alumni will be able to locate fellow graduates by class year, geographic location, and job classification. A brief directory containing phone numbers and e-mails for various School of Social Work and University offices is also included, along with some interesting School facts.

Another great way for SSW alumni to connect is through the newly revamped online volunteer database that will be re-released in early winter. Graduates are able to sign on to the database through a secured server and create a personal profile. Here they can update contact information (which may be kept private), indicate the types of School activities that they are interested in, and share personal stories and photos for the Class Notes section of *Ongoing*. Check out the School's website, [www.ssw.umich.edu](http://www.ssw.umich.edu), in the coming months for more information. In the meantime, if you have a story to share or an address to update, please contact the Alumni Office at 734-763-6886 or send an e-mail to [ssw.alumnioffice@umich.edu](mailto:ssw.alumnioffice@umich.edu).

## CAMPAIGN FORGES AHEAD

The University-wide fundraising campaign, "The Michigan Difference," of which the School of Social Work is a partner, will hit the midpoint of its public phase this fall. With two years of the campaign remaining, the School of Social Work is ahead of the curve, having reached 92 percent of its \$16.5 million goal (please see graph on this page).

All of us at the School are both proud of and grateful to the many dedicated alumni and friends who have helped us get where we are today. Donations during the first half of the campaign have gone to support a newly created faculty chair, various research projects, and over 30 named student scholarship funds. These scholarship funds were established through major outright gifts from individuals, foundations, and bequests, as well as through the contributions of our many faithful annual fund donors, whose \$25 and \$100 yearly contributions, combined, helped to provide over \$200,000 to various student aid funds. During the 2005–2006 academic year, over 100

named scholarships were awarded to those in the MSW and PhD programs (see photos on page 24).

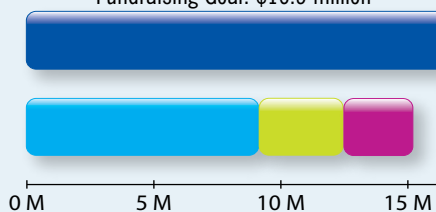
Funding for student support is critical, especially considering that the average debt of a school of social work graduate has reached \$75,000 and that over 80 percent of our students qualify for, and are in need of, some form of financial aid. To find out more about how you can help support the next generation of social workers, please visit the School's development

website at [www.ssw.umich.edu/development/index.html](http://www.ssw.umich.edu/development/index.html) or contact Manager of Development and Alumni Relations Lindsey Rossow-Rood at 734-763-6886 or via e-mail at [ssw.development@umich.edu](mailto:ssw.development@umich.edu).



### Reaching Out, Raising Hope, and Changing Society

Fundraising Goal: \$16.5 million



**Areas of Research Excellence:** A goal of \$9.5 million has been set to assist the School with its continuing investment in research and practice programs, which are dedicated to improving the lives of people around the country and the world. To date, \$9.1 million (96%) has been raised.

**Student Support:** A goal of \$5 million has been set for student scholarships and fellowships to ensure that the School can continue to compete for the most promising and dedicated students. To date, \$3.3 million (66%) has been raised.

**Faculty Support:** A goal of \$2 million has been set to help support the School's efforts to recruit and retain exceptional faculty. To date \$2.7 million (135%) has been raised.

## Class Notes

### 1960s

**Robert W. Kessel**, MSW '61, is semi-retired in Santa Monica, California. He has worked as a consultant and a faculty member at the University of Washington and at San Diego State University School of Social Work. He is a co-founder of the first Holistic Health Center in San Diego and director of the Institute for Creative Living in La Jolla, California. He is author of a recent book, *An Orgasmic Connection to an Ever Changing Universe: A Handbook for Personal and Planetary Survival and Pleasure for the Next Century*, published by iUniverse.

### 1970s

**John H. Roche**, MSW '71, worked for many years in health and social work before moving to computer sales. Jack is presently a freelance grant writer/research consultant to nonprofit organizations in northern New England.

**Emily Vincent**, MSW '76, is a student in a physical therapy assistant program, in preparation for a midlife career change.

**Eileen Heisman**, MSW '78, presented at Google's Philanthropy Forum by special request, was the keynote speaker at the ADVIS Conference, and will present at the 20th anniversary Family Firm Institute conference this fall. Eileen is president

of the National Philanthropic Trust, which celebrated its 10-year anniversary this year. NPT has raised \$1 billion in total charitable assets since 1996.

**Michelle "Shelly" R. (Garner) Pinnell**, MSW '79, recently accepted an appointment with the Institute for the Study of Peak States of Consciousness (ISPS) based in British Columbia. She has worked in the mental health field for 27 years in a variety of capacities, including managing adult outpatient services at North Central CMHC and a regional office of People Resources, EAP, both in Columbus, Ohio. She currently has a private practice specializing in energy psychotherapy techniques, in addition to her work training and doing experimental research for ISPS. Shelly is married and has a 10-year-old daughter.

### 1980s

**Judith C. Czarnecki**, MSW '81, launched her own consulting firm specializing in services to nonprofit organizations after a successful career as CEO of several nonprofit organizations. Judy specializes in project management, board/CEO relationships, board development, and strategic planning (including mergers, affiliations, and other collaborations). Although she occasionally joins in the events at the Central Ohio U-M Alumni Association, she continues to find it difficult living in

the heart of Buckeye country—especially during football season!

**Shari Munch**, MSW '82, was promoted to associate professor with tenure at Rutgers University's School of Social Work, New Brunswick, New Jersey. She maintains a part-time private practice specializing in perinatal health.

**Kathleen Hockey**, MSW '84, is the author of *Raising Depression-Free Children: A Parent's Guide to Prevention and Early Intervention*, published by Hazelden in 2003. She is currently living in Albuquerque and working as a freelance writer. Her most recent article, "Working with individuals of traditional faiths," appeared in the May/June 2006 issue of *Social Work Today*. You can learn more about Kay's work at [www.depressionfreechildren.com](http://www.depressionfreechildren.com).

**Laurie Lytel**, MSW '89, works two half-time positions, giving her the necessary variety to keep her interested and engaged to "do well and do good." She is a clinical social worker with the Nevada Division of Child and Family Services in the Early Childhood program. Over the years, she has worked with many foster children, ages 1 to 18, and feels committed to this population, "heart-breaking though it is." She also has a half-time private practice with teens, families, and kids.

**Phyllis Perry**, MSW '89, founded New Options Counseling for Women. She specializes in career coaching, education, relocation, and lifestyle transitions. Last year she began her professional photography career by taking photos of flowers,



Courtesy Phyllis Perry

Phyllis Perry

animals, and nature and making handmade note cards. Her cards can be seen at fine stores in Ann Arbor such as Whole Foods Market, Falling Water, and Found, upstairs in Kerrytown. Phyllis hopes to enlarge some of her photos and exhibit her work at fine arts galleries, as well. She now incorporates photography with career counseling. Phyllis believes that "creativity, art, and making positive changes in one's life go together naturally—like nature's art." Please check out her website: [www.naturesartphoto.com](http://www.naturesartphoto.com).

### 1990s

**Kathleen A. Fitzpatrick**, MSW '92, is owner/partner with Dearborn Clinical Associates, a group of independent therapists dedicated to serving their community with expert therapeutic and social work

services. Kathleen and her colleagues see individuals, couples, and families; and their specialties include adoption, blended families, trauma, addiction, and divorce.

[Joanie Berger](#), MSW '95, announces the birth of Hope Berger Nosanchuk in April 2006.

[Virginia \(Scott\) Hutchins](#), MSW '95, has worked in a variety of capacities: teaching health administration for the Detroit College of Business at Davenport University, working with dual diagnosis clients, working as an emergency room social worker, teaching GED/high school computer classes, and acting as general manager at Hutchins Discount World Beauty and Barber Supply, her husband's business. For health reasons, she is currently taking a break from working.

[Bridgette M. Sims](#), MSW '95, founded Oasis Counseling, PLC, a substance abuse and mental health agency in Flint, Michigan, specializing in Christian counseling, in 2002. The mission of Oasis Counseling is helping families, groups, and individuals overcome the effects of domestic violence, sexual abuse, substance abuse, eating disorders, trauma, and crisis. Through the work of master's-level student interns, including some from U-M School of Social Work, Oasis Counseling

provides low- or no-cost counseling to individuals with no health insurance and to those who are homeless or in transitional housing.

[Amy L. Ai](#), PhD '96, received the prestigious Fulbright Senior Scholar grant in social work from the U.S. Department of State and Council for International Exchange of Scholars (CIES). Amy's work abroad has been in Germany at the Heart Center Brandenburg, Bernau/Berlin, the Jena University Hospital Institute of Medical Psychology, Jena, and the Ludwig-Maximilians-Universität, Munich. While in Germany, Amy gave a keynote address at a ceremony of awarded membership of health-promoting hospitals under the European Foundation of Quality Management affiliated with the WHO. Using cultural-historical accounts, clinical wisdom from her practice with car-



Courtesy Amy Ai

*Amy Ai (right) with Michigan Governor Jennifer Granholm*

diac patients, and scientific evidence in current cardiac research, Amy endorsed the integration of psychological and spiritual well-being into health promotion.

## 2000s

[April Idalski](#), MSW '00, is beginning doctoral studies, as part of the inaugural PhD cohort, at Wayne State University, Detroit, in September 2006. Her course of study is the evaluation and promotion of evidence-based programming. She co-authored two articles about youth with poorly controlled Type I Diabetes, published in the *Journal of Pediatric Psychology Advance Access* in December 2005 and May 2006.

[Julie Zuckerman](#), MSW '01, is associate director for campaign and community development at the Jewish Federation of Metropolitan Detroit. She recently led a Grosfeld Leadership Mission of 18 metro Detroiters, ranging in age from 31 to 42, to Poland and Israel. She is participating in a year-long Jewish communal leadership workshop, LiveNetworks, a training program for 20- and 30-somethings to become involved as leaders in their Jewish communities.

[Dana Bright](#), MSW '04, has accepted the position of coordinator in health promotion and community relations in the Older Adult Programs of Rush University Medical Center. Her main areas of responsibilities will include community outreach and development, promotion of the Rush Generations program, and

project/grant development and management.

[William Cabin](#), MSW '04, wrote "Whither palliative home care interventions for Alzheimer's disease?" which has been accepted for publication in the fall 2006 issue of *Perspectives on Social Work*, the e-journal of the University of Houston School of Social Work. At the American Evaluation Association's 2006 annual meeting in October in Portland, Oregon, Bill will chair the session "Evaluating Program Processes in the Human Services." He also will present a paper, "Child welfare client satisfaction survey data as a program evaluation tool," which was awarded an honorable mention in the Sociology and Social Welfare Paper Competition through the Society for the Study of Social Problems. Bill has been doing extensive adjunct work; his teaching responsibilities have included several courses in social policy, a foundations course, and an MSW capstone course at Adelphi, Hunter, and Lehman Colleges in New York.

[Kelly VanderKuyf](#), MSW '04, has been working in the adoption field for a year and a half and loves it. She currently works at Forever Families as an adoption specialist and birthparent counselor. Her duties include completing home studies for domestic and international adoption,

conducting adoption supervisions, counseling birth parents, participating in adoption hearings, and educating the community about adoption by conducting trainings.

**Wanda Washington-Jones**, MSW '04, coordinates the homeless family services program at SOS Community Services in Ypsilanti. In her role, she helps to run programs such as the consumer advisory program and women's leadership training. She created two apprenticeship programs, one that helps women make the transition into the workplace and another that tutors heads of household working toward their GEDs. Her work was featured in *The Ann Arbor News* on July 10 (p. B1).

**Erin Brackney**, MSW '05, accepted a position at OneStar Foundation, in Austin, Texas, as program coordinator for faith-based and community initiatives and community capacity development.

**Megan Gunnell**, MSW '05, works as an integrative psychotherapist for the Center for Creative Living, Inc., in Royal Oak, Michigan. She works with individuals, groups, and families using traditional psychotherapy, music therapy, art experiential, guided imagery, journaling, and meditation. Megan also served as conference chair of an NIH/AHRQ grant-

supported conference titled "New Beginnings in End of Life Care: Integrating Complementary and Alternative Medicine Therapies" in Plymouth, Michigan, in May 2006.

**Juanita House**, MSW '05, is currently working at Holy Cross Children's Services-Boysville as a family social worker. She works with youth (and their families) who have been court-ordered into a placement facility. She acts as liaison between the center and the family, addressing issues within the family before the youth returns home. She enjoys the work and believes that her position as the family social worker plays an important part in achieving a successful relationship between the youth and their families. She is currently running as a candidate for Ypsilanti, Michigan, City Council Ward 1.

**Carrie Potoff**, MSW '05, has been working at Georgetown University Hospital since December 2005 as a clinical social worker in the transplant surgery division. She works primarily with children and their families, helping them adjust to life with a new liver and/or intestine.

**Jun Sung Hong**, MSW '06, will begin working toward her PhD in Social Work and Industrial/Organizational Psychology this fall at the University of

Illinois at Urbana-Champaign. Upon completion of her PhD, she plans to work in a school or workplace setting through teaching, research, consulting, and clinical practice.

**Errata** from Winter/Spring 2006 issue:

**Marianne Udow**, MHSA '78, is a graduate of the School of Public Health, not the School of Social Work.

#### **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 Park; S. Martin Taylor, Grosse Pointe Farms; Katherine E. White, Ann Arbor; Mary Sue Coleman (*ex officio*)

#### **University of Michigan Nondiscrimination Policy Statement**

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*\*includes gender identity and gender expression*

## IN MEMORIAM

**Mary A. Allison**,  
MSW '95  
April 24, 2006

**Patricia J. Chandler**,  
MSW '53  
June 11, 2006

**Joseph M. Domzalski**,  
MSW '70  
March 14, 2006

**Julie A. Fields**,  
MSW '87  
April 1, 2006

**Robert Guthrie Fike**,  
MSW '71  
May 30, 2006

**Mary Elizabeth Wagner Gall**,  
MSW '54  
March 20, 2006

**Ann L. Heaps**,  
MSW '62  
April 23, 2006

**Mary M. Jacobs**,  
MSW '64  
April 18, 2006

**John C. Lane**,  
MSW '77  
January 22, 2005

**Sr. Judith Martinez**,  
MSW '76  
January 24, 2006

**Dennis H. Meyer**,  
MSW '87  
April 16, 2006

**Bernard H. Rosen**,  
MSW '63  
March 9, 2006

**Richard B. Tilkin**,  
MSW '65  
February 14, 2006





U-M Photo Services: Martin Vloet

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