

ONGOING

University of Michigan School of Social Work • Summer/Fall 2008



Caring Across the Generations

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Front cover photo: Gregory Fox

During her field placement, an MSW student teaches a craft to several generations in an after-school program.

SAVE THE DATE

Fauri Memorial Lecture

Monday, October 27, 2008, 3 p.m.
SSW Educational Conference Center
"The Impact of the Aging of America on Children's Health"

Presented by Gary L. Freed, MD, MPH, the Percy and Mary Murphy Professor of Pediatrics in the U-M School of Medicine

Michigan Difference Campaign Finale

November 14–15, 2008
For more information, email ssw.development@umich.edu or call 734-763-6886.



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From the Interim Dean

Exciting changes are underway at the University of Michigan School of Social Work! We have a new dean coming on board. Laura Lein will begin her tenure as dean of the School of Social Work on January 1, 2009.

For the fall 2008 term, I will be the interim dean. I am honored to have this opportunity and am looking forward to working with faculty, staff, students, and alumni of the U-M SSW, as well as the greater U-M community. The provost also appointed me associate dean for faculty affairs as Siri Jayaratne is on sabbatical before retiring next spring.

Dr. Lein comes from the University of Texas at Austin (UT), where she is professor of social work and anthropology. Dr. Lein graduated from Harvard with a doctorate in social anthropology. Her work has concentrated on the interface between families in poverty and the institutions that serve them. Please see her profile on our website, www.ssw.umich.edu, for more interesting details.

In announcing the appointment, President Mary Sue Coleman and Provost Terry Sullivan commented, "We are confident in her ability to articulate a vision for the School of Social Work that will position it as a truly interdisciplinary leader among our other schools and colleges and a national leader in the ongoing debates over social work practice and education."

Please see Dr. Lein's message below.

Paula Allen-Meares, who has served here as dean since 1993, will become chancellor of the University of Illinois at Chicago (UIC) in mid-January. She will

also be dean emerita and will continue to work on grants and projects with colleagues at the U-M SSW. We are grateful for and proud of her achievements at the U-M SSW and know that she will carry her great energy to UIC to strengthen their work.

In June we received the wonderful news that the Council on Social Work Education has reaffirmed our program's accreditation for eight years. Many thanks to Associate Deans for Educational Programs Richard Tolman and Mary Ruffolo for their leadership roles in organizing our internal and external communities in preparation for the reaccreditation.

In his influential pamphlet *Good to Great and the Social Sectors* (HarperCollins, 2005), Jim Collins argues that "great institutions" exist at the confluence of three facets—passion, enduring impact, and the ability to develop a sustainable resource engine. Over the years, our School has become great through developing these three elements. Faculty and graduates, as well as our programmatic initiatives and curricula, have had a profound and enduring impact on the social work profession and public policy around the country and globe. We are, and will continue, fulfilling this leadership position in the coming years.



—John Tropman, Interim Dean
Associate Dean for Faculty Affairs
and Professor of Social Work



John Tropman, Interim Dean

UM Photo Services: Scott Soderberg

From the Dean Designate

It is with great gratitude and pleasure that I write to you for the first time as the dean designate for our School of Social Work. I come to the School grateful to Paula Allen-Meares, dean for the past fifteen years, for her strong leadership in creating an exceptional institution; to John Tropman, who has with graciousness and expertise undertaken leadership during the fall semester; to the many members of the social work community who have already begun to assist me with my transition; and to the many more members of our community with whom I look forward to working.

I am indeed eager to work with faculty, staff, students, alumni, and the larger social work community here at

the University of Michigan. Together we will persevere in addressing important issues facing our society and, more specifically, the discipline of social work. We will engage in the research, policy, service, and teaching central to engagement with questions of poverty, health and mental health, family welfare, and human development, which are central to social work. I look forward to joining you in these efforts.



—Laura Lein, Dean Designate



Laura Lein, Dean Designate

UT-Austin: Christina Murrey



GIS: A Tool for Helping Children in Neighborhoods

Gregory Fox

School of Social Work faculty, represented by Associate Professor **Andy Grogan-Kaylor** and Professor **Larry Gant**, are part of an emerging scholarly movement that seeks to understand how neighborhood variables affect children. Through research, practice, and teaching, they encourage researchers and practitioners to use geographic information systems (GIS) technology to visualize neighborhood attributes and to shape evidence-based interventions that strengthen children's neighborhoods.

Geographic information systems—"computer systems capable of capturing, storing, analyzing, and displaying . . . data identified according to location"—were pioneered in the 1960s and have been commercially available since the 1980s. Researchers find them particularly helpful because they

"relate different [kinds of] information in a spatial context and are able to reach a conclusion about this relationship."² However, it is only in the last decade that GIS has been widely used by social researchers to map and analyze neighborhood attributes gleaned from census data and other community sources.

Social researchers' adoption of GIS technology has been encouraged by a recent shift in perspective. Moving away from a sole focus on the individual that was popular in the mid-twentieth century, much social work research has returned to an "ecological framework" that takes into account how environment and spatial relationships shape people and their development.³ This recent conceptual return to a more contextual perspective has made emerging GIS applications quite valuable among social workers striving to understand children and their experience within the framework of their neighborhoods.

Practically speaking, this means that SSW faculty like Grogan-Kaylor and Gant are exploring not just children and their individual behaviors and outcomes, but also the factors at work within children's environments—their neighborhoods, families, and school circumstances—that may influence or contribute to their success and well-being.

“...78 percent of all licensed social workers provide services to clients age 21 or younger, regardless of the practice setting or focus. More than half of these social workers carry caseloads that are more than 50 percent children and/or adolescents.”

—National Association of Social Workers, *Assuring the Sufficiency of a Frontline Workforce: A National Study of Licensed Social Workers*, 2006¹



UNDERSTANDING CHILDREN'S NEIGHBORHOOD CONTEXT

Grogan-Kaylor, with research expertise in children's well-being and an interest in using GIS technology to enhance the practice of social work, combined the two when he joined the SSW faculty and the GIS group⁴ convened by the late Professor Carol Mowbray. “The shift toward neighborhood perspectives, access to more reliable data, and the powerful visual tool of GIS were all there—but we hadn't yet put them together. We [the GIS group] saw an opportunity to contribute something to the field.” And contribute they have.

In 2007 Grogan-Kaylor, together with the GIS group, published a forward-thinking conceptual article titled “Neighborhood Research from a Spatially Oriented Strengths Perspective” in the *Journal of Community Psychology*. The article, researched and written from the “strengths perspective” championed by Professor Mowbray, explores GIS as a tool for visualizing neighborhood information and discusses how a neighborhood's strengths and deficits might contribute to outcomes for children and families.

“GIS helped put a picture to the statistical story that we gleaned from the research,” explains Grogan-Kaylor. “Of course it was possible to simply list all

the data and statistics we collected, but that wouldn't be nearly as powerful as the pictures. We used GIS to overlay aerial photos, street grids, parks, and schools to visualize where these things are actually located in proximity to one another. For us, it produced a new level of awareness about what is actually happening in neighborhoods.”

Grogan-Kaylor also teamed up with former SSW faculty member Michael Woolley to explore which factors within the neighborhood context might actually produce positive school outcomes for students. They discovered in their research that the salient question when considering children's outcomes is not “*does the neighborhood matter?*” but rather “*which aspect of the neighborhood matters in their development?*”

“When we looked at different factors within the neighborhood—peer culture, safety, and satisfaction,” Grogan-Kaylor explains, “we discovered that the factor most important in promoting positive school outcomes in our data is neighborhood safety.” This insight led him to conclude that efforts to “just build the community in general” might produce insufficient results.

“It's important to consider each aspect of each neighborhood factor. Once you determine which are the most salient or have the most effect on the life of a community, then it may be possible to develop effective program strategies.” Simply put, specific targets are related to specific outcomes. “This multi-level approach to research,” Grogan-Kaylor concludes, “helps us to become evidence-based practitioners, rather than just aspiring to or hoping for change.”

EVIDENCE-BASED, COMMUNITY-INFORMED INTERVENTIONS FOR CHILDREN AND YOUTH

For more than a decade, Professor Larry Gant has been using GIS to help him understand children's experience in urban communities and to promote neighborhood dialogue that leads to community-level interventions. His current focus, the SSW partnership with the Skillman Foundation's Good Neighborhoods Initiative (GNI),⁵ draws on his long experience with Detroit's neighborhoods and dynamics.

The much-publicized Good Neighborhoods Initiative is a collaborative, ten-year endeavor focused on transforming six Detroit neighborhoods into places where children can thrive. Somewhat less publicized,



LUM Photo Services: Martin Yloet

LEFT: Associate Professor Andy Grogan-Kaylor discusses food deserts mapping with MSW student Kate Shimshock.

BELOW: Example of GIS mapping in Detroit.

though, is the role that GIS-based community mapping played in selecting the Good Neighborhoods Initiative neighborhoods.

“Using maps, data, and consultants from Wayne State University’s urban planning program,” Gant explains, “a team of Skillman Foundation staff, administration, and an advisory group used GIS to build maps composed primarily, though not exclusively, of census data. This tool enabled the foundation program to take a neighborhood-by-neighborhood view of the city, helping us to determine that 30 percent of Detroit children live in six of fifty-four neighborhoods, with about half of that 30 percent under the poverty line.”

The data entered into the GIS also permitted Gant and fellow researchers to see levels and patterns of in- and out-migration in these neighborhoods over forty years and provided clues regarding possible reasons for migration. (Several of the GNI neighborhoods are located near the periphery of the city, bordering outlying areas with promising jobs, schools, and community resources.)

“Also mapped were community institutions—schools, parks, recreation centers—and this allowed people to visualize just how many resources and opportunities were present in neighborhoods selected for GNI participation.” Since Skillman and its partners implemented this approach, Gant has learned of more than five additional neighborhood initiatives that have elected to shape their programs using similar tactics.

Gant’s experience with the power of mapping to analyze information and to inform practice ranges beyond the Good Neighborhoods Initiative. “Not too long ago, the Kellogg Youth Initiative Program funded a three-year collaborative project between University of Michigan-Dearborn’s Academic Support and

Outreach Services and Northern High School to work intensively with three cohorts (forty-five per cohort) of entering ninth graders. The purpose was to determine whether university partnerships with student organizations would help high school students increase their GPAs and standardized test scores to a competitive college-entrance level.”

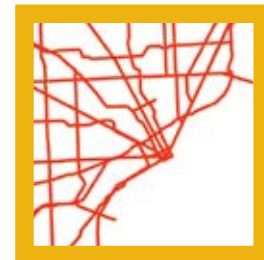
The effort benefitted many of the 135 participating students, but others lagged behind. When he noticed the variation in grades, Gant wondered if they might be influenced by a neighborhood effect. The students’ teachers explained that students who are absent and tardy were less likely to succeed, but many of them lived far from school or served as de facto parents for their siblings.

“I geocoded [assigned geographic coordinates expressed as latitude-longitude] the addresses of the students in the program and discovered that, while distance was a partial explanation, other factors seemed to be at work.” Gant observed that some students were clustered within several neighborhoods. The clusters were often comprised of several lower-performing students living in proximity to a high-performing student or two. “The mapping pattern gave my colleagues and me the insight to plan a targeted intervention—we recruited the high-performing students to tutor the lower-performing students, with positive results.”

Gant then turned his attention to clusters of students without high performers. Why was no one in the cluster doing well? “We pulled the census data and did drive-throughs of those neighborhoods with students,” he recalls. “And we discovered that some of the low-achieving clusters were situated in really rough neighborhoods—in huge apartment buildings with paper-thin walls, in row houses where it was difficult to block out noise.”



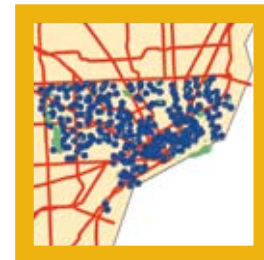
Parks



Highways



Schools



Combined

Professor Larry Gant teaches GIS to a group of MSW students during a summer mini-course.



Philip Dattilo

Gant, his colleagues, and community members developed an intervention appropriate to the circumstance: establishing quiet study spaces in the neighborhoods. The mapping results raised the level of community dialogue—not just bringing research to the community, but empowering members to participate as equals in identifying both problem and solution.

SHAPING STUDENT OUTLOOKS

“Our social work students have a strong interest in practical skills courses,” Grogan-Kaylor says. “so we offer a series of mini-courses, like GIS training, that are concrete, skill-building opportunities for current students and practitioners.”

GIS technology sharpens the questions students can ask and, thus, the insight they glean from their research. “I’m just beginning to work with a student on the question of food deserts in Detroit,” says Grogan-Kaylor, “and GIS permits us to visualize and analyze those in a way we never could with tabular or statistical data alone.”

It sometimes feels anticlimactic to teach a very practical course, he admits. “In graduate school, you expect to wrestle with theories and world-changing ideas. But actually producing the GIS maps that agencies and communities need involves so many small details that it feels very pragmatic.” It helps to remember, though, that he is helping students to strengthen their analytical and communication skills. “When I think about it like that, even the minutiae are exciting.”

Though GIS adds tremendous value and layers of insight to neighborhood-level research and practice, both Grogan-Kaylor and Gant understand its limits. Grogan-Kaylor believes it is important to remember that, rather than neighborhoods determining children’s outcomes, race and class may determine the types of neighborhoods in which families and

children tend to live. Though the neighborhood influences outcomes, race and class influence the neighborhood. As he explains, “GIS correlations don’t answer every question. The larger structural issues of social stratification and inequality and all their attending problems still lurk behind neighborhood and community issues.” **M**

—Elizabeth Leimbach Zambone is a freelance editor and writer living in Valparaiso, Indiana.

To Learn More

- *Getting Started with GIS*
www.esri.com/getting_started/new_users/index.html
ESRI is the vendor of the industry standard ArcGIS suite of software and has a large amount of informational material on GIS.
- *Guide to Geographic Information Systems*
www.gis.com
Sponsored by ESRI, a leading GIS software company, the guide provides a clear overview of GIS technology and its applications in a variety of disciplines.
- *Spatial Analysis and GIS at the University of Michigan*
www.umich.edu/~cscar/gis/
The U-M Center for Statistical Consultation and Research links to information and data sources on GIS at U-M and around the world.
- “Why Social Work Needs Mapping”
http://repository.upenn.edu/spp_papers/86/
Amy E. Hillier’s accessible survey of the relationship between GIS and social survey initiatives and the empowering potential of GIS in social work offers a helpful introduction to the topic.

FOOTNOTES

¹This report can be found at www.workforce.socialworkers.org/studies/children/children_families.pdf

²U.S. Department of the Interior – U.S. Geological Survey, “Geographic Information Systems,” Reston, VA, 2007, http://erg.usgs.gov/isb/pubs/gis_poster

³Hillier, A. (2007). Why social work needs mapping. *Journal of Social Work Education*, 43, 205-222. See http://repository.upenn.edu/spp_papers/86

⁴By 2005, the GIS group consisted of faculty members Carol Mowbray, Michael Woolley, **Andy Grogan-Kaylor**, **Larry Gant**, and **Trina Williams Shanks**, as well as doctoral students Megan Gilster and Rebecca Karb and staff member Peter MacFarlane.

⁵**Larry Gant** is co-principal investigator of the Good Neighborhoods Initiative with principal investigator **Paula Allen-Meaers** and co-investigators **Leslie Hollingsworth** and **Trina Williams Shanks**. Others working on the project are Lecturer **Patricia Miller**, project manager, and Kristin McGee and Rachel Williams ('01), project coordinators.



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Family and Fictive Kin

Caring for African American Elderly

Interview with Linda Chatters and Letha Chadiha

Who will help you when you are old? Your family? Anyone else?

Professor Linda Chatters and Associate Professor Letha Chadiha have studied these questions to identify and support elderly African Americans and their unpaid caregivers.

They say that caregiving can come from a number of places—nuclear and extended family members, the church, and “fictive kin”—family friends who are so close, they feel like family.

Chatters’ research with husband and fellow School of Social Work Professor **Robert Joseph Taylor** is voluminous. During nearly twenty years on U-M faculty, including five at the School of Social Work, she has authored over sixty articles, twenty-five book chapters, and three books. In them, she talks about a broad range of issues involving African American

family life, including the fact that there is a wide range of relationships that nurture the elderly.

Chadiha’s research has found that rural and urban elderly have different service needs and that family nurturing can help Black women caregivers feel less depressed. A former faculty member in the George Warren Brown School of Social Work at Washington University, she has been on the U-M School of Social Work faculty for six years. While on sabbatical in the winter of 2009, she will be writing a book about rural and urban African American female caregivers of older African Americans.

Chatters’ and Chadiha’s research is particularly topical because the population is aging. By 2030, nearly one in five Americans will be over age sixty-five.

However, the nation is not prepared to meet the social and health needs of elderly people, according to an April report by the Institute of Medicine.¹ Therefore, informal means of caregiving by family and others will become increasingly important. The



Linda Chatters



Letha Chadiha

value of informal care that women currently provide ranges in value from \$148 to \$188 billion, according to the Family Caregiver Alliance.

Recently, *Ongoing* spoke with Chatters and Chadiha to learn more about their lives and their research.

ONGOING: What motivated you to go into your research areas?

CHATTERS: What motivated me in particular was an interest in setting the record straight. When we [Chatters and husband Robert Joseph Taylor] were being trained, we were aware of a lot of research on African Americans in the area of family and family support as well as in the area of religious involvement. But it was typically based on small and nonrepresentative samples, often from economically and socially disadvantaged groups. These portrayals were not particularly helpful in terms of understanding the diversity within the African American population.

ONGOING: What was your family upbringing?

CHATTERS: My family growing up in Los Angeles included a mother and a father, two sisters, and at various points in time, my father's cousin came to live with us, my maternal grandmother lived with us, and a maternal uncle. The term used in academics would be "extended kin." I was able to take advantage of national data sets looking at African Americans to get a broader assessment of how often and under what circumstances these types of arrangements existed within the African American population.

ONGOING: Did you use census data?

CHATTERS: I did my dissertation research on the National Survey of Black Americans. And more recently, data is available from the National Survey of American Life, which includes African Americans, Caribbean Blacks, and White Americans.

ONGOING: How do you find your research has helped you in your own life?

CHADIHA: That is a difficult question for me to answer because my father died when I was ten years old and my mother died almost thirty years ago. However, I do think that my research with African American family caregivers has helped me help caregivers and elderly persons, but mainly caregivers, to validate their experiences.

CHATTERS: It's helped for me to see that within my family, within the neighborhood in Los Angeles that I grew up in, there were a lot of different household compositions and family compositions and not to assume that the nuclear family is the only desirable form.

My father was disabled. He had polio as an adult. My mother worked at the post office. I was in a two-parent family in which the woman worked and the husband did not work. I saw that that kind of family works as well.

ONGOING: Professor Chadiha, how did you get into your research area?

CHADIHA: My career has been inspired and stimulated by practice issues in gerontology and other people in the field, namely a colleague at Washington University, Dr. Nancy Morrow-Howell. She got me involved with the St. Louis Alzheimer's Association and its outreach efforts to the inner-city Black community, which led to my first gerontology research study, and it was during this study that I realized there was inadequate information out there about African American caregivers. I got interested in the area of connecting caregivers to services.

In another study, an intervention project with African American female caregivers of frail elders without Alzheimer's disease, I used the narrative approach to help women in a focus group tell stories about their caregiving experiences. As a consequence of the women telling stories, they were able to see that they were not alone in their caregiving challenges. We used their stories to help them to problem-solve.

CHATTERS: Just hearing Letha talk about her work reminded me of kind of how I approach looking at large national data sets. It takes my reading someone else's research to get ideas about where the relationships are in the data that I'm looking at. I'll say, "Gee, I wonder who's the primary caregiver? I wonder if there are secondary caregivers?" We did some early analysis of the support that older people report getting from their church networks.

ONGOING: What kind of support do people get from their church network?

CHATTERS: People just tend to say, "My church members do everything for me. They're like family." When we initially started looking at older people in church networks, we were finding that reports of receiving assistance tended to drop off as the person got older, and we wanted to know what was the nature of that. And we found that having an adult child seemed to make a difference. The adult child seemed to operate as a broker of services to the elderly person.

And let me just say, Letha, that I didn't realize that our parental profiles were similar. My father died when I was thirteen. My mother died when I was in my thirties. We had a lot of older relatives live with us so that became, to me, normative.

ONGOING: Professor Chadiha, did you have relatives living with you as well? Or did you live with relatives?

CHADIHA: I lived with relatives in what I would call a compound—next door was my half sibling with her mother, and another door down was a half brother, and my father's sister lived with them.

I can relate to what Linda has said, about a piece of it—fictive kin. I don't have any living biological parents. However, I have godparents. My godmother still lives in Alabama, in the country, where I grew up. I have been able to understand her situation through the lens of my experiences in my research.

For example, old people want to remain independent as long as they can and they will do everything that they possibly can to stay independent, and this woman epitomizes that person. She is eighty-eight years old; she lives alone in the country. If she calls 911, it will take a very long time for someone to get to her. She tells me that she's wearing diapers but she prefers to stay in her house and wear her diapers than be in her daughter's house and be told by her daughter what it is that she should do. I just find this amazing!

And to think of her situation in a larger context, she is relying very heavily on an extended church network. One of the deacons of her church looks after her, comes to her house every morning to ensure that she's up and about and takes her to the local town, which is approximately fifteen to twenty miles away, to shop.

Before her husband died, everyone thought that she had Alzheimer's disease. The woman was obviously stressed. She couldn't remember anything. She's now very lucid. She continues to drive to her retired schoolteachers' meeting.

ONGOING: How do you see your research as helping the social work community?

CHATTERS: For the area of supportive relationships, whether it's family or church, don't suppose that support is available and that it's sufficient. We need to think about whether a particular organization, whether it be a church or a friendship group or whatever, has the capacity and the willingness to provide assistance. We just need to ask the questions.

CHADIHA: I would say that we should be asking the questions of the people we are addressing. In my



Getty Images

case, it would be caregivers. Get the person's perspective by asking direct questions, and I get it from my having them tell stories in a focus group.

ONGOING: How can our society care for the caregiver?

CHADIHA: You care for the caregiver by providing services to the caregiver. Most of our services are set up to help the elderly person, such as daycare and respite care. And of course, that indirectly benefits the caregiver. I'd like to give a membership to the local gym so the caregiver can go there and work out. We were talking about this at a recent conference in Washington, D.C.

I think the one statistic that says we should care for the caregiver is knowing that many caregivers die before the older person. And they die from all that stress and strain and not taking care of themselves. There are going to be many more sixty-year-old people taking care of eighty-year-old people than we've ever had, unprecedented numbers.

ONGOING: Anything else you want to add?

CHADIHA: No. I'm just wondering what's going to happen to me! **M**

—Debbie Eisenberg Merion, MSW '78, is a writer and writing coach in Ann Arbor.

Related Websites:

- Institute of Medicine of the National Academies
www.iom.edu/CMS/3809/40113/53452.aspx
- Michigan Center for Urban African American Aging Research
www.mcuaaar.iog.wayne.edu/
- Center for Aging and Diversity, University of North Carolina-Chapel Hill
www.aging.unc.edu/cad
- Resource Centers for Minority Research
www.rcmar.ucla.edu/
- Family Caregiver Alliance
www.caregiver.org
- Caregiving.com
www.caregiving.com
- CareGuide
www.careguide.com
- National Family Caregivers Association
1-800-896-3650
www.nfcacares.org

FOOTNOTE

¹Paula Allen-Meares serves on the committee that issued the Institute of Medicine report.

Recent Faculty Publications

CHILDREN, YOUTH, AND FAMILIES

Davies, D. (2008). Parent-child therapy for traumatized young children in foster care. In R. E. Lee & J. B. Whiting (Eds.), *Foster Care Therapist Handbook: Relational Approaches to the Children and Their Families* (pp. 123–152). Washington, D.C.: Child Welfare League of America.

Gershoff, E. T., & Bitensky, S. H. (2007). The case against corporal punishment of children: Converging evidence from social science research and international human rights law and implications for U.S. public policy. *Psychology, Public Policy, and Law*, *13*, 231–272.

Grogan-Kaylor, A., Ruffolo, M. C., Ortega, R. M., & Clarke, J. (2008). Behaviors of youth involved in the child welfare system. *Child Abuse & Neglect*, *32*, 35–49.

Hollingsworth, L. D. (2008). Adoption. In V. N. Parrillo (Ed.), *Encyclopedia of Social Problems*, 2nd ed. Thousand Oaks, CA: Sage Publications.

Woolley, M. E., Grogan-Kaylor, A., Gilster, M. E., Karb, R. A., Gant, L. M., Reischl, T. M., & Alaimo, K. (2008). Neighborhood social capital, poor physical conditions, and school achievement. *Children & Schools*, *30*, 133–145.

COMMUNITY AND GROUPS

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Bryant, C. M., Taylor, R. J., Lincoln, K. D., Chatters, L. M., & Jackson, J. S. (2008). Marital satisfaction among African Americans and Black Caribbeans: Findings from the National Survey of American Life. *Family Relations*, *57*, 239–253.

Chatters, L. M., Taylor, R. J., Jackson, J. S., & Lincoln, K. D. (2008). Religious coping among African Americans, Caribbean Blacks, and non-Hispanic Whites. *Journal of Community Psychology*, *36*, 371–386.

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Owens-Kane, S., & Chadiha, L. A. (2008). Family caregiving to older adults. In T. Mizrahi et al. (Eds.), *Encyclopedia of Social Work*, 20th ed. New York: Oxford University Press.

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Highlighting Important Research

Resolving student group conflicts

When a problem arises between two students, schools often use mediation sessions to resolve the conflict. A new University of Michigan study indicates that students benefit in small group interactions designed to develop skills to peacefully resolve ethnic conflicts.

University of Michigan researcher **Charles Garvin** said these sessions are important, especially in high school as young people are open to educational influences and to changing their personal attitudes and perceptions of the world.

“We were particularly concerned about working with groups because very often the tensions exist between groups. Very seldom am I aware that the schools bring groups together when very often the problem is embedded in a group. So that if you and I are having a conflict related to our groups and just you and I talk, there may be other of my friends behind me egging me on, and maybe friends behind you egging you on. These friends are not brought into the discussion, and yet they’re playing a strong role in maintaining the problem.”

Garvin said students in this project are initially reluctant to talk about themselves. But they soon learn to trust each other and realize they have more similarities than differences.

“We talk to them about the difficulties they may be having; we engage in various experiences with them that we think will help them to trust one another. During the semester and at the end of the semester, we interview the individuals, and we get a very positive response in which the individuals say they’re talking to other students, sometimes the teachers, about things they never talked to them about before. By the end of the semester, the students are extremely enthusiastic about seeing the conflicts resolved.

“The part of the proof of it is that the students who’ve been through this—and they’re all juniors—large numbers of them come back the following year when they’re seniors to be peer facilitators or assistant facilitators.

“The schools are very enthusiastic about what has happened with this program. This year one of the schools had the students who were in our program provide an assembly to the entire school demonstrating friendship and dialogue between various groups.”

Charles Garvin is a professor emeritus at the U-M School of Social Work. Associate Professor **Michael Spencer** also contributed to the study.

—Excerpted from a podcast conducted by Jared Wadley, *U-M News Service, February 29, 2008.*

An issue of *Small Group Research* this spring was devoted to this study, with articles by Garvin, Spencer, Joint Doctoral Program students Shayla Griffin and Shabana Abdullah, alumnus Mikel Brown ('06), and other colleagues.



Charles Garvin

Recent Faculty Honors and Awards

Paula Allen-Meares is a recipient of the 2008 Harold R. Johnson Diversity Service Award. Established in 1996, the award was named in recognition of Johnson, dean emeritus of the School of Social Work. Award recipients are recognized for their commitment to the development of a more culturally and ethnically diverse campus community.

Letha Chadiha has been offered a visiting professorship at the Institute for Health & Aging (IHA) at the University of California—San Francisco for her sabbatical leave during winter 2009.

Sandra K. Danziger was invited to present at the Nelson A. Rockefeller Center at Dartmouth College, Hanover, New Hampshire, at “A Panel on Poverty and Welfare” in honor of the Rockefeller Center’s twenty-fifth year and the centennial year of Nelson A. Rockefeller’s birthday. It was held on May 19.

Jorge Delva has been promoted to professor of social work, with tenure.

Jorge Delva has been appointed by the National Institutes of Health to serve as member of the NIH Behavioral Genetics and Epidemiology Study Section (BGES).

Kathleen Faller, Marion Elizabeth Blue Professor of Social Work, received the American Professional Society on the Abuse of Children’s Outstanding Research Achievement Award at the APSAC Colloquium in Phoenix in June.

Elizabeth Gershoff has been promoted to associate professor of social work, with tenure.

Andrew Grogan-Kaylor has been promoted to associate professor of social work, with tenure.

Lorraine Gutiérrez received the Ginsburg Center’s Rosalie Ginsberg Award for Outstanding Faculty Member in April. The award is given to individual faculty members who have demonstrated excellence in creating opportunities to engage students in social action, service, and learning.

Lorraine Gutiérrez received the 2008 Latino Leadership Award from the Latino Social Workers Organization at their conference in Chicago, where she also conducted the keynote and panel discussion.

Lorraine Gutiérrez has been elected vice-chair of the Group for the Advancement of Doctoral Education (GADE).

Joe Himle has received the Teacher of the Year award in the Department of Psychiatry, the third time residents have selected him.

Siri Jayaratne is the recipient of this year’s Distinguished Faculty Award at the School of Social Work.

Siri Jayaratne has received a Fulbright award to travel to Sri Lanka for six months. He will help the Department of Sociology at the University of Colombo in their search to develop a social work program. There is no university-based social work program in the country at this time.

Sean Joe has been appointed to the NASW Advisory Committee for Transporting Evidence to Social Work Practice in the area of evidence-based interventions targeting female youth suicide prevention.

Sherrie Kossoudji presented a paper in London in June called “Gender Issues in Sperm and Ova Markets” at the meetings of the European Society of Population Economists.

Lydia Li was invited to be faculty associate of the Center for Chinese Studies at the University of Michigan.

Richard Tolman spoke about men’s roles in ending violence against women at the Rotary International in Grenada. He initiated discussions with the Ministry of Social Development to plan a public information campaign aimed at engaging male allies.

Julie Ribaldo was interviewed live by Warren Pierce on WJR on July 3 regarding the effect on babies in *The Baby Borrowers* NBC TV show.

Mike Spencer was selected as a Fellow for the 2008-09 Committee on Institutional Cooperation (CIC) Academic Leadership Program (ALP). The program serves to develop the leadership and managerial skills of faculty who have demonstrated exceptional ability and administrative promise. He was nominated by Paula Allen-Meares and selected by the provost.

Karen Staller has been promoted to associate professor of social work, with tenure.

Karen Staller has been named to the board of directors of Ozone House, a local runaway and homeless youth shelter with a long-distinguished community service record.

Kathleen Wade, assistant dean of hospital social work services and research assistant professor of social work, has been named recipient of the Eleanor Clark Award for Innovative Programs in Patient Care, presented by the Society for Social Work Leadership in Health Care (SSWLHC). The award recognizes SSWLHC members for the development of patient clinical or social action patient care programs.

Michael Woodford has been selected as a National Center for Institutional Diversity (NCID) Faculty Fellow for 2008-09. Support from the NCID will be dedicated to his project “Understanding, Support, and Action: Comprehensive Lesbian, Gay, Bisexual, and Transgender Ally Development.”

Kathleen Faller (right) receives an American Professional Society on the Abuse of Children Award from Viola Vaughn-Eden, head of the awards committee, and Michael Haney, APSAC president.



Richard Tolman (center) meets with Sandra Tsang, head of the Department of Social Work and Social Administration at the University of Hong Kong, and Assistant Professor Elsie Yan. Tolman was appointed an honorary visiting professor at the University of Hong Kong for the winter semester of his sabbatical. With colleagues there, he planned research studies to focus on prevention of partner abuse during pregnancy.

Beyond Borders

Faculty Increase Cultural Sensitivity through International Research and Teaching



Faculty do not limit their research and travels to the United States. In addition to the many faculty who present at international conferences, several work with colleagues internationally on research projects and travel to teach or serve. The following four are only examples of cutting-edge work by U-M SSW faculty and colleagues.

LEARNING CULTURAL HUMILITY IN THAILAND

As a young child, **Berit Ingersoll-Dayton** lived in Thailand for seven years while her father conducted anthropological fieldwork. When the opportunity came to become involved with research in Thailand in the early 1990s, Ingersoll-Dayton did not hesitate. Now a gerontology scholar and professor of social work, she travels to Thailand once a year to conduct research.

In a study begun almost ten years ago, Ingersoll-Dayton and her Thai colleagues sought to develop a measure of psychological well-being for Thai elders. They ran into a roadblock. In attempting to translate well-being questions related to self-mastery and control from an American measure of psychological well-being, her English-speaking Thai colleagues could not find equivalent words or concepts. Their solution was to develop a new measure of psychological well-being that was culturally relevant to older Thai people. This measure included questions about acceptance (a Buddhist concept) as well as intergenerational family harmony and interdependence.

"I am hoping to contribute to research on Thai elders and in return am gaining and learning a great deal," says Ingersoll-Dayton. "One thing I've learned through my work in Thailand is cultural humility. Researchers and practitioners talk about having cultural sensitivity, but we must also be humble and realize that, however much we try, it's difficult to be completely culturally sensitive."

On Ingersoll-Dayton's most recent trip in February, she attended the oral defense of a Thai doctoral student, Kattika Thanakwang, at Mahidol University. King Bhumibol Adulyadej of Thailand had given Thanakwang a grant to conduct her dissertation research and to work with an international faculty member.

From September 2007 to January 2008, Thanakwang wrote her dissertation at the U-M SSW under Ingersoll-

Dayton's supervision. "The School's Office of Global Affairs was wonderful in helping to get her settled in and supported," says Ingersoll-Dayton. The two plan to do future research projects together.

MORE THAN MULTIDISCIPLINARY RESEARCH IN CHILE

In 2007 Professor **Jorge Delva** received a \$2.8 million grant from the National Institute on Drug Abuse (NIDA) to conduct a five-year study of drug use among Chilean teens. The study is in collaboration with Dr. Marcela Castillo of the Institute for the Study of Nutrition and Food Technology at the University of Chile. Last year Delva took three trips to Chile related to the research.

Delva's study builds on research by another collaborative project between U-M and the University of Chile. Betsy Lozoff, professor in the U-M Department of Pediatrics and Communicable Diseases, and Castillo are studying the effects of iron deficiency on children's brain development and functioning.

The same individuals whom Lozoff has studied since infancy are now participating in the drug use study. More than 1,200 Chilean youth ages 12–16 and one of their caregivers are assessed in person.

"This project is more than multidisciplinary," says Delva. "It falls in the category of interdisciplinarity," in which researchers who work in completely different fields come together to tackle a particular problem. Delva and Lozoff have found several connections between the two disciplines; for example, iron deficiency affects the brain chemicals that are also associated with increased risk for substance abuse.

Delva, a native of Chile, is involved in several other initiatives. He collaborates with the Organization of American States and has taught courses and workshops on drug use epidemiology in several Latin American countries.

Delva is able to provide mentoring and training to junior researchers through his study. One, Ninive Sanchez ('07), received funding from the National Institutes of Health to do a field placement in Chile last summer (see *Ongoing* Winter/Spring 2007). She developed a survey to study neighborhood influences on drug involvement, which she administered in Santiago. She also completed structured observations of the neighborhoods on foot.

Now project coordinator for Delva's study, Sanchez is interested in pursuing a doctoral education. "Encourag-



Professor Berit Ingersoll-Dayton meets with an elderly Thai woman during her fieldwork.



LEFT: Professor Jorge Delva (center, in white shirt) joins Marcela Castillo (on his left) and the Chile research team.

CENTER: Paula Allen-Meares (back row, second from left) poses with the Stellar International Networks delegation to China.

RIGHT: Double-orphaned children dance a traditional Ethiopian dance at Artists for Charity, a group home founded by artist volunteers in Georgia for HIV-positive orphans.

ing bright MSW graduates to pursue doctoral education is one of my most important mentoring and training goals,” says Delva.

Delva has also invited doctoral student Pilar Horner to join his project. Horner’s parents moved to the United States from Chile in the late 1960s, and she completed a Fulbright scholarship in Chile in 1998. Horner went to Chile this March to meet with Castillo and discuss a multi-method study proposal on neighborhood effects in Chile. Building upon his current study in Chile, Delva and Horner plan to submit an application to NIH for a postdoctoral fellowship for her.

A HARMONIOUS SOCIETY IN CHINA

When **Paula Allen-Meares** returned to China in March after traveling there with a U-M delegation last year, she focused her presentation on a concept dear to the heart of Chinese people: harmony.

This time she was part of an international delegation of women leaders who met with hundreds of Chinese women leaders and visited four cities in China through Stellar International Networks.

Laurie McDonald Jonsson (’74), president and founder of Stellar International Networks, initiated the delegation (see *Ongoing* Winter/Spring 2006). The delegates included U.S. Senator Maria Cantwell of Washington State as well as leaders in the areas of business, health care, law, and nonprofit organizations.

In cooperation with the All China Women’s Federation and the American Chambers of Commerce in Beijing and Shanghai, the delegates explored the issues of energy, cancer, investment, economic development, and the migration from rural to urban China. They considered what is driving China’s booming economy, sought to brighten the lives of migrant children, and made connections and friendships.

Allen-Meares presented in Beijing, China, at the China Women’s Federation on how social work can contribute to a harmonious society. Social problems exacerbated by a large urban population include poverty, a large aging population, and HIV/AIDS. But, she shared, industrial and occupational social work can assist China in its emerging economy, and social work can support women who are entering the workforce.

“It was indeed a trip I’ll never forget!” Allen-Meares says.

Professor Emerita **Rosemary Sarri** also traveled to China this spring. For a month she taught social work education—specifically, organization and social policy development—to social and health science faculty at Peking University.

The training was initiated through a collaboration between Polytechnic University of Hong Kong and Peking University in Beijing. Sarri was in attendance in 1994 when the collaboration began.

Sarri first went to China in 1978 and has returned every few years. With the government supportive of social work, the field is growing in China, though social work is viewed from the perspective of the communal society rather than the U.S. individualistic society. “You can’t do social work the same in China as in the United States,” cautions Sarri.

ACCEPTING AN INVITATION TO ETHIOPIA

Since the 1970s, Sarri has done a significant amount of international traveling for research and teaching, including to Australia, the Philippines, and Russia. She continues to work on a joint research project on family violence in South Korea. In addition, she has kept up on her projects at U-M on social policy, juvenile criminal justice, and child welfare.

In the summer of 2007, Sarri traveled to Ethiopia for the first time. While director of the Joint Doctoral Program in Social Work and Social Science, Sarri met Seyoum Selassie (PhD ’76), a doctoral student from Ethiopia. After he graduated, he asked her repeatedly to come to Ethiopia, “but for years I worked with Asian and Latin American countries instead,” she says.

Although Sarri was in touch with Selassie about her trip to Ethiopia, he passed away from emphysema before she arrived. For two months she taught classes in a newly developed doctoral program at the School of Social Work at Addis Ababa University. She also visited human services agencies, an urban garden agency, a women’s pottery cooperative, and a prison for violent crime committers.

Sarri summarizes the feelings of the Social Work researchers working internationally: “I feel now that I have friends all over the globe, and it gives me a greater perspective about the world.” **M**

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

Pioneer Profile: Martha Gizynski



U-M Photo Services: Lin Jones

Recognizing that people change throughout their lives, Martha Gizynski covered human development from cradle to grave in her psychology classes at the U-M School of Social Work. “The idea that development ends when someone turns 18 is simply not adequate preparation for social work students who will work with the whole age continuum,” she comments. “They need to know that people continue to change normally between 35, 65, and 95.”

After obtaining an undergraduate degree in anthropology, Gizynski worked in sociology but preferred contact with individuals. And bland statistics bothered her. “I hated to hear that 60% thought a certain way. I wanted to know what individuals thought.”

Professor Emerita **Rosemary Sarri**, who was director of the Joint Doctoral Program in Social Work and Social Science at the time, persuaded Gizynski to leave sociology and go into social work. “Some professors said I was too old,” says Gizynski, who by this time was middle-aged with children. “Rosemary thought I could conquer the world.”

Gizynski earned her MSW in 1967 and began lecturing at the School while working on her PhD in social work and psychology. This led to an assistant professor position, which she held for five years before becoming associate professor.

As clinical professor and researcher, Gizynski focused on ego psychology, a theory of personality that emphasizes the strengths of the individual and relates to human development. “If people survive to age 16 or 17, they have something going for them,” she explains. Examples

of ego strengths are cognition, planning, organizing, the ability to relate to someone, and the ability to acknowledge needing someone. “Focusing on people’s strengths facilitates their growth and your work with them. It’s very apt for social work.”

Her other research, most of which relates to human development across the life span, includes adolescents, maternal depression, and coping mechanisms of the elderly.

Working as supervisor in the Psychological Clinic of the U-M Institute of Human Adjustment from 1969 to 1981 helped Gizynski make whatever she taught relevant to her students who were working “in the trenches.”

Professor Emeritus **Phil Fellin**, who was dean during Gizynski’s tenure, recognizes this quality. “Martha was a superb teacher. She had an unusually high skill for incorporating knowledge from her doctoral studies, her ongoing research, and her clinical practice into the teaching of interpersonal practice and theory. At the same time, Martha made major contributions to the School’s governance and curriculum through her membership in numerous MSW and doctoral committees.”

Based on evaluations by students and colleagues, Gizynski ranked first among the School’s assistant professors in the excellence of her classroom teaching. “Of all the things I’ve ever done,” she admits, “classroom teaching was my favorite. Every once in a while someone will come up to me and tell me that they were in my class and learned a lot. I guess that’s the biggest thanks.”

Gizynski believes that her greatest contribution at the School lay in teaching students how to think about human behavior and development. “I couldn’t tell my students everything. I had to give them a new way to think and evaluate. Students need a systemic way of incorporating everything they’re going to learn throughout life.”

After retiring to associate professor emerita in 1987, Gizynski continued to supervise social workers and psychologists in private practice. She also began working in medical social work by volunteering for Foote Hospital in Jackson, Michigan. She remains in applied medical social work as she cares for her husband Wally, a retired obstetrician and gynecologist who has been ill since 2000.

She also finds time for eclectic reading, mostly in history, which has been a fresh change from reading professional journals.

Both new interests appropriately reflect her research. “In thinking about aging,” she says, “it is important to consider that older people can take up brand new interests and become not only passionate but good at them.” **M**

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

Lecture: Nation must prioritize child welfare

Christine James-Brown of the Child Welfare League of America speaks on the challenges in child welfare.



UM Photo Services: Scott Soderberg

Christine James-Brown, president and CEO of the Child Welfare League of America, spoke at the third lecture of the Dean's 2007-08 Lecture Series on February 13. Although meeting needs of vulnerable children is not presently a priority in our country, "we must make sure that every child is safe, happy, healthy, and able to reach full potential," she said.

Even as James-Brown shared statistics, she reminded her audience to consider the personal stories they represent: 900,000 substantiated cases of child abuse and neglect in the United States each year; more than 1,400 deaths resulting from abuse; half a million children in out-of-home care, more than 80% of which have developmental, emotional, or behavioral problems. Poor children and children of color tend to spend more time in out-of-home care and move more often from one home to another than children who are well-off or White.

James-Brown believes that those who work in the field of child welfare have a responsibility to speak with one voice. Caseworkers' caseloads are twice as high as League standards, and trained social workers are needed.

James-Brown served as United Way International's fifth president and CEO from 2004 to 2007 and as president and CEO of United Way of South-eastern Pennsylvania for the previous ten years. She has served as a member of the boards of the School District of Philadelphia, Community College of Philadelphia, the Samuel S. Fels Fund, the Greater Philadelphia Chamber of Commerce, Citizens Bank, Public/Private Ventures, and the Pennsylvania Bar Association Judicial Evaluation Commission.

"Equal opportunity" diabetes

With a rapidly growing elderly population and increased diagnoses of diabetes in the country, the Winkelman Lecture topic on diabetes proved timely. This year's speaker was Dr. Jeffrey Halter, director of the Geriatrics Center and Institute of Gerontology, chief of the Division of Geriatric Medicine, and professor of internal medicine at the University of Michigan.

"Diabetes affects people in many different ways," Dr. Halter began. "It is an equal opportunity health care problem." Though the disease affects all populations, some are more at risk than others.

Some elderly patients have no symptoms of type 2 diabetes, yet a blood test screening will reveal that they have the disease; for others, diabetes has a major effect on their everyday life, Halter said.

At the March 4 lecture, entitled "Diabetes in the Heterogeneous Geriatric Population: Challenges and Opportunities," Halter discussed how type 2 diabetes develops, as well as management challenges, long-term complications, and comorbidities. Interventions have been shown to work over a period of years.

Dr. Halter acknowledged the benefit of a team approach to treatment, which includes the role of social workers.



UM Photo Services: Lin Jones

Jeffrey Halter, MD, delivers the Winkelman Lecture on diabetes among the elderly.

Dr. Jeffrey Halter is an author of over 200 research papers and book chapters, and is a co-editor of the 5th edition of *Principles of Geriatric Medicine and Gerontology*, published by McGraw-Hill in 2003. He is a past president and chairman of the board of directors of the American Geriatrics Society and a past chair of the Clinical Medicine Section of the Gerontological Society of America.

Community discussions to strengthen the Detroit economy: Skillman partnership

The School's Technical Assistance Center for the Skillman Foundation's Good Neighborhoods Initiative held two community discussions this year to build neighborhood capacity and collaborations to strengthen the Detroit economy.

For the first event of the year, on January 11, the Technical Assistance Center held an economic development forum at the Detroit Center in partnership with the Skillman Foundation. The purpose was to discuss strategies to help six identified Detroit communities consider how to incorporate economic development and entrepreneurial ventures at both household and community levels. After providing presentations from academic research and the work of government and local agencies, the forum also convened key stakeholders to design a plan to accelerate economic development in each of their six areas.

Among the speakers was George Fulton, research professor in the U-M Institute of Labor and Industrial Relations. He provided a detailed forecast of population shifts as well as income and employment. Although continued economic decline in Detroit and Wayne County is probable, he predicted, the outlook is more promising in industries requiring higher education. "Educated workers are the key factor in determining the economic prosperity of the Detroit region," he concluded. Thus, he encouraged participants to recognize this reality in their plans.

Writer and speaker Grace Lee Boggs provided a personal perspective from her 70 years as an activist. She emphasized that several organizations have worked for the betterment of Detroit over decades and expressed her delight in seeing the university joining these groups in the work.

A second event, "Eliminating Food Deserts in Detroit: A Community Discussion," was held on March 10 at the Detroit Center and sponsored by the U-M SSW, the Skillman Foundation, and the W.K. Kellogg Foundation. Over 100 people attended.

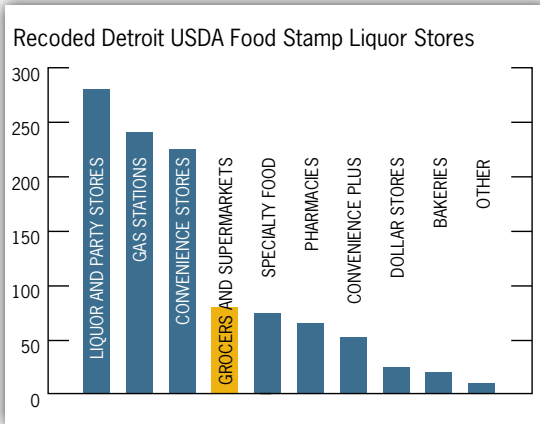
Mari Gallagher, principal of Mari Gallagher Research and Consulting Group, discussed the impact of food deserts as well as findings from her recent report, "Examining the Impact of Food Deserts on Public Health in Detroit." Panel respondents from the community shared their insights on Gallagher's report and highlighted efforts to increase access to healthy food in the city of Detroit. Conference participants then discussed what suggestions were most important and possible for their neighborhoods.

Follow-up work will continue in both areas.

Assistant Professor **Trina Williams Shanks** led the Economic Development Forum planning, and Pro-



TOP: The first set of speakers at the Economic Development Forum gather at the break: Michael Barr (professor, U-M Law School), Carol Goss (president and CEO, Skillman Foundation), Elsie Harper-Anderson (assistant professor, U-M Taubman College of Architecture and Urban Planning), Grace Lee Boggs (Detroit activist, writer, and speaker), George Fulton (research professor, U-M Institute of Labor and Industrial Relations), Paula Allen-Meares (dean, U-M School of Social Work), and Trina Williams Shanks (assistant professor, U-M School of Social Work).



Source: Mari Gallagher Research and Consulting Group

LEFT: Liquor and party stores account for the greatest number of all USDA Food Stamp retailers in Detroit. Yellow indicates mainstream location to purchase food. Blue indicates fringe location to purchase food.

fessor **Larry Gant** and staff member Kristin McGee led the Eliminating Food Deserts planning. Other key U-M SSW faculty and staff coordinating the two events were **Paula Allen-Meares**, Associate Professor **Leslie Hollingsworth**, Lecturer **Patricia Miller**, and staff member Tammy Miller.

Building sustainable funding

On May 8 and 9, Terry Axelrod ('71) returned to the School to hold a mini-course on "Fundamentals on Sustainable Funding." Sixty-two people attended and had the opportunity to earn continuing education units (CEUs).

Axelrod gave the attendees an overview of a mission-centered, systematic model for building long-term sustainable funding from individual donors for any nonprofit organization. She focused on starting or growing the organization's unrestricted funding, then funding capital needs and endowment.

Axelrod is founder and CEO of Benevon in Seattle, Washington.

The School's increased focus on providing mini-courses for CEU credits is helping alumni to maintain their social work licenses. For a list of courses, visit www.ssw.umich.edu/programs/ce.



Terry Axelrod ('71) is founder and CEO of Benevon, which trains nonprofit organizations to implement a mission-based system for raising sustainable funding from individual donors.

Creating a new model for community mental health



Deb Willis and Michael Lott listen to Michael Spencer present at the collaboratory on community mental health.

What barriers do diverse children and their families face when it comes to mental health service? The School's Children, Youth, and Families (CY&F) Interest Group held a "collaboratory" on April 11 with the Guidance Center in Southgate, Michigan. Presenters were **Michael Spencer**, associate professor of social work; **Deborah Willis** ('89, PhD '05), director of programs at the Guidance Center; **Michael Lott** ('67), president and CEO of the Guidance Center; and **Carla McBride**, consumer, nursing student, and advocate. This was the third CY&F community collaboratory since they began in 2006.

"This collaboratory brings researchers, practitioners, and consumers to the same table," commented Michael Lott in his introduction. Lott put the need for these collaborations into historical context, describing how different approaches to mental health issues and varied sources of service funding have led to fragmentation of services. He described the leadership role that the Guidance Center has played in the integration of service delivery so that services are client-friendly.

Mike Spencer described research findings on barriers to mental health services. He categorized these barriers as attitudes (e.g., fear, embarrassment, skepticism regarding treatment) and access (e.g., cost, distance, insurance). He addressed the stressor

of discrimination and its consequences as a source of mental health problems. Possible solutions include continuing education regarding barriers to mental health services and how diversity issues influence client help-seeking and service delivery, partnerships between service providers and families, and comprehensive and integrated interventions.

Deb Willis spoke about agencies' challenges and the Guidance Center's solutions, acknowledging the need for structural change at the agency level. For example, services often have to follow funding sources, and best practices take time before they are accepted. She also expressed the need for practitioner knowledge about best practices.

Consumer **Carla McBride** summarized the ideas by giving her own story and sharing how she is presently working at the agency to help others with similar needs.

Thirty-one practitioners and faculty attended the collaboratory. Participants were able to earn social work continuing education units (CEUs).

The Guidance Center began a partnership with the U-M SSW in 2004 as part of their Center for Excellence, a state-of-the-art research and training facility. The partnership initiates, promotes, and supports training, research, fieldwork, and practice.

Collaboration in the human services



Human service agency leaders and practitioners discuss the new Washtenaw United Way plan for collaboration in fund allocation.

In response to a new Washtenaw United Way plan and an overall trend for increased collaboration in the local community, the School's Human Service Organizations Interest Group convened a mini-conference of local human service agency leaders and practitioners, as well as other interested groups, on April 24. Over 50 people attended.

In a new three-year plan, the local United Way branch is requiring agencies in five areas—child care, health care, aging in place, food, and shelter and housing—to meet together to determine how funds will be

allocated. Individuals can still designate charities for their donations.

The purpose of the mini-conference, "New Inter-Organizational Processes and Dynamics in Washtenaw County," was to discuss the challenges and opportunities of this new method. Specifically, how could agencies shift to thinking about the common good when their individual interests are at stake—interests such as organizational survival and a continuing mix of services?

Attendees said the information presented and the ensuing small group discussion were helpful to begin thinking about the new collaboration. Also in attendance was **Debbie Jackson**, who helped United Way create the model. She comments, "I appreciate the University convening community leaders to talk about the challenges and opportunities for collaborative community work. I hope these conversations can continue."

Faculty members who helped organize the meeting include Lecturer **Chuck Kieffer**, Professor **David Tucker**, and Assistant Professor **Michael Woodford**. The U-M Nonprofit and Public Management Center also sponsored the conference.

More than a Band-Aid: Treating Abused Children

While the majority of students who enter the MSW program choose children and youth in families and society as their practice area, their interests vary from there. Some wish to work in school social work, others in foster care and adoption programs. Some complete field placements in family services and parent support programs, others in community organization.

Brian Babb and Laura Norton-Cruz have gained a vision to work with abused children.

COMPASSIONATE WITH A CAPITAL C

“Brian Babb is compassionate with a capital C,” says Leigh Robertson, lecturer and field liaison.

Brian, an MSW student, gives credit to his family. “My mother and grandmother have a lot to do with my need to express compassion and empathy toward others.”

Brian feels a pull towards a mixture of macro and micro practice. As an undergrad at U-M, he learned skills in community organizing as a member of the Students of Color Coalition. As a resident advisor, he learned interpersonal skills. “It was nourishing for me. I knew I wanted to work with people within the successes and struggles of their day-to-day life.”

Brian’s field placement is with the Family Assessment Clinic (FAC), a multidisciplinary team in Ann Arbor that provides community services by evaluating and treating situations involving possible or actual child maltreatment. Professor Kathleen Coulborn Faller, director, wrote the original grant proposal for the FAC in 1985. The FAC team consists of faculty, doctoral and master’s students, and staff from the Schools of Social Work, Law, Medicine, and Education, as well as the Departments of Pediatrics, Psychiatry, and Psychology. The FAC serves as a context for developing knowledge and skills about child maltreatment, child welfare, and related issues through clinical practice and research.

At his field placement, Brian assesses and provides therapy to children and youth who have experienced physical, emotional, and sexual abuse. He realizes that he is one part of the larger picture. “All of the youth I see have worked within themselves before I get there.” He tells them, “Bring what work you’ve done and are doing, and let’s work together.”

Brian wants to continue doing child welfare work when he graduates. Eventually he would like to be involved in advocacy in his hometown of San Diego and perhaps teach social work at the community college and/or college level.

The resilience he sees in those who have been abused inspires him. “Despite having gone through very traumatic and tragic experiences, all of the children I’ve ever worked with still insist on being children. Honor the resilience you see, and it will enrich and nourish you.”

PREVENTING AND HEALING FROM VIOLENCE

Even before she knew what a master of social work was, Laura Norton-Cruz had decided that she wanted to work to prevent—and help young people heal from—interpersonal violence. While still a teenager, she volunteered with Intermission Crisis Nursery, a temporary shelter for abused children, in her hometown of Anchorage, Alaska.

After earning an undergraduate degree in critical social thought, she taught elementary school in East Palo Alto, California, as a Teach For America corps member. The challenge of teaching a class of students with behavioral issues and varying grade-level proficiencies “made it all the more evident that I needed to work with kids and that I had a lot more to learn.”

Laura returned to Anchorage—“I was homesick,” she says—and worked for Standing Together Against Rape, helping to define sexual assault for teenagers and teaching day care workers, priests, teachers, and even bartenders how to talk about sexual assault.

At the U-M School of Social Work, Laura’s field placement is with the Detroit Initiative, where she does process and outcome evaluations for various community organizations in Detroit. She also works with undergraduates to create and implement health and safety programs for children at Latino Family Services.

A class in poverty and inequality through the U-M SSW program inspired Laura to consider getting a PhD once she has earned her MSW. “The high level of thinking and analysis,” she says of the class, “made me so excited about the possibilities within research.” Her goal would be to take part in community-based participatory research—research “that is in itself intervention.”

—Tanya C. Hart Emley is editor of *Ongoing*. Jane E. Martin is assistant editor at the School of Social Work.



Brian Babb



Laura Norton-Cruz

The Time Is Ripe: Aiding the Aging

Emily Farber and Sang Hee Novotny, MSW students in the geriatric program, wish to dispel misperceptions of gerontology.

“Gerontology can be fulfilling. You can learn a lot. It can be exciting and funny,” emphasizes Emily. “I plan to apply community organizing concepts to my work with older adults—for example, to consider nutrition or transportation solutions.”

The time could not be riper for more people to enter the field of gerontology, with people living longer and more active lives and with the aging of baby boomers.

It was the great need for gerontology social workers that induced Sang Hee to enter the geriatric social work program. She had worked for years in business in Silicon Valley, California, but felt unfulfilled in

Thirty-two students entered the U-M SSW geriatrics program in fall 2007 compared to 136 in children, youth, and families; 69 in mental health; 60 in community and social systems; and 36 in health.

Emily and Sang Hee are interning this summer at Hannan House, a multi-tenant nonprofit center in Detroit that includes Luella Hannan Memorial Foundation offices and programs. Seniors come from around the area to take a variety of classes—from art to exercise to gardening.

Sang Hee works on case management at Hannan House, where she makes referrals, provides resources, and does in-home assessments. She is also evaluating a pilot program of a nutrition lunch project with Gleaners Community Food Bank in which high school students prepare and deliver lunches to schools and to a senior living home. “My field placements have been most exciting, most challenging, and the area in which I have benefited the most at U-M,” she reflects.

Through her placement, Emily is collaborating with many organizations on Detroit Griot (which means “West African storyteller”), an oral history initiative in which seniors record their stories. She is also working on a community vegetable garden at Hannan House and seeks to expand the idea to senior living facilities.

“Hannan House is so much more than a senior center,” Emily says. Sang Hee agrees. “It really brings the community together. I feel that the city of Detroit has a bad reputation, but what I see every Tuesday through Friday is not what everyone reads in the newspapers or watches on television.”

Professor **Ruth Dunkle** acts as treasurer for the Luella Hannan Memorial Foundation. She is also secretary for the Board of Trustees and serves as chairperson for the Program Committee. “Hannan is a unique organization serving seniors in Detroit,” she says. “The staff members conduct programs within Hannan House but also organize programs throughout Detroit for seniors. Our geriatric scholars who have had the opportunity to work here have learned quite a bit about the service delivery climate for seniors in Detroit and have given a tremendous amount to the community through their work in their internships.”

Neither Emily nor Sang Hee have regretted entering the geriatric program. “I’m surprised by my clients all the time, by their strengths,” Sang Hee says.

“The people we work with prove that geriatrics is not boring,” Emily concurs. “They tell me about their travels, extended families, volunteer activities, and relationships. It’s a daily reminder not to write off older adults.”

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



UM Photo Services: Scott Soderberg

Sang Hee Novotny and Emily Farber (second and third from left) talk about gardening with Hannan House participants.

her job. Social work friends encouraged her to volunteer. “Once I got into the field and did research, I realized that the need is great for people to work with the aging population.”

Emily’s interest in gerontology began when she was in high school. She observed her father care for her grandmother, whose physical health was declining, and for her grandfather, who was struggling with Alzheimer’s. “I realized how important it is to have good, caring people to work with older adults, and I also saw the responsibilities of caregiving.”

The School’s gerontology program builds on grants from the National Institute of Aging, the John A. Hartford Foundation, and the McGregor Fund of Detroit. With these seed monies, the School has developed an ongoing scholars program for students like Emily and Sang Hee. Excellent faculty members, coupled with talented students in the MSW and Joint Doctoral programs, provide a strong foundation for the program.

Doctoral student awards

Jean Balestrery was selected to enter the John A. Hartford Pre-Dissertation Program.

Megan Gilster received a National Public Management Doctoral Research Award.

Megan Gilster and **Dana Levin** were awarded the Rackham Debt Management Award.

Marguerite Grabarek and **Amy Hammock** were awarded Rackham one-term dissertation fellowships.

Laura Heinemann was awarded a dissertation grant from the National Science Foundation.

Pilar Horner received a Rackham Graduate Research Grant for dissertation research expenses.

Sarah Jirek received the Henry Meyer Award this year for her paper "Soul Pain: The Hidden Toll of Working with Survivors of Physical and Sexual Violence." The Henry Meyer award is given annually to the student who submits a paper that makes an original contribution to empirical or theoretical literature in a manner that integrates social work and social science.

Dana Levin was chosen as a 2008-09 CEW American Association of University Women Scholar. She was also awarded an American Psychological Association Student Travel Award.

Kristin Scherrer's predoctoral fellowship in the Social Research Training on Applied Issues of Aging Program was renewed.

Amanda Tillotson was awarded the first-ever Clara P. Davis and Larry E. Davis Award for doctoral students whose research focuses on poverty and social justice. In addition, she presented the paper "Bringing the Outside In" at the Midwestern Political Science Association meeting in April.

Melita Vaz was awarded a doctoral dissertation/thesis grant for dissertation-related expenses.

Laura Wernick received a National Public Management Doctoral Research Award.

Jess Wiederspan is the recipient of the Rosemary Sarri Award, which was established as an award to students specializing in community organization, management of human services, or social policy.

MSW student awards

Three U-M SSW students are 2008 Presidential Management Fellows: **Shanondora Billiot**, **Sara Gold**, and **Lynnette McRae**. The U-M SSW once again leads the nation in the number of MSW students selected for this prestigious honor. The Presidential Management Fellows (PMF) Program attracts to the federal service outstanding graduate students who have a commitment to excellence in the leadership and management of public policies and programs.

Joseph Donlin received the U-M School of Social Work Southeastern Michigan NASW Student of the Year award for demonstrating leadership qualities as an active member of a student organization, contributing to the positive image of the school, committing to political and community activities, achieving success in academic performance, and representing the professional ethics of social work as defined in the NASW Code of Ethics.

Amanda Garratt is the recipient of an outstanding community impact award from the U-M Ginsberg Center.

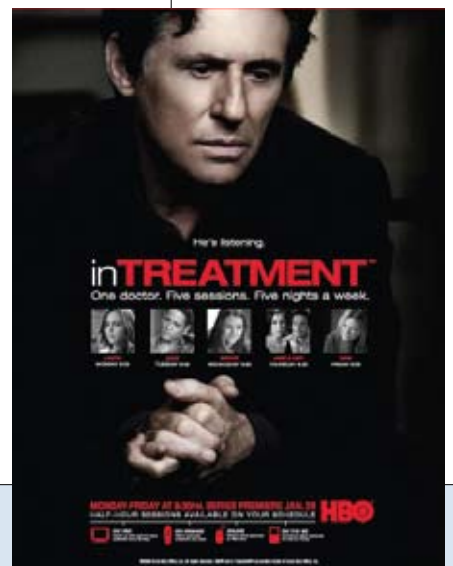
Commencement

Regent Olivia P. Maynard (MSW '71) graciously stepped in as speaker at the April commencement for Detroit activist Grace Lee Boggs, who had to cancel due to illness. Maynard acknowledged that she feels a close connection with the School of Social Work, and she recognized Paula Allen-Meares' work as dean. She recalled that she was on the search committee for the dean in 1992 and thought the School would be lucky to have Allen-Meares lead as dean. Maynard also gave tips to the students, beginning with "1. Wear sunscreen."

Advance screening

On January 23, the SSW Student Union and Office of Student Services cosponsored a special advance screening of HBO's drama series "In Treatment" on individual psychotherapy sessions.

Olivia P. Maynard (MSW '71) gave the keynote speech.



Dissertations defended

David S. Dobbie, right, talks with fellow students.



UM Photo Services: Martin Voet

DAVID S. DOBBIE, SOCIAL WORK AND SOCIOLOGY

“More than the sum of their parts: Labor-community coalitions in the rust belt”

FINDINGS: “This dissertation explores the divergent development of working class movement-building efforts in three Rust Belt cities—Chicago, Milwaukee, and Pittsburgh—following successful campaigns for living wage ordinances in the late 1990s. This project explores why collaborative efforts in the three cities have followed such different paths by combining rich data gleaned from interviews with key participants, ethnographic work, and archival research. My findings suggest that activists’ capacity to bridge cultural differences within an intermediary organizational level is the key factor in explaining the emergence of durable coalition-based movements. A strong infrastructure of membership organizations, networks, and technical assistance providers makes the emergence of strong local movements more likely, but is insufficient. Organizers also need to develop new internal cultures that bring people together across entrenched differences. In addition, movements must navigate a political system stacked against them when they attempt to deliver concrete changes.”



Gregory Fox

KIMBERLY CLUM, SOCIAL WORK AND ANTHROPOLOGY

“The shadows of immobility: Low-wage work, single mothers’ lives, and workplace culture”

FINDINGS: “Exploring conditions in the low-wage labor market from the perspective of single mothers working as nursing assistants at a care facility in southeastern Michigan, I found that although these women had secured what many analysts consider a ‘good’ job within the context of the low-wage labor market, their lives were characterized by considerable economic hardships and social strains. Based on over fifteen months of ethnographic research, I show how the wage and occupational immobility of these low-wage jobs permeates single mothers’ home and work lives. I investigated a broad spectrum of phenomena related to this, beginning with the challenges these conditions pose for mothers’ home lives and the strategies mothers undertake to deal with these. Uniquely, however, I also explored how tensions generated by job conditions feed back into the workplace, are incorporated into workplace practices, and, in various ways, are depoliticized.”

Legislative Education & Advocacy Day

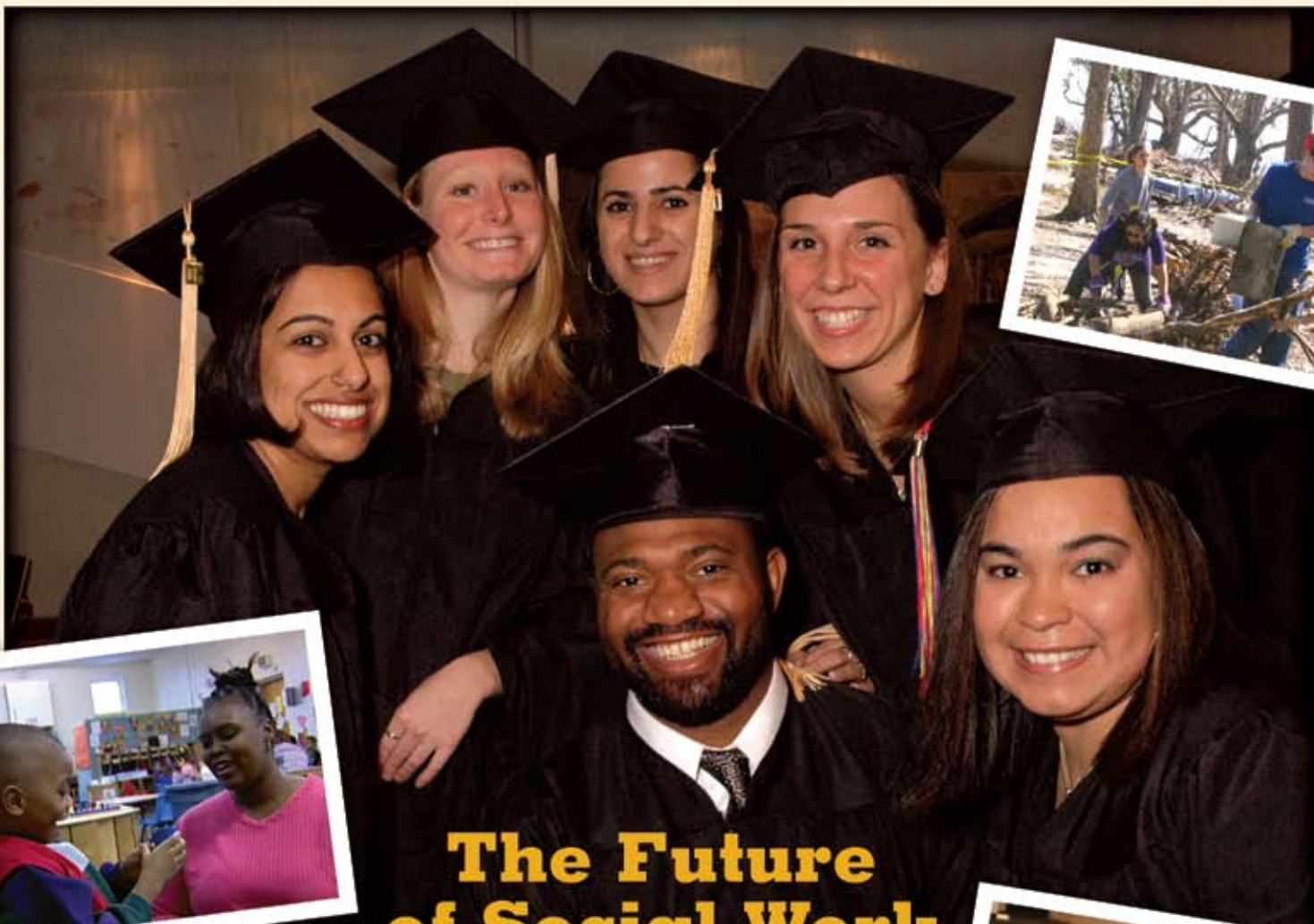


In March, forty students attended the National Association of Social Workers—Michigan chapter’s Legislative Education & Advocacy Day (LEAD) in Lansing. The School subsidized students’ attendance.

As in past years, the students gained knowledge on how to become key advisors to legislators and ef-



fective advocates for the social work profession and the state’s citizens. In addition to participating in a variety of workshops, students attended committee hearings about the state budget and met with state legislators and their staffs to lobby about several issues on which they have been working this semester.



The Future of Social Work (needs your help)

Every year over 300 students are admitted into the MSW program at U-M. Of that group, 90 percent qualify for and receive financial aid. Yet the average debt for a social work student upon graduation is \$75,000 and rising, as the need greatly outstrips the available resources. Please help to keep a U-M social work education attainable for all by supporting SSW scholarships.

Learn more about how you can make a difference in the lives of today's students—social work's future—on the opposite page.

MUNIVERSITY OF MICHIGAN
School of Social Work

Investing in the Future of Social Work

With just a few months left until the end of the Michigan Difference Campaign, the School of Social Work has much to celebrate, with campaign gifts exceeding \$18.8 million to support critical needs within the School. Each area has been generously supported by alumni, faculty, friends, and students alike, but none has stirred the passion of so many as gifts that have been given to our SSW scholarship funds.

In just its second year, the 2008 Class Gift Student Leadership Committee was no exception. Led by MSW candidates Frances Black, Debbie Cohl, Debbie Frater, and Sarah Pinchoff, the committee decided to focus its efforts on asking fellow classmates, professors, and staff at the School to support various scholarship funds with a gift of \$25 or more.

After an intensive eight-week campaign, the committee raised just over \$6,000 from over 70 donors (51 of whom were currently enrolled MSW students). When the committee asked their fellow student

emphasis was on community development projects, specifically on creating sustainability for the communities' organic farming and *pulperia* (inn) businesses.

On her time spent at the School, Jenn commented, "What sets Michigan apart in my experience is the global approach to social work; what's more important, however, is the way in which the Michigan community finds a way to support scholars who are interested in stepping outside of their comfort zone. In my estimation, having access to an international social work education is what makes Michigan a top-ranked university. The willingness to reach out of familiar borders into an unfamiliar culture prepares students for the diverse populations in the field."

The School is grateful to those who have helped to make an education at the U-M SSW an attainable dream for over 100 students a year who, like Jenn Sanders, receive financial support from one of our forty named scholarship funds.

UM Photo Services: Lin Jones



LEFT: Recipients of the 2008 Board of Governors Practicum Award are all smiles at this year's student awards ceremony.

RIGHT: Student Leadership members Debbie Frater, Sarah Pinchoff, Debbie Cohl, and Frances Black cheerfully campaign for student scholarships.



donors why they decided to donate to an SSW scholarship fund, their responses included the following:

"I decided to give because I am very grateful for the investment others made to my education. As a current student, it is important that I do what I can to give back, and hopefully in the future I can do more."

"I received a scholarship that allowed me to choose the University of Michigan for my graduate studies. It would not have been possible for me to attend this school without that award."

Another group passionate about supporting students is the School's Alumni Board of Governors. In 2006 the board established an award to help meet the growing needs of students who pursue out-of-state and international field placements during the spring and summer terms. In the past two years, the board has awarded nearly twenty stipends ranging from \$500 to \$1,500 to help offset the costs related to students' internships.

Jenn Sanders, MSW candidate and one of several Board of Governors Practicum Award recipients, spent her summer in rural Costa Rica, where the

If you too would like to make a personal investment in the future of social work by contributing to an SSW scholarship fund, please fill out the envelope enclosed in this issue of *Ongoing*. Your donation may be directed toward a variety of scholarships already established at the School to support students in the areas of mental health, community organization, geriatrics, children and families, health, juvenile justice, doctoral level research, Jewish communal leadership, and more.

Donations received before December 31, 2008, may also be eligible for the President's Donor Challenge, which will match \$1 for every \$2 donated to a graduate scholarship, fellowship, or internship fund.

For more information, contact the School's Development Office at 734-763-6886 or via email at ssw.development@umich.edu.

—Lindsey Rossow-Rood is director of Development and Alumni Relations.

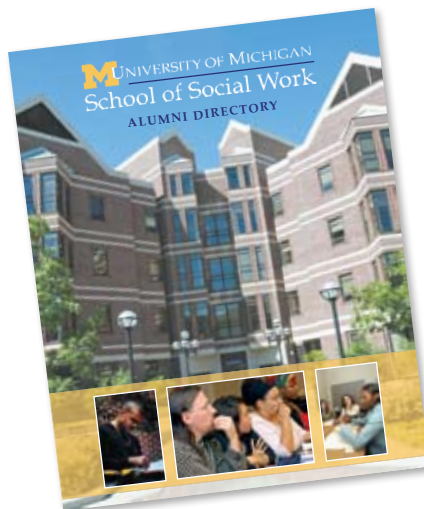
Connections that Count

Alumni directory 2.0

Did you know that there are over 450 alumni in each of the greater New York City, Chicago, and Washington, D.C. metro areas? That there are 32 alumni from the class of 1958 who will be celebrating their fiftieth reunion this year? That 6,000 MSW graduates reside in the state of Michigan? That your long lost friend and classmate, N. Advocate, currently resides at 1 Social Work Lane, Ann Arbor, MI?

If you are interested in finding out more about where your fellow classmates are today, who are the U-M MSW alumni that are in your area, or what types of careers graduates are working in, you will be happy to know that the School of Social Work will be launching its second alumni directory project this winter. So be sure to watch your mailboxes for information on how you can participate, and order a copy of this great alumni resource. The directory will be printed and shipped to your home between October and December of 2009.

To find out more about how you can participate in an online community resource for alumni, please be sure to check out the article on inCircle on page 25.



Are you registered?

ALUMNI BOARD OF GOVERNORS "BUILDING HEALTHY STRONG COMMUNITIES" CONFERENCE

On Monday, October 20, 2008, the Alumni Board of Governors will be hosting its second annual conference on "Building Healthy Strong Communities" at the School of Social Work. This daylong event will feature fellow alumni experts presenting workshops on a variety of topics from ethics to advocacy, plus there will be plenty of time for socializing and networking with your fellow graduates and current students. All workshops will be offered for CEUs.

If you have not signed up and would like more information, please contact the Alumni Office at 734-763-6886, or visit the School's events site online at www.ssw.umich.edu/events/index.html.



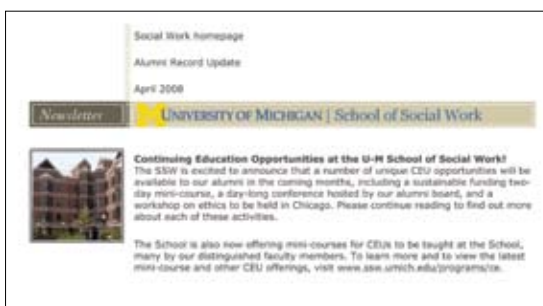
Lunch panel presenters Sally Schmall ('94), Elaine Selo ('66, PhD '79), and Anita Bohn ('88) discuss nontraditional social work roles during the 2007 Building Healthy Strong Communities Conference.



Lynn Sipher ('83) hosts a workshop, "The Art of Supervision," for alumni during last year's Board of Governor's conference.

E-news: Linking in online

Staying informed on the latest happenings at the SSW is now easier than ever through the School's alumni e-newsletter. Sent out three times a year (January, May, and September), the e-newsletter contains information on upcoming alumni activities, CEU opportunities, updates from the dean's office, and general School news and events. Sign up today by sending a message with your name, graduation year, and preferred email address to ssw.newsletter@umich.edu.



InCircle

InCircle has proved to be a fantastic resource for the U-M SSW Chicago Alumni Club and can be a wonderful resource for all graduates of the School of Social Work. You will soon see additional SSW groups forming on inCircle. Log on at www.alumni.umich.edu/online-services/in_circle.php to begin connecting with your peers.

For more information about inCircle, or if you have questions regarding upcoming SSW groups, contact the Office of Development and Alumni Relations at 734-763-6886 or ssw.alumnioffice@umich.edu.

Start a club!

Alumni are currently forming a Southeast Michigan Alumni Club. If you would like to find out more about this group or to start an alumni club in your area, please contact the Office of Development and Alumni Relations at 734-763-6886 or ssw.alumnioffice@umich.edu.

SSW Chicago Alumni Club

The newly established U-M SSW Chicago Alumni Club is proving to be a wonderful success. "There is so much potential for these clubs to become a connector, resource, and source of support, as well as to keep us in touch with how the SSW is evolving and growing," says Dana Bright ('04), membership chair.

In May we partnered with Catholic Charities to host our first professional development program. The morning workshop, "Ethical Dilemmas: Exploration and Consultation Utilizing a Case-Based Discussion Model," was presented by U-M SSW faculty member **Elizabeth (Betsy) Harbeck Voshel**. Later that afternoon, a networking session was facilitated by Dana Bright and Leslie Jacobs ('80).

You can also find us on inCircle, the University's online directory. "What alumni do not know is that they already may have a profile!" says Sheila Frost ('03), who serves on the communications committee. Join the U-M SSW Chicago Alumni Club group by visiting www.alumni.umich.edu/online-services/in_circle.php.

For more information about the U-M SSW Chicago Alumni Club, contact the Office of Development and Alumni Relations at 734-763-6886 or ssw.alumnioffice@umich.edu.

We look forward to hearing from you!

—*The U-M SSW Chicago Alumni Club*



How can you become involved with the SSW Chicago Alumni Club?

It's easy! There are four committees from which to choose. You decide which one best suits your interests, then contact the Office of Development and Alumni Relations at 734-763-6886 or ssw.alumnioffice@umich.edu.

EVENTS

The Events Committee organizes and hosts professional development opportunities, networking sessions, and social events. These programs engage Chicago area alumni and maintain ties between fellow graduates and the Michigan campus.

MEMBERSHIP

The Membership Committee helps develop greater connectivity among Chicago alumni, strengthens connections between current and potential members, and engages in recruitment efforts.

COMMUNICATIONS

The Communications Committee helps generate awareness about the club. The committee provides general information to alumni and helps promote the club as a resource for graduates.

COMMUNITY SERVICE

The Community Service Committee organizes volunteer opportunities for club members. Partnerships are often sought with local organizations and the broader U-M club of Chicago.

Professor Emeritus Edwin J. Thomas Establishes Trust

Edwin J. Thomas, Fedele F. Fauri Professor Emeritus of Social Work and Professor Emeritus of Psychology, has made his mark on the University in many ways. He helped to found the Joint Interdisciplinary Doctoral Program in Social Work and Social Science in 1957, and he dedicated much of his career to research in a variety of areas. He also lectured widely in the United States and internationally. Most notably, he held two one-year senior Fulbright awards, one in England and the other in Australia.

Dr. Thomas continues his legacy with a trust he established with the University of Michigan for the benefit of the School of Social Work.

The trust will eventually establish an endowment to fund the Edwin J. Thomas Endowed Faculty Research Award, which will support research conducted by outstanding faculty members who hold an appointment with the School. The award will fund research in three ways: as seed money for research, to help strengthen an established area of research, or to help fund early work in a highly promising new area of research.

Currently, the Edwin J. Thomas Award is the only endowment at the School to support faculty research. Dean Paula Allen-Meares acknowledged Thomas's support, stating, "This generous gift will provide a critical funding resource for generations of faculty to come."

Thomas's decision to support faculty research was influenced by the support he received while professor

at the School. "Research has been an important aspect in my career from my initial appointment and throughout my tenure," says Thomas. "Financial support that was available to me, especially early in my career, was critical in my ability to undertake research in new areas and to obtain outside grants."

Professor Thomas served on the faculty from 1956 until his retirement to professor emeritus in 1993. Among his areas of research were behavioral science and social work, role theory, marital communication and decision making, group dynamics, behavior therapy, unilateral family therapy for alcohol abuse, and the methodology of intervention design and development. Thomas was a prolific researcher and scholar, producing some 155 articles, book chapters, and books.

Thomas made his gift through a charitable remainder unitrust, an important estate planning tool (see box on this page). The unitrust will be invested alongside the University's endowment fund in a long-term portfolio, which saw a 25.6 percent investment return last fiscal year, with the hopes of providing a hedge against inflation and a growing principal.

"I am grateful for the opportunity to support future faculty research through my estate planning," says Thomas.

—*Tanya C. Hart Emley is editor of Ongoing, and Lindsey Rossow-Rood is director of Development and Alumni Relations.*



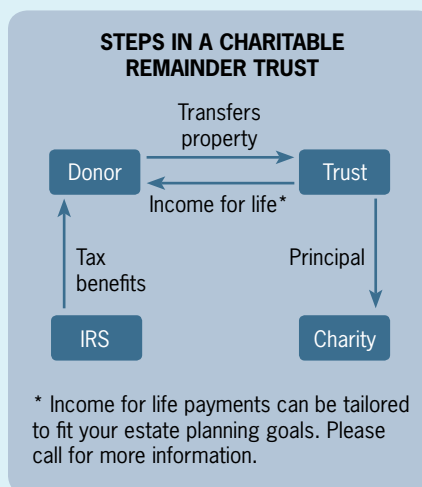
Professor Emeritus
Edwin J. Thomas

Create your legacy with a charitable remainder trust (CRT)

A charitable remainder trust (CRT) is an important charitable giving tool that can help you meet your personal estate planning objectives while fulfilling your philanthropic goals. A CRT can provide a number of benefits, including:

- An income (or estate) tax deduction to you (the donor) in the year the trust is funded
- A lifetime income stream
- Possible avoidance of capital gains tax when funded with appreciated assets

To find out more about how a CRT might fit in with your estate planning goals, please contact Lindsey Rossow-Rood, director of Development, at 734-763-6886, or email your inquiry to lrossow@umich.edu.



Class Notes



Gloria Whelan

1940s

GLORIA WHELAN, MSW '48, has recently published *Parade of Shadows*. Since leaving the field of social work, she has published a collection of short stories and more than thirty novels for young adults. In 2000, Gloria received a National Book Award for *Homeless Bird*, the story of a thirteen-year-old widow in India. For more information, visit www.gloriawhelan.com.



Janet Burton

1960s

JAMES W. HOY, MSW '60, retired in 1986. He is the former superintendent of a state training school in Eldora, Iowa. He spends winters in Corpus Christi, Texas.

JANET BURTON, MSW '63, co-authored a book that was released in June 2008. The book, entitled *Beyond Time-Out: From Chaos to Calm*, focuses on parent-child relationships.

MARSHALL L. SMITH, MSW '63, is on the faculty of the University of Hawaii at Manoa School of Social Work.

MARION BRENNAN, MSW '65, moved to San Francisco after graduating. She worked for eight years at UCSF before completing twenty-five years at Kaiser. For the past twenty years, she has had a private practice.

LORINE M. REID, MSW '65, is a retired attorney-at-law.

RONNI (RONNA ROSENBLUM) SAUNDERS, MSW '65, worked in psychiatric settings before going into private practice in 1977, specializing in eating disorders and obsessive-compulsive disorder. She has been involved with some clinical research over the years and has had several articles published.

DEAN SULLIVAN, MSW '66, retired from the State of Michigan Department of Mental Health.

MAXINE C. WILLIAMS, MSW '67, is celebrating her twentieth year in private practice. She specializes in treatment of eating disorders. Maxine received the Inclusion Award from the Pacific Peaks Girl Scout Council. She is the proud grandmother of three grandsons and one granddaughter.

1970s

JANE BARNEY, MSW '70, received the Award for Servant Leadership in Building a Beloved and Just Community in January, presented by the Church of the Good Shepherd, United Church of Christ, in Ann Arbor in recognition of her social advocacy work. The annual award is made in memory of Martin Luther King, Jr.

LEIGH CRAVEN, MSW '70, recently had two books published: *Halloo! Musings From Behind the Cornstalks* and *The Probate of the Estates of Joe D. Hunter and A. C. Miller*.

ROBENIA (BAKER) GARY, MSW '70, retired from Bowie State University.

TERRY (GOLDBERG) AXELROD, MSW '71, was featured in a special to Crain's Detroit Business. She is founder of Benevon, a Seattle-based company that helps non-profits build sustainable funding.

BETTY BROWN-CHAPPELL, MSW '71, is associate director of the Honors College at Eastern Michigan University. She is also director of the university's McNair Scholars Program, which prepares undergraduate students for doctoral studies.

CAROL (MACMURRAY) CHRISTIAN, MSW '71, remains grateful for all she learned and the people she met at the U-M School of Social Work.

POLLY (SIMMS) JONES, MSW '71, received the Ida M. Cannon Award, the lifetime achievement award for leadership in the field of healthcare social work administration. The Society of Social Work Leadership in Healthcare bestowed the honor, named after a pioneer in the field of social work.

JESSICA HINTERMAN, MSW '73, has been in private practice since 1978. She also started a manufacturing business several years ago. Fiber Embellishments offers limited edition fashion and home accessories.

LISA (ROSSBACH) PETERSON, MSW '73, has four children, seven grandchildren, and a black lab puppy named Reina.

SUSANNE (GULL) GLYNN, MSW '74, was elected to the Frankfort, Michigan, city council.

DAVID SOMMERS, MSW '74, works in an adult psychiatric outpatient setting at the Permanente Medical Group in California. He attended Smith College and received a predoctoral certificate in individual psychoanalytic and developmental therapy.

M. (MARIO) ANTONIO ALVAREZ, MSW '75, directs training for the University of Hawaii School of Social Work's N-E Training Academy and Center for Training & Evaluation Research of the Pacific. His work takes him to Taiwan, Guam, and the Philippines.

RACHEL CAIN, MSW '76, is director of outpatient mental health and social work services for Northwest Youth & Family Services in Minnesota.

GLENN D. C. WHITELAW, MSW '76, has a son who is also a University of Michigan graduate. His youngest son will become a U-M graduate in 2009.

PETER BLEBY, MSW '77, is CEO of Summerhill Community Care Services in the Adelaide Hills, in South Australia. The organization consists of a residential care facility and a retirement village that offers affordable independent housing. Peter also enjoys



Marion Brennan



Ronni Saunders



Polly Jones



Suzanne Glynn

tutoring in the Social Work program at the University of South Australia and sitting on the board of directors of the South Australian Children's Youth and Women's Health Service.

MARY LAPORTE, MSW '77, is chief operating officer of International Partners in Mission (IPM). IPM funds grassroots projects that support children, women, and youth throughout the world.

JANICE MATTHEWS-RASHEED, MSW '77, was promoted to full professor at Loyola University Chicago. She is now writing her third book, a textbook on family therapy, for Sage Publications.

ALAN MCBROOM, MSW '77, is executive director of ASK Health Care Services, Inc.

CAROLYN (STRANG) WALLACE STUBBS, MSW '77, is a professional registered parliamentarian. This is the highest credential conferred by the National Association of Parliamentarians. Her specialty areas include convention management, board of directors development, meeting management, and bylaw reviews and updates.

PHILIP M. RUPP, MSW '78, is nearing retirement from Jefferson Parish Government in Louisiana after twenty-seven years of service. He also served as a first responder during Hurricanes Katrina and Rita, assisting both citizens and government.

EILEEN HEISMAN TUZMAN, MSW '78, was appointed to the advisory board of the George H. Heyman, Jr. Center for Philanthropy and Fundraising at New York University.

SUNNY (HARRIS) ROME, MSW '79, recently visited the U-M SSW Training Program on Recruitment and Retention of Child Welfare Workers. For most of her professional life, Sunny worked as a lobbyist on issues including welfare, child welfare, education, civil rights, and funding for social services. Her current research interests include social workers' involvement in policy change, youth aging out of foster care, immigration and child welfare, and the intersection(s) of social work and law.

1980s

JOHN BOSHOVEN, MSW '80, has worked for the Ann Arbor Public Schools as a school counselor for eighteen years. He is past president of the Michigan Association for College Admission Counseling and recently began a three-year term as director for the National Association for College Admission Counseling, headquartered in Alexandria, Virginia. John is also founding director of college counseling at the Frankel Jewish Academy of Metropolitan Detroit and has a private college counseling practice.

ANNETTA DAVIS, MSW '80, is director of the largest behavioral health department of any children's hospital nationally. The department provides 160,000 hours of care to more than 15,000 patients annually.

THOMAS O. JOHNSON, MSW '80, was chosen as school social worker of the year for Broward County, Florida Public Schools.

KATHRYN G. MONK, MSW '80, had a wonderful thirty-five years in social work. She has retired to Annapolis, Maryland, where she enjoys sailing, concerts, and reading.

LILY JARMAN-REISCH, MSW '82, will be director of strategic initiatives at the Erickson School of Aging, Management, and Policy at the University of Maryland as of fall 2009.

GERI (GERALDINE) TAECKENS, MSW '82, was at Barnes & Noble in Ann Arbor to promote her new book, *Blind Man's Bluff!* The autobiographical story documents Geri's challenges growing up and losing her vision. Portions of the book take place in the Ypsilanti-Ann Arbor area. To learn more about Geri and her work, visit www.isahealthfund.org.

AMY ELLWOOD, MSW '83, co-authored "The Mirror Lies: Body Dysmorphic Disorder." The article appeared in the May 15 issue of *American Family Physician*.

CYNDEE (GRAFF) KAWALEK, MSW '83, teaches adventure education, a combination of social/affective education and physical education in which students are challenged to go beyond their self-imposed limits.

RITA MCPHAIL, MSW '84, celebrated her fifteen-year anniversary as an independent consultant to non-profit organizations. She established RMK Management Support in 1993 as a sole proprietor and the principal consultant. The mission of RMK Management Support is to help individuals and organizations grow and succeed. Rita is currently serving her second term as a board member of the Michigan Association for Evaluation. She is also founder and chair of the Child Abuse Prevention Endowment Fund for Calhoun County, Michigan.

BARBARA (SCHANG) ZIELINSKI, MSW '84, had her work featured in the August 2007 issue of *Hospital Case Management*. She is a case manager and social worker at the women and children's services unit at Ingham Regional Medical Center in Lansing, Michigan.

HODA AMINE, MSW '88, won the Arab-American Anti-Discrimination Committee Hala Maksoud Activist Award. She is director of the Arab American Domestic Violence Intervention Program through her private practice, Dearborn Counseling Services.

MICHAEL PETERSON, MSW '89, is a clinical supervisor in the Department of Psychiatry and Behavioral Neurosciences at Cedars-Sinai Medical Center in Los Angeles, California. He is responsible for the Geriatric Intensive Outpatient Program and Adult Partial Hospital Program.

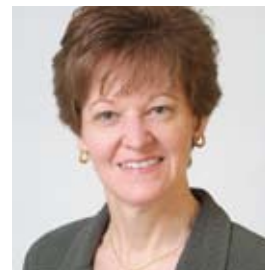
1990s

ANN ALVAREZ, MSW '77, PHD '90, directs distance education and chairs the MSW program committee for the University of Hawaii School of Social Work.

KELLY PURDUE, MSW '91, is a hospice social worker for Faith Hospice in Grand Rapids, Michigan. She was recently elected co-chairperson of the Education Committee of Michigan Hospice Social Work Association.



Rita McPhail



Barbara Zielinski



Hoda Amine



Michael Peterson



Alumni Profile: Darlene Racz, MSW '77

From the moment Darlene Racz took her first undergraduate class in social work, she knew it was a field she wanted to explore. In fact, that class, Introduction to Social Work, was the only class in social work that Adrian College offered, but Racz was sure she wanted to pursue social work because “it tied the group interaction of sociology and the individual level of psychology together.”

Racz was so strongly committed to social work that, although she had been working toward an English degree in order to become a teacher, she decided not to do her student teaching, focusing on graduate school instead. Although she could have pursued a job in social work with her undergraduate degree, Racz says she “didn’t feel prepared, but wanted to get prepared” to pursue the type of position she wanted, so she applied to the U-M School of Social Work and began her studies in the fall of 1973.

Racz knew from the beginning that she wanted to work with older adults because as a child she was often in the company of elderly people, both family members and neighbors, and enjoyed time spent with them. For her initial social work placement, she requested to work with geriatric patients and was assigned to a senior center in Detroit, leading a drama group that gave two major performances a year. “They couldn’t memorize anything prewritten, so they created it themselves. Not everybody had lines, but everybody had a part. People felt really good about the group, being part of it.”

In addition to her outside placement at a senior center, Racz was also enrolled in aging courses, so a specialist in aging certificate seemed to be the next logical step. In her second year of graduate school, Racz found a job with the Department of Recreation in Hazel Park and worked and pursued her master of social work degree simultaneously. She credits her professors with helping to make her time in the School of Social Work enjoyable, saying that while the faculty “have exhaustive credentials, they were also skilled practitioners in the areas they taught, and they were so supportive of the students.”

After earning her master of social work degree in 1977, Racz went back to work at the senior center in Detroit where she had first been placed, eventually becoming director. Following years of service there, in 2006 Racz took the position of associate director of social work and community programs for the University of Michigan Health System’s Geriatrics Center and Turner Geriatric Clinic, becoming only the second person to hold that position.

Racz enjoys her job so much that she finds it difficult to imagine herself doing anything else. She enjoys working with the staff and getting the chance to talk and interact with older people, and she loves “really getting to make a difference in people’s lives.” Racz’s current duties include everything from coordinating social services and community programs for the elderly patients at the Geriatric Clinic to giving lectures to School of Social Work students enrolled in a seminar about geriatrics. She is particularly proud of services offered through Turner Geriatric Clinic that help not only clinic patients but their caregivers as well.

One of the most valuable things Racz learned and continues to use from her time spent at the School of Social Work is a systematic process for serving people within a core set of values, eventually interpolating the skills and knowledge into everyday life. These values, she says, are a way of approaching the situation—not to jump in, but to sit back and assess the situation and to find a solution that works for most of the people involved.

“What you learn from group work is that you can turn any activity into an opportunity for growth,” Racz says. “It’s not what you do, it’s how you do it.”

—Amber Michele Gray is a freelance writer living in Ann Arbor.

KATHLEEN A. FITZPATRICK, MSW '92, writes that it is great to be able to donate to scholarships to give back some of what she received at Michigan.

DIANE CRANSTON, MSW '93, is the clinical director at Lifeways, the managed care organization that is responsible for behavioral healthcare services for residents of the Michigan counties of Hillsdale and Jackson.

MOLLY CHEEK, MSW '95, is vice president, clinical director, and part owner of Dominion Youth Services. The organization operates many programs, including group homes and after-school programs.

RENÉE BRADFORD GARCIA, MSW '95, co-authored *The Grief Assessment and Intervention Workbook: A Strengths Perspective*, a workbook designed for instructional use in counseling courses.

WENDY (BREITENBACH) KACMARCIC, MSW '95, has worked as clinical supervisor at Community Behavioral Health Center, an outpatient mental health center, for the last two years.

JEANNE POZY, MSW '95, left full-time employment at the University of Chicago to be a mom and focus on part-time private practice in Chicago.

HARRIET ROBINSON, MSW '95, works in the Department of Psychiatry at the University of North Carolina at Chapel Hill.

ANNE WILLIAMS, MSW '96, works for Kaiser Permanente as a case manager. She also serves on the board of directors for the Mental Health Association of San Mateo County, California.

BROOK EDDY, MSW '97, is pursuing her business, Bhakti Chai, full time. The company has more than sixty accounts in Denver, Fort Collins, Boulder County, and smaller mountain towns. Bhakti can also be purchased from area Whole Foods and Wild Oats stores. Bhakti Chai operates in a green, environmentally responsible way, and uses organic, fair-trade ingredients. Visit www.bhaktichai.com.

TERRENCE SHULMAN, MSW '97, is founder and director of the Shulman Center for Compulsive Theft & Spending. He has appeared on numerous television programs as an expert, including the Oprah Winfrey Show, CNN, MSNBC, 48 Hours, Prime Time, 20/20, and the Today Show. Learn more at www.theshulmancenter.com.

TIMOTHY W. LAIRD, MSW '98, is enjoying the challenging work in child welfare in San Francisco.

JUDITH ESTES, MSW '99, has worked in the areas of mental health, dialysis, hospice, and vocational rehabilitation counseling. She performs supervision with LLMSWs so that they may become LMSWs.

PETER NEWMAN, PHD '99, was granted tenure at the University of Toronto. He was also named RBC Chair in Applied Social Work Research.

2000s

CINDY CILUFFO, MSW '00, is working at Orchard Academy, a new transition program for special education students, in Skokie, Illinois. She recently moved out of her apartment and into her first home.

CYNTHIA EDMONDS-CADY, MSW '00, completed her PhD in social work at Michigan State University in 2006. She recently finished her first year as an assistant professor of social work at Illinois State University, where she is also an affiliated faculty member in ISU's Women and Gender Studies program. Her article, "Children in Crisis: Special Education Status and Other Stressors in the Lives of Children Removed from School by Expulsion," was recently published in the *School Social Work Journal*.

HEIDI GLEASON, MSW '00, has started a position with Professionals for Nonprofits, a full-service staffing firm providing temporary, permanent, and consulting staff exclusively to the nonprofit sector. The company was recently recognized by the Bill and Melinda Gates Foundation as a recommended resource for nonprofit staffing.

HEIDI SHRIVER, MSW '00, is working with patients and their families at the Mayo Clinic.

PAMELA VALERA, MSW '00, received a doctorate degree in social work from the University of South Carolina. She is a postdoctoral research fellow at the HIV Center for Clinical and Behavioral Studies at the New York State Psychiatric Institute and Columbia University.

DAVID VOTRUBA, MSW '02, completed his PhD in clinical social work at the Smith College School for Social Work in November 2007. In addition to his private clinical social work and psychotherapy practice, David works part-time at the University of Michigan.

LUKE BERGMANN, MSW '99, PHD '04, will have the revision of his dissertation published in fall 2008 with the New Press. The book is entitled *Getting Ghost: Two Young Lives and the Struggle for the Soul of Detroit*. Luke was the recipient of the Distinguished Dissertation Award for the year of his doctorate. He is currently a postdoctoral fellow at the University of California, Berkeley, School of Public Health.

WILLIAM CABIN, MSW '04, was appointed to a three-year term as prisoner advocacy representative to the Columbia University Institutional Review Board (IRB) and the Columbia University Medical Center's three IRBs. He has had articles published in *Home Health Care Management & Practice* and *The Journal of Gerontological Social Work*. His paper, "Of rebels, conformists, and innovators: An application of Merton's typology of social worker adaptation to home care policy," received honorable mention as the runner-up selection for the Society for the Study of Social Problems Sociology and Social Welfare Division's student paper competition. Bill also made presentations to the American Public Health Association Annual Meeting and the New York State Supportive Housing Conference.



Renée Bradford Garcia



Terrence Shulman



Peter Newman



Pamela Valera



David Votruba



Alumni Profile: Michael Trepper, MSW '99

As a boy, Mike Trepper sometimes got into trouble. He and his friends, who grew up in Miami, were “good kids caught up in bad systems.” Mike began to feel as though there had to be a better way, that he and his friends could be using their talents and energies for something else.

While still in high school, Mike volunteered at an elementary school. Yet he still was unsure how to translate his interest in social justice into a career. As an undergraduate at the University of Florida, he majored in sociology and began to study people and the systems in which they operate. When he graduated in 1997, he worked for the Boys and Girls Club. Mike decided that he needed a higher degree to go even further in his field.

Mike chose the U-M School of Social Work for its programs in community organization and community and social systems. One of the first people he met here was Assistant Dean Tim Colenback, who soon became a mentor. “He was someone I could relate to,” Mike says. “He seemed real.” Mike also credits Associate Professor **Brett Seabury** and Professor **Barry Checkoway** with having helped shape his professional development.

During a field placement at Rosedale Park Baptist Church in Detroit, he met another mentor, Pastor Dennis Talbert. Mike was impressed by Pastor Talbert’s genuine attempt to “practice what he preached” by both living and working in his community. Pastor Talbert and the people he served in his small youth-

ministry office were like family, teaching Mike “that if you can’t walk through neighborhoods and connect with people, then all those degrees don’t really matter.”

“Mike is an incredible man,” Pastor Talbert says in return. “He was always up for a challenge.” Pastor Talbert remembers a moment right before he was heading out to do work in Africa. The church had just begun a new program called “Superkids,” which helps underachieving kids (with a GPA of 1.0 or less) become interested in learning. He put his arm around Mike and said, “I need you to take over Superkids.” Mike was surprised. “When?” he asked. “Starting today!” Pastor Talbert told him. The same children who entered the program that year are now graduating from high school. Many became honor roll students along the way.

After graduating from the U-M School of Social Work, Mike worked for the National Conference for Community and Justice, where he did diversity training in government organizations, corporations, and schools. Mike was also instrumental in developing programs that empowered young people to create community change. The Tampa/Hillsborough County Human Rights Council recognized his work, giving him a Human Rights Award in 2005.

In 2006 he helped found the Boys Initiative in Tampa, Florida, and worked there for two years. As executive director, his focus was to help build boys into responsible men. With the right support system, Mike believes, boys are less likely to “go astray” or perpetuate stereotypical notions of masculinity.

Mike is currently director of strategic initiatives with Big Brothers Big Sisters of Tampa Bay. His work at the executive level allows him to create broad community change and empower others to be advocates. The ability to work at the macro level, Mike says, “builds off the roots of working directly with young people.”

Mike is proud of his life in social work. “We need more men in this field,” he says. The experiences he had as a boy guide his efforts today and allow him to be a role model to the youth he serves and to his colleagues. His work is also for his own children—he has two boys, ages six and four—because “they’ll be walking through this world too.”

—Jane E. Martin is assistant editor at the *School of Social Work*.

DEVELOPMENT & ALUMNI

NATHAN KEUP, MSW '04, and fellow alumna Megan Metzger, were married in the spring of 2008. Nathan is facilities advancement project manager for Presbyterian Villages of Michigan.

COURTNEY LONG, MSW '04, has obtained training as a transformational life coach. She works as an independent spiritual life coach for caregivers of elderly and disabled adults.

KATIE BOLZ, MSW '05, is the community educator for the Low Income Self-Sufficiency Program of the Nebraska Appleseed Center for Law in the Public Interest.

LILY (LILLIAN) DAVIDSON, MSW '05, began working for the National Family Planning and Reproductive Health Association. She organizes conferences and meetings and manages the membership program.

MEGAN GUNNELL, MSW '05, is a board-certified music therapist and licensed clinical social worker. She works as a music therapist and as a psychotherapist. Megan performs on harp, leads drum circles, offers guided imagery and music, and enjoys facilitating workshops and retreats. Her work as a music therapist with the University of Michigan Comprehensive Cancer Center was featured in the *Ann Arbor News*. Learn more at www.megangunnell.com.

JULIE MASLOWSKY, MSW '05, received the Compassion in Action award from the Dalai Lama during his visit to Ann Arbor. Julie was nominated for this international award by the Jewel Heart Tibetan Buddhist Learning Center for her work in Quito, Ecuador. She partners with a group that visits Quito every summer to work with children and families, providing holistic public health services. Julie is a doctoral student studying developmental psychology at U-M.

MEGAN METZGER, MSW '05, and fellow alumnus Nathan Keup were married in the spring of 2008. Megan is manager of donor relations for the Presbyterian Villages of Michigan Foundation.

THOMAS SINGLETON, MSW '05, implemented drum therapy at the Correctional Treatment Facility of Toledo, Ohio. He is also director of the Village of Toledo, Inc., which offers drum therapy and other therapeutic services.

SKIP (WILLIAM) BARCY, MSW '75, PHD '06, co-authored "The relationship of computer attitudes to reported use and observed behavioral proficiency." The article appeared in the *Journal of Technology in Human Services*.

ASHLEY BOWSER, MSW '06, is a school social worker in Flint, Michigan. She enjoys both the challenges and rewards of working in an inner-city urban school.

JUN SUNG HONG, MSW '06, had his article "Feasibility of the Olweus Bullying Prevention Program in Low-Income Schools" accepted for publication in the *Journal of School Violence*.

JENNIFER TOMARIN, MSW '06, works on an assertive community treatment (ACT) team as a clinical case manager. This is a multi-disciplinary approach to working

with people with severe and persistent mental illness.

LACEA CURTIS, MSW '07, is working for the Guidance Center in Southgate, Michigan, as a family-to-family field supervisor.

ANICA MADEO, MSW '07, is a member of the Quito Film Collective, a group of documentary filmmakers, public health professionals, anthropologists, and artists. Their work, *La Curación* ("the healing"), was presented at the Ann Arbor Film Festival.

LAUREN SHERRY, MSW '07, was recently named assistant director of the Spectrum Center.

SEKAI WARD, MSW '07, took time off following graduation to raise her son. She currently volunteers for the Alzheimer's Association, Michigan Great Lakes Chapter.

KRISTINA WOLFF, MSW '07, returned to Michigan after spending the summer in Costa Rica. She works in southwest Detroit and lives with her dog Ozzie.



Megan Gunnell



Julie Maslowsky



Sekai Ward

In Memoriam

Starr Ava Blair, MSW '74 February 22, 2008	Jaclyn Matney, MSW student April 10, 2008
Mary Radke Cain, MSW '92 February 24, 2008	Ernestine Moore, MSW '73 May 9, 2008
Josephine Crocker, MSW '69 February 27, 2008	Martha J. Musa, MSW '48 May 4, 2008
Gussie D. Greenway, MSW '70 December 14, 2007	Susan K. O'Malley, MSW '77 November 19, 2007
Bernice J. Holman, MSW '82 December 22, 2007	Rachel Persico-Shammas, MSW '97 December 4, 2007
Argyl C. Houser, MSW '59 January 13, 2008	Mildred Aslin Reed, MSW '60 February 21, 2008
Ruffer Johnson, MSW '70 January 15, 2008	Vivian Hudson Ross, MSW '50 February 21, 2008
Sharon Ann Jordan, MSW '79 November 28, 2007	Ralph Segalman, MSW '44 January 12, 2008
Margaret M. Karadjoff, MSW '64 August 2, 2006	Richard Lavonne Shivers, MSW '76 May 7, 2008
LaDonna D. Kennedy, MSW '49 October 20, 2007	Larry Jay Starkey, MSW '75 April 21, 2008
George A. Lucas, MSW '71 January 12, 2008	Richard E. Stepp, MSW '70 January 19, 2008
Ferne Marie Lupi, MSW '79 September 8, 2005	Wilma C. Willett, MSW '49 January 26, 2008
Judith Martinez, MSW '76 January 24, 2006	Carl F. Yanez, MSW '66 February 23, 2008



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