

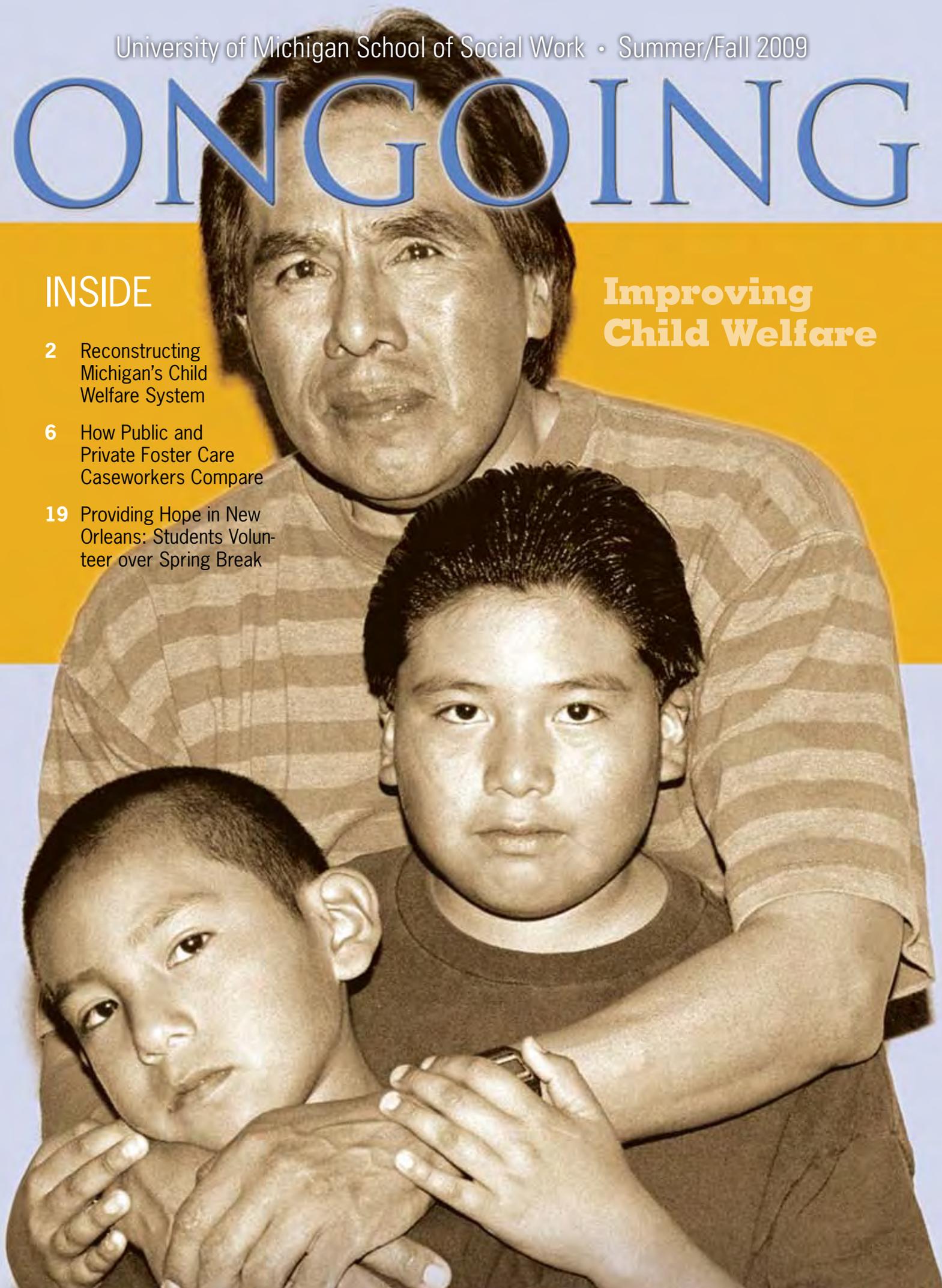
University of Michigan School of Social Work • Summer/Fall 2009

# ONGOING

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## Improving Child Welfare





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Front cover photo: "Albert and His Sons," Joan Kadri Zald ('59)

### SAVE THE DATE

#### ***Building Healthy, Strong Communities***

October 19, 8 a.m.–5:15 p.m.  
School of Social Work Building  
See page 23 for more information.

#### ***Fauri Memorial Lecture***

October 27, 3 p.m.  
Educational Conference Center  
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Keynote speakers and panel presenters

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**DEAN, UNIVERSITY OF MICHIGAN  
SCHOOL OF SOCIAL WORK**  
Laura Lein

**EDITOR**  
Tanya C. Hart Emley

**ASSISTANT EDITOR**  
Timothy Chilcote

**DESIGNER**  
Jim Reitz

**PROJECT MANAGER**  
Mary Jo Wholihan

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

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# From the Dean

## DEAR COLLEAGUES AND FRIENDS,

As I write this, we have just completed our summer commencement, graduating our three-term fall 2008 Advanced Standing students. They are already impressive in their accomplishments. As a group, they have provided over 40,000 hours of advanced field placement in cities across Michigan and farther afield as well. They have worked in settings ranging from advocacy organizations to political offices, child welfare agencies, geriatric social work programs, hospitals, hospices, mental health agencies, and community-based programs. They leave now as fellow professionals and colleagues.

This has been an exciting and demanding time for School of Social Work faculty as well. As you can see in this issue of *Ongoing*, faculty members have been active in the re-consideration of Michigan's child welfare system in the light of the recent court settlement that calls, among other things, for more extensive and better developed training for child welfare workers. This effort requires consideration of the educational and training needs faced by child welfare workers, both those in training and those already in the field. Our faculty, students, and alumni are contributing substantially to this discussion and to the social changes that will result. See pages 2-7.

We have welcomed a number of new faculty members, continued to work on compelling issues in our profession, and enjoyed introducing new groups to the challenges and excitement of social work. Louis Burgio was installed this past spring as the Harold R.



UM Photo Services: Scott Galvin

Johnson Professor of Social Work (see page 13). He continues his work on innovative care strategies for the elderly. Karla Goldman was installed as the Sol Drachler Chair and assumed leadership of the Jewish Communal Leadership Program (see pages 14 and 15).

Our students also work to expand the difference our School can make in the world, including volunteer work as far away as New Orleans (page 19). The School's ongoing work on poverty was highlighted by a photographic exhibit on homelessness featuring the work of Joan Zinn (MSW '59 and wife of Professor Emeritus Mayer Zald). This exhibit, in turn, was visited by middle school students from Honey Creek Community School who discussed the photographs and their own attitudes and actions regarding homelessness in our community (see page 17).

This is just a sample of what makes our School challenging, exciting, and useful in the broadest sense. I hope many of you will make occasions to come and see in person our works in progress. Already on the schedule for the coming semester are our third annual professional development event Building Healthy, Strong Communities on October 19 and the annual Fauri Memorial Lecture on October 27.

With warm regards,

Laura Lein



# Reconstructing Michigan's Child Welfare System

We believe the concepts of “cultural humility” and “intersectionality” should be incorporated in child welfare worker training and practice. Child welfare cultural competence training has improved as it has developed, and our contribution offers additional consideration. We agree with the perspective in child welfare that reinforces placing an emphasis on culture in all aspects of child welfare work. Institutionalizing training that draws attention to cultural difference means that the child welfare system fully appreciates the relationship between culture, parenting, and family well-being. A cultural humility perspective is a movement away from a perspective that cultural beliefs, attitudes, and behaviors are more or less fixed, and draws attention to the fact that an appreciation of culture is beyond what can be accomplished by cultural competence alone. It is a call to recognize the uniqueness of each individual involved in delivering child welfare services. It defines a place for the children and families, themselves, to become an integral part of the service delivery process with recognition of their unique and individual definitions of self and place in society. It is furthermore a call for workers to lend expertise about culture to the service recipients who are in the best position to define for themselves the meaning of their culture and cultural experiences.

Excerpt from cultural humility manuscript *Training child welfare workers from a cultural humility perspective* by Robert M. Ortega, PhD, and Kathleen Coulborn Faller, PhD

## LAYING A FOUNDATION

A group of School of Social Work faculty and graduate students, spearheaded by Marion Elizabeth Blue Professor of Social Work **Kathleen Coulborn Faller** and Associate Professor **Robert Ortega**, have been engaged in addressing child welfare workforce issues and in developing strategies to improve the recruitment, training, and retention of child welfare professionals in the state of Michigan. These strategies involve training child welfare employees and conducting research on Michigan's child welfare workforce.

In addition, as one of eight schools of social work involved in a five-year collaborative agreement with the U.S. Children's Bureau (Administration on Children, Youth, and Families, Department of Health and Human Services), the University of Michigan is a partner in the new National Child Welfare Workforce Institute to develop supervisor and mid-level manager leadership in the child welfare system. Faller and Ortega will work with colleagues at the University at Albany's School of Social Welfare and with the U-M School of Social Work's national partners, including the National Indian Child Welfare Association; the Child Welfare League of America; the Universities of North Carolina, Denver, Southern Maine, and Iowa; Michigan State University; and Fordham University.

The funding comes as many states attempt to improve a system that has struggled to recruit and retain enough well-trained social workers to handle cases. The lack of sufficient numbers of workers, their need for specialized training, and the failure of workers to apply agency policies have been related to several child deaths and injuries in recent years. As Ortega points out, “It's a

difficult job with life-altering consequences and an unprecedented need for continuous monitoring and care. A stable workforce is essential in child welfare.”

As part of the National Child Welfare Workforce Institute, the University of Michigan will receive \$300,000 for two major efforts. Faculty will develop a national curriculum for child welfare supervisors and mid-managers that will represent a paradigm shift in how to handle cultural differences, which Faller and Ortega have previously taught in Michigan, Maine, California, and Washington, D.C. This cultural humility training program teaches social workers, who are often White, female, and from middle-class backgrounds, to work more effectively with families from diverse backgrounds.

Faller reflected on discussions in the literature that point out how decisions about racially and ethnically diverse families are too often based on negative characterizations or labels by workers and supervisors in the child welfare system. Those labels tend to follow them through their interactions with new workers and ultimately negatively affect the course of their cases. Corollary to the issue of training is the system’s historic inability to retain workers of color.

Findings in the U-M School of Social Work’s longitudinal study of Michigan’s child welfare workers suggest that newly hired African American workers are less likely than White workers to say they plan to stay employed as child welfare workers for two to five years and more likely to leave child welfare employment than White workers. These findings coincide with Associate Professor **Leslie Hollingsworth’s** research involving private and public agency foster care workers (see page 6) and her findings of significant differences between the two settings in worker compensation, a factor that can affect worker retention and ultimately permanency outcomes. Findings from these two studies strengthen the importance of further research into the influence of foster care workers’ attitudes toward their work on retention and ultimately on child and family outcomes.

Improvement in service to racially and ethnically diverse populations in Michigan’s child welfare system hinges on retaining Department of Human Services (DHS) workers of color and on the success of institutionally required training in cultural competencies for all social workers, particularly those workers with different cultural backgrounds than the very families they serve. “Our cultural humility training is a way of approaching people different from yourself, honoring their culture, and understanding how they see the world,” Faller says. Evaluations of the cultural humility training delivered to 476 staff in Michigan have been positive; workers and supervisors rate it as very helpful in day-to-day challenges to deliver culturally responsive services.

Faller adds that Ortega will take the lead in the online training for supervisors and mid-level managers, supported by the National Child Welfare Workforce Institute. One of the main goals of the cultural humility

training is to encourage culturally sensitive service to families before removing the children from their homes. This is particularly crucial for populations of color, whose children are more likely to be removed from the home than White children with the same problems and maltreatment history.

#### RESEARCH RESULTS DEMAND IMPROVEMENT TO THE SYSTEM

With a \$1 million grant from the Department of Health and Human Services (DHHS), Faller, Ortega, and their research team recently completed a longitudinal study of 651 new child welfare workers and telephone interviews of 174 “leavers” or departed child welfare workers. As part of the U-M SSW Recruitment and Retention (R&R) Project, researchers led by Faller and Ortega conducted exit interviews with the former child welfare workers to uncover factors that might have led to their leaving. The results indicated that organizational and climate factors presented the biggest challenges for maintaining a supportive work environment, factors that are crucial for worker retention. Several additional factors surfaced; among them were feeling they could not help children and families, high caseloads, heavy workloads, poor supervision, and negative experiences in court.

With numerous barriers and obstacles to adequate care, including lack of resources and oversight, the increasingly complex family situations become difficult to manage effectively. As Ortega suggests, they far too

UM Photo Services: Lin Jones



Kathleen Faller

UM Photo Services: Martin Vloet



Robert Ortega

Kathleen Coulbourn Faller, PhD, ACSW, DCSW, is principal investigator of the U-M Recruitment and Retention (R&R) Project. Co-principal investigators are Robert M. Ortega, MSW, PhD; Frank Vandervort, JD; and John Tropman, MSW, PhD. Others working on the project:

- Research Consultant Siri Jayaratne, MSW, PhD
- Research Coordinator Marguerite Grabarek, MSW
- Research Assistants Robin Gonzales, JD, and Claudette Grinnell-Davis, MSW
- Project Coordinator Maria Hayes, BA
- Michigan Department of Human Services

The R&R grant was supported by the U.S. Department of Health and Human Services, Administration on Children, Youth, and Families, Discretionary Programs, Child Welfare Training Grant, Award # 90CT0115.

often require interagency collaboration, which can lead to unclear trajectories for successfully guiding these families through intensely difficult times.

An end product of the R&R Project is four web-based training modules: Cultural Humility, Legal Ethics, Advanced Training in the Indian Child Welfare Act, and Supervising for Worker Retention. In an effort to improve both service delivery and retention of workers, Faller and Ortega have worked with their colleagues Associate Dean for Faculty Affairs and Professor of Social Work **John Tropman** and Professor Frank Vandervort of the U-M Law School in the development of these training modules.

“The School has a long history of research in child welfare,” Ortega points out, “and these recent grants really energize those faculty invested in research focused on preserving the safety, security, and well-being of children, especially the overwhelming number of children from diverse cultural backgrounds.” However, he notes the importance of offering training that has a direct impact on the worker’s ability to do his or her job and do it more effectively.

**LAWSUITS LEAD TO COLLABORATION**

The work of Faller, Ortega, and their colleagues is taking on added significance in the context of the recent Michigan Children’s Rights Lawsuit, a class action lawsuit brought against the State of Michigan by Children’s Rights. Children’s Rights is a national advocacy group working to reform child welfare systems around the country on behalf of the over 550,000 abused and neglected children currently in out-of-home care and another 100,000 who depend on Children’s Rights for protection and care. The claim against the child welfare system in Michigan specifically cited the maltreatment or neglect of foster children while in state custody, a lack of basic physical and mental health services for foster children, excessive lengths of stay in state custody, and frequent moves among multiple placements.

On February 2 the School of Social Work hosted a collaboratory on the Children’s Rights Lawsuit. The collaboratory featured a discussion of the lawsuit as it affects Michigan’s foster care children currently numbering over 17,000. Presenters were Kathrynne O’Grady, JD, Michigan Department of Human Services (DHS) deputy director for children’s services; Sarah Bartosz, JD, Children’s Rights staff attorney; Professors Donald Duquette and Vivek Sankaran of the University of Michigan Law School; and Professor Faller from the School of Social Work. Together they explored how these various constituencies might reasonably work together to achieve the mandates set forth by the lawsuit settlement. The goal of the lawsuit and all involved is to overhaul the nation’s seventh largest foster care system by providing federal oversight and implementing clear standards of accountability.

As Children’s Rights attorney Sarah Bartosz pointed out, rarely does such a respectful collaboration take place between plaintiff and defendant. In the case of the Children’s Rights Lawsuit, both sides share the same ultimate vision of improving foster care in Michigan, and as summary speaker Professor Sankaran said, “The lawsuit will bring resources that wouldn’t have been there otherwise.” However, he pointed out, having “more money and resources doesn’t necessarily mean a better outcome,” but there is a strong need for a working relationship, which appears to have been forged. Kathrynne O’Grady has been working directly with Children’s Rights, showing a willingness to make a positive change despite what, on the surface, would seem to be divisive issues. O’Grady, along with Bartosz, called for another collaboratory in the spring of 2010 to measure progress.

In addition to the goal of reducing the number of children in foster care by fifty percent by the year 2020, the settlement hopes to achieve the following goals: remedy the problem of the severe shortage of foster homes in Michigan, lower the high caseloads and case turnovers for workers for the benefit of both families and staff, better monitor child safety, provide better planning and services to move children out of foster care and into permanent homes, mitigate the gross inadequacies of payments to foster care providers, and cut down on fiscal waste in cases where Michigan failed to regularly collect federal funds, forgoing millions of dollars.

Among the provisions set forth by the lawsuit are compliance with standards for the Child Welfare Final Rules, a newly aligned DHS Children’s Service Administration, the establishment of a centralized maltreatment reporting hotline and a separate unit to investigate maltreatment in placement, and new educational requirements for child welfare workers with emphasis on in-house training, continuing education, and university-based training opportunities. Additionally, DHS will develop a training plan for licensing workers under federal supervision, and caseload size will be cut in half to meet Child Welfare League of America (CWLA) standards. These new provisions are designed to encourage team decision making and concurrent planning for reunification or other permanent plans. DHS hopes



TOP: Donald N. Duquette addresses the audience at a collaboratory on the Michigan Children’s Rights Lawsuit. Also on the panel were Kathrynne O’Grady, Sarah Bartosz, and Vivek Sankaran. Kathleen Faller acted as moderator.

BOTTOM: Kathrynne O’Grady answers a question while Sarah Bartosz and Vivek Sankaran look on.

to take care of backlogged children and improve independent living by supporting families with adoption subsidies.

Of particular interest to many in the audience was the role that University of Michigan School of Social Work graduates would play in the realigned foster care system managing caseworkers. Donald N. Duquette, JD, clinical professor of law and director of the Child Advocacy Law Clinic, pointed out that it is important to “use the U’s,” both for research and planning and in practical field application.

To learn more about the Children’s Rights lawsuit, visit [www.ChildrensRights.org](http://www.ChildrensRights.org).

#### THE SCHOOL MOBILIZES AND TAKES ACTION

The scope of the settlement from the lawsuit, as Faller puts it, “is mind boggling.” Among the changes will be requirements for reduced caseloads, for supervisors to hold MSW degrees, and for caseworkers to hold a BSW. For DHS to handle the “sweeping” nature of the lawsuit, Faller points out that “they’re creating a whole new administrative structure,” with child welfare now its own unit, separate from adults and seniors. These large-scale structural changes make it imperative that the School’s faculty assist and collaborate with DHS and also that the students become equally engaged with the issues. Increased engagement is poised to come from the School’s child welfare-focused curriculum as well as the reinstated continuing education program (see page 24), which has the partial charge of serving nontraditional students who often come to the table with a social work background and a social context that helps them serve Michigan’s diverse population.

Of utmost importance will be how the School can integrate with the Children’s Rights Settlement and become an important component for reform. Faller says there are a few initial ways the university can help DHS, such as “evaluating courses to dovetail for employment at DHS, providing Title 4-E child welfare training, and pushing for a ninety percent tuition match to make receiving an MSW at renowned institutions more accessible.”

Now more than ever, with the new stringent degree requirements, the success of Michigan’s child welfare system is contingent upon the success of university training and the professional development of caseworkers. The recent Children’s Rights Lawsuit has expedited much-needed child welfare reform that the School’s faculty was already researching and moving to remedy. As Robert Ortega says, this is a “call to arms” for faculty to get involved and mobilized by the issue of child welfare.

To address the need, the School will deliver a post-degree certificate in child welfare, the curriculum of which is designed around competencies developed by the six schools of social work in the state of Michigan

that have MSW programs. Developed by Faller and Ortega, the certificate will focus on enhancing skills around permanency planning in child welfare—skills people really need, such as supervision, caseload management, and comprehensive assessment. It will be open to persons with MSWs and BSWs and also to persons with related social science degrees who are already working in child welfare. To earn the certificate, recipients will complete 45 contact hours within four years.

Among the new continuing education workshops is “Visitation and Child Welfare Decision Making” taught by Kathleen Faller. This class is designed for Child Protective Service workers and foster care/adoption workers to teach models for examining parent-child interactions, to teach the use of a cultural humility lens when interpreting parent-child interactions, and to teach participants how to integrate observations about the parent-child relationship with other information in decision making about permanency planning. Another workshop, taught by Robert Ortega, is “Cultural Humility: A Paradigm Shift in How to Work with Diverse Populations.” This course examines concepts of cultural humility, intersectionality, and multiple identities, and it helps participants develop skills that can assist in bridging the cultural divide between workers/supervisors and clients, both children and adults.

In the past, changes have been slow in coming because of debate over data, and as Ortega says, “When you have poor data and poor ‘countability,’ you have poor accountability.” Now everyone is accountable, and with the pressing matter at hand of keeping families together, “the only way things will change is through greater collaboration between those in charge with those on the ground,” says Ortega. The success of the program is reciprocal. These new trainings are aimed at better serving the entire child welfare community—the workers, the families, and, most of all, the children. Faller and Ortega’s research, coupled with the new mandates set in motion by the lawsuit, has created a demand for a successful, streamlined, and transparent system. And as Faller and Ortega’s work suggests, it relies significantly on a stable, dependable workforce. **M**

—*Timothy Chilcote is web content administrator.*

# How Public and Private Foster Care Caseworkers **Compare**



Associate Professor **Leslie Hollingsworth** of the School of Social Work has recently reported results from a comparison of demographic and attitudinal characteristics of public agency foster care workers and private agency workers under contract with the State, in three Michigan counties.”

Describing her presentation to the Society for Social Work and Research (SSWR) Annual Conference in New Orleans earlier this year, Hollingsworth explains: “It isn’t really new work. It derives from a study I did several years ago that addressed the question of what predicts parents’ follow through with their children’s reunification plan.” The work builds on Professor Hollingsworth’s longstanding interest in cultural, social, and identity considerations in the foster care and adoption of children.

As part of conducting the research, which took place between 2002 and 2004, Hollingsworth’s researchers met with 82 caseworkers from public and private agencies providing foster care services. The study was conducted with state, county, and local agency support, and participation was voluntary.

“What is important about this work,” says Hollingsworth, “is that in an era of increasing privatization of child welfare services, differences among those providing the services have not been systematically examined. While we would expect similarities, the research has not been done.”

The results of Professor Hollingsworth’s recent work indicate differences in experience and compensation between public and private foster care caseworkers in the three Michigan counties. While both the public and private caseworkers were in many ways very similar—for example, in education, days of training, and average caseload—public employees had more years of experience and (commensurately) higher salaries. Hollingsworth’s study shows a significant association between experience and salary, with salary levels increasing as years of experience increased. This suggests, Hollingsworth believes, that private agencies may hire less experienced caseworkers or have less success in retaining those hired compared with public agencies. Low retention, resulting in high caseworker turnover, was found, in one study, to be associated with children’s longer stays in foster care and a lower likelihood of reunification with their families.

Hollingsworth’s study also compared public and private agency workers’ observations of families of children in foster care and their attitudes toward drug- and alcohol-abusing parents and parents with mental illness. Again, the two groups were similar on the vast majority of study questions asked. Exceptions were that public agency workers more frequently

agreed with statements suggesting the reflection of social and family problems in child protective services referrals and the perception of a family’s culture in determining good enough parenting. Also, public agency caseworkers more often agreed with statements regarding the potential for parents with mental illness to be good enough parents and the need for treatment for such parents, and less often with statements suggesting a generalized “at risk” identification of drug-abusing parents and parents with mental illness. These differences are being analyzed further within the context of responses to all other items.

“What caseworkers believe,” Hollingsworth says, “along with their attitudes about families and situations encountered in their work, has implications for supervision and training. Do caseworkers’ beliefs and attitudes reflect the agency’s practice philosophy and best practices in child welfare services?” A recent race equity review of Michigan’s child welfare system, conducted by the Washington, D.C.-based Center for the Study of Social Policy, indicated that workers’ beliefs can influence their decision making.

The question of the influence of caseworker beliefs relates to Professor Hollingsworth’s larger study that investigated parental adherence to child welfare treatment plans. Experience in public health shows that participation in developing a treatment plan increases patient adherence, and in one published child welfare study, as many as 97 percent of parents lost custody of their children when they failed to adhere to the treatment plan. In the Hollingsworth study, 61 percent of caseworkers from both groups believed the treatment plan should be developed equally between the worker and the parent and 41 percent felt that parents would desire that as well. However, only 12 percent of parents said that they participated equally even though 40 percent had expected equal participation. Hollingsworth suggests further attention to how caseworkers interpret parent participation.

Reports of Professor Hollingsworth’s studies were made available to Michigan Department of Human Services administrators for consideration in developing supervision and training protocols and in structuring privatization contracts. Results and implications of the caseworker study are also being revised for publication in a national social work journal. Knowledge from both studies will inform national efforts currently underway to expand factors to be included in future child welfare research and practice. **M**

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

Professor Hollingsworth wishes to acknowledge the scholarly contributions of Elizabeth I. Johnson (PhD ’06), Danielle Glickman Swick (MSW ’02), PhD, statistical consultant Professor Deborah Bybee, PhD, and the contributions of many other graduate Social Work research assistants and associates who served in administrative and interviewer roles.



Leslie Hollingsworth has studied differences in attitudes and perceptions of private and public foster care agency caseworkers.

## Recent Faculty Publications

### CHILDREN, YOUTH, AND FAMILIES

Destin, M., & Oyserman, D. (2009). From assets to school outcomes: How finances shape children's perceived possibilities and planned effort. *Psychological Science*, 20, 414–418. Summarized as "Show me the money" in *Infants to Adolescents: Research Update*, 10(3).

Garvin, C. D. (2009). Young people as leaders in conflict resolution. In L. M. Nybell, J. J. Shook, & J. L. Finn (Eds.), *Childhood, Youth and Social Work in Transformation: Implication for Policy and Practice* (pp. 401–417). New York: Columbia University Press.

Gonzalez, R. P., Faller, K. C., Ortega, R. M., & Tropman, J. (2009). Exit interviews of child welfare workers. *Journal of Public Child Welfare*, 3(1), 40–63.

Jayarathne, S., & Faller, K. C. (2009). Commitment of private and public agency workers to child welfare: How long do they plan to stay? *Journal of Social Service Research*, 35, 251–261.

Joe, S., Baser, R., Neighbors, H. W., Caldwell, C., & Jackson, J. S. (2009). Twelve-month and lifetime prevalence of suicide attempts among Black adolescents in the National Survey of American Life. *Journal of American Academy on Child and Adolescent Psychiatry*, 43(3), 272–283.

Ruffolo, M., & Fischer, D. (2009). Using an evidence-based CBT group intervention model for adolescents with depressive symptoms: Lessons learned from a school-based adaptation. *Child and Family Social Work*, 14, 189–197.

### COMMUNITY AND GROUPS

Garvin, C. D. (2009). Task-centered model. In A. Gitterman, & R. Salmon (Eds.), *Encyclopedia of Social Work with Groups* (pp. 55–59). New York: Routledge.

Lewis, E. (2009). Group- versus individual-based intersectionality and praxis in feminist and womynist research foundations. In S. Lloyd, A. Few, & K. Allen (Eds.), *Handbook of Feminist Family Studies* (pp. 304–317). Los Angeles: Sage.

Momper, S. L., Nandi, V., Ompad, D. C., Delva, J., & Galea, S. (2009). The prevalence and types of gambling among undocumented Mexican immigrants in New York City. *Journal of Gambling Studies*, 25(1), 49–65.

Oyserman, D. (2009). Identity-based motivation: Implications for action-readiness, procedural readiness, and consumer behavior. Target Article. *Journal of Consumer Psychology*, 19, 250–260.

### HEALTH

Joe, S., Joe, E., & Rowley, L. L. (2009). Consequences of health risks for academic achievement. *Review of Research in Education*, 33, 283–309.

Li, L. W., Zhang, J., & Liang, J. (2009). Health among the oldest-old in China: Which living arrangements make a difference? *Social Science & Medicine*, 68(2), 220–227.

Xu, X., Siefert, K., Jacobson, P. D., Lori, J. R., & Ransom, S. B. (2009). Malpractice burden, rural location, and discontinuation of obstetric care. *Journal of Rural Health*, 25(1), 33–42.

Xu, X., Siefert, K., Jacobson, P. D., Lori, J. R., & Ransom, S. B. (2008). The impact of malpractice burden on Michigan obstetrician-gynecologists' career satisfaction. *Women's Health Issues*, 18(4), 229–237.

Yoshihama, M., Horrocks, J., & Kamano, S. (2009). Intimate partner violence and health in women in Yokohama, Japan: The role of emotional abuse. *American Journal of Public Health*, 99(4), 647–653.

Zebrack, B. (2009). Information and service needs for young adult cancer survivors. *Supportive Care in Cancer*, 17, 349–357.

Zebrack, B., Yi, J., Petersen, L., & Ganz, P. (2008). The impact of cancer and quality of life for long-term survivors. *Psycho-Oncology*, 17(9), 891–900.

### MENTAL HEALTH

Goodkind, S., Ruffolo, M. C., Bybee, D., & Sarri, R. (2009). Coping as a mediator of the effects of stressors and supports on depression among girls in juvenile justice. *Youth Violence and Juvenile Justice*, 7, 100–118.

Kubiak, S. P., & Siefert, K. (2008). Depression in African American and White women convicted of a felony drug offense. *Journal of Social Work Practice in the Addictions*, 8(3), 322–342.

Li, L. W., & Conwell, Y. (2009). Effects of changes in depressive symptoms and cognitive functioning on physical disability in home care elderly. *Journal of Gerontology: Medical Sciences*, 64(2), 230–236.

### RESEARCH AND EVALUATION

Lohr, K. N., & Zebrack, B. (2009). Using patient-reported outcomes in clinical practice: Challenges and opportunities. *Quality of Life Research*, 18, 99–107.

Williams, J. B. W., Tripodi, T., Rubin, A., Hooyman, N., Allen-Meares, P., Padgett, D. K., & Fortune, A. E. (2008). A historical account of the Society for Social Work and Research: Presidential perspectives on advances in research infrastructure. *Social Work Research*, 32(4), 208–219.

**Yoshihama, M.** (2009). Application of the Life History Calendar approach to understand women's experiences of intimate partner violence over the lifecourse. In R. Belli, F. Stafford, & D. Alwin (Eds.), *Measuring Well-Being: Using Calendar and Time Diary Methods in Life Course Research* (pp. 135–155). Sage Newbury Park, CA: Sage.

**Yoshihama, M.** (2009). One unit of the past: Action research project on domestic violence in Japan. In J. Sudbury, & M. Okazawa-Rey (Eds.), *The Challenge of Activist Scholarship: Antiracist Feminism and Social Change* (pp. 75–94). Boulder, CO: Paradigm Publishers.

## Recent Faculty Honors and Awards

**Letha Chadiha** spent her sabbatical during the winter 2009 term as a visiting scholar at the Institute for Health and Aging, University of California–San Francisco. Also, she is chair-elect of the Social Research, Policy, and Practice Section of the Gerontological Society of America. She will take her office at the conclusion of the 2009 Annual Scientific Meeting in November.

**Sandra Danziger** was awarded an academic residency at the Rockefeller Foundation Bellagio Center in Bellagio, Italy, where she spent a month this spring.

**Joe Himle** has been promoted to associate professor with tenure.

**Sean Joe** has been promoted to associate professor with tenure.

**Daphna Oyserman** was selected as a 2009–10 Fellow for the Center for Advanced Studies in the Behavioral Sciences, Palo Alto, California. She also is a recipient of the 2009 Humboldt Research Award, given by the Alexander von Humboldt Foundation to internationally renowned scientists and scholars in recognition of their entire achievements to date. It focuses on academics whose fundamental discoveries, new theories, or insights have had a significant impact on their own discipline and who are expected to continue producing cutting-edge achievements in the future.

**Larry Root** and **Ada Verloren** (of the University's Institute for Research on Labor, Employment and the Economy) presented findings from their evaluation of a method to monitor and evaluate labor conditions in countries. Their analysis and conclusions were presented at a forum at the Bureau of International Labor Affairs of the U.S. Department of Labor in Washington, D.C.

During his sabbatical, **Larry Root** went to San Jose, Costa Rica, in March for a one-month study visit with the Institute for Central American Development Studies.

**Luke Shaefer's** paper "The Effects of SCHIP Expansion on Family Insurance and Out-of-Pocket Medical Costs" (with Harold Pollack and Colleen Grogan at the University of Chicago) was selected as one of the best three overall abstract submissions to Academy-Health's 2009 Annual Research Meeting and will be featured in a special session at the conference.

**Luke Shaefer's** research on nonprofits during economic crisis was featured in the *Ann Arbor News* in December.

**Michael Spencer** received the 2009 Rosalie Ginsberg Outstanding Faculty Award for Community Service and Social Action. He also was elected as board member of the Society for Social Work Research for 2009–11.

**Michael Spencer** presented the keynote address "Community-Based, Participatory Research (CBPR) and its Value to Native Hawaiian Research" at the Kamehameha Schools Annual Research Conference, Kaneohe, Hawaii.

**David Tucker** spoke at a series of talks entitled "Social Work Series" at the Cardiff School of Social Sciences in Cardiff, Wales, in June. He spoke on "Disciplines, Boundaries and Knowledge Construction: The Case of the University of Michigan."

**Diane Kaplan Vinokur** was a panelist at the Building Opportunities national conference on shared space and services among nonprofits. Her presentation drew from her research conducted by the Under One Roof project.

**Betsy Voshel** has been promoted to associate clinical professor.

**Betsy Voshel** presented two workshops at the Housing Homeless Veterans through HUD-VASH conference in July put on by the Veterans Health Administration Homeless Service and Department of Veterans Affairs Office of Mental Health Services in Nashville, Tennessee. Her sessions were entitled "Ethics and the Clinical Relationship—Mutually Inclusive."

**Michael Woodford** received an Honorary Lavender Degree at U-M's 2009 Lavender Graduation in recognition of his merging of academic scholarship with activist action. He gave the graduation address, which focused on celebrating LGBTQ diversity and the importance of promoting social justice.



Daphna Oyserman

## Professor Srinika (Siri) Jayaratne Retires

The School held a retirement party for Professor Srinika (Siri) Jayaratne in September 2008 before he went to Sri Lanka through a Fulbright scholarship. He requested a tailgate party, which was held before the U-M–Miami of Ohio game. Dean Emeritus Phil Fellin, Dean Emeritus Harold Johnson, and Dean Paula Allen-Meares all spoke in praise of Jayaratne. At the party Jayaratne received a football signed by Coaches Lloyd Carr and Rich Rodriguez. People were invited to donate to the SSW International Scholarship Fund created in his honor.

Professor Jayaratne retired after thirty years at the School. He served as assistant dean for research for three years and associate dean for fifteen years. He participated on many significant university and school committees, such as the executive, international, curriculum, and search committees. At the same time, he published seventy-nine scholarly articles or book chapters.

In Dean Allen-Meares' remarks, she stated that SIRI stands for sincerity, intelligence, respect, and integrity. "His strength is his perspective, and his power is his ability to see each side of any situation," she said. "He has made a difference in the life of this School and the lives of those who call this home."

Jayaratne is an alumnus of the School, having earned an MSW in 1971 and a PhD in social work and psychology in 1975. He has studied the effects of work stress on the health and well-being of social workers since joining the U-M SSW faculty in 1979. His program of research has included four national surveys of social workers, as well as a study of social workers and their spouses. He has also explored aspects of client violence towards social workers in the workplace. In a related project, he and his collaborators have examined practice standards, the behaviors social workers engage in when they see a client, and the worker's judgments about the appropriateness of such behaviors. **M**



LEFT: Siri (right) talks with Professor Kris Siefert and Associate Research Professor Susan McDonough at his tailgate retirement party.

BOTTOM: Siri Jayaratne retired after serving thirty years at the School.



# Associate Professor Brett Seabury Retires

Associate Professor Brett Seabury, DSW, retired this spring. For his retirement party, he requested a lamb roast at Hudson Mills Metro Park, where friends and colleagues gathered on May 30. Speakers included Associate Dean for Faculty Affairs **John Tropman** and Professor **Barry Checkoway**. Children and adults enjoyed sack races and tug-of-war competitions.

Professor Seabury received a BA degree cum laude from Wesleyan University in 1964, an MS in social work from Simmons College School of Social Work in 1966, and a DSW from Columbia University School of Social Work in 1976. From 1966 to 1969 Professor Seabury served as a social work officer/ chief of the social work section for the Mental Hygiene Consultation Division of the U.S. Army Hospital, Fort Jackson, South Carolina. In 1971 he joined the faculty of the University of Maryland School of Social Work and Community Planning, and in 1975 he joined the faculty of the University of Michigan School of Social Work.

Professor Seabury's primary research interest has been interpersonal practice. In addition to teaching, he has practiced social work in mental health and child welfare settings, as well as in the U.S. Army. His current research and teaching interests are social work education, time-limited practice, using metaphors in social work practice, and indigenous (alternative) healing systems. His interests involve the use of information technology in the classroom and the use of the Internet to deliver interactive video simulations designed to teach social work practice skills. **M**



TOP: Associate Professor Brett Seabury opens a gift at his retirement party.



MIDDLE: Brett Seabury roasts a lamb for his friends and colleagues.



BOTTOM: Attendees brought their children and dogs to Brett Seabury's retirement party held in a metro park.

## Pioneer Profile

# Douglas Davies

Whether in his professional or personal life, Doug Davies takes children seriously. “It’s important to understand a child’s perspective, whether you’re a therapist or a grandparent,” he says. As a clinical social worker, lecturer, and clinical supervisor—and as a grandfather of three—he has had plenty of opportunity to put this conviction into practice.

Before receiving his MSW from the University of Michigan in 1979, Davies earned an MA in English (San Francisco State University) and a PhD in American Studies (U-M). He was initially drawn to these fields for their analysis of character and their exploration into what motivated people. “I was drawn to psychology and social issues,” he says, “even though I was doing literature.”

While writing his dissertation, Davies received psychotherapy and felt that he would enjoy helping people in this way. At the same time, he found himself thinking about the children he had worked with in an orphanage when he was a Peace Corps volunteer in Iran in the 1960s.

This was when, as Davies describes it, his life’s “major and minor themes” switched positions: psychology took precedence over literature. He enrolled in the MSW program at U-M, specializing in clinical casework.

Davies initially planned to work with adults but was then offered a placement in Selma Fraiberg’s Child Development Project at U-M. Immediately, he was drawn to the “sense of being present at the creation of something new and important.” And indeed he was—the entire field of infant mental health would emerge from this project.

Working with Fraiberg, Davies discovered a passion for helping children and their parents. At this time, too, Davies was helping to raise his two sons. Both in his professional and personal life, he increasingly discovered a talent for connecting with children.

He began working as a clinical social worker, performing outpatient evaluations, as well as psychotherapy for children, adolescents, and their parents in the U-M Department of Psychiatry. Eventually, he supervised trainees and staff. At the same time, Davies maintained a private practice.



In 1987 Davies also returned to teaching, which he had done years before as a lecturer in English and then as an assistant professor of humanities. Vivian Shapiro (*Ongoing Pioneer Profile*, winter/spring 2009), a colleague at the Child Development Project, asked Davies to co-teach “Interpersonal Practice with Children and Youth” at the School of Social Work. When Shapiro moved to New Jersey, Davies took over the class—which he still teaches today. The evolution of the class over time “to some extent mirrors the history of the field,” Davies says. Today, the course covers cognitive behavioral treatment and the relationship between experience and brain development, as well as traditional topics such as play therapy and adolescent therapy.

In recent years, Davies has focused on training and supervising other clinicians. He supervises consultants working for Michigan’s Childcare Expulsion Prevention Program, for example, which helps children with behavioral issues remain in childcare services.

Though semi-retired now, Davies is far from complacent. In addition to supervising and teaching, he is working on the third edition of his influential book *Child Development: A Practitioner’s Guide*, which is used in social work programs throughout the country and is available in Chinese and, soon, Greek. Perhaps his literary background set him up for this success: he enjoys transforming “complicated subjects into common language” and incorporating storytelling into his work.

Davies loves being an active presence in his children’s and grandchildren’s lives. Several years ago, he and his wife Tobi (formerly an Ann Arbor City Council member and director of a nonprofit agency, and presently a community organizer) moved to Kalamazoo to be near his oldest son and twin grandchildren, Hannah and Hayden. In addition, he and Tobi fly to Denver every six weeks to see their other grandchild, Sage.

And apparently, the apple doesn’t fall far from the tree—his older son is a pediatrician and his younger son a science coordinator for a school. With such an inspirational father, the trend is hardly a surprise. **M**

—Jane E. Martin is a freelance writer living in Ann Arbor.

## Louis Burgio Recognized as Harold R. Johnson Professor of Social Work

On March 4, the School recognized Louis Burgio as the Harold R. Johnson Professor of Social Work. Dr. Burgio is professor of social work, research professor at the University of Michigan's Institute of Gerontology, and adjunct professor in both the School of Nursing and the LS&A Department of Psychology. His research in applied gerontology focuses on developing interventions for the behavioral complications of dementia in nursing homes and working with dementia caregivers in the community to ease the stress and burden of caregiving.

In his acceptance lecture, "Lost in Translation: Implementing Caregiver Intervention Programs in Community Settings," Burgio discussed the impending explosion of Social Security-aged baby boomers and Resources for Enhancing Alzheimer's Caregiver Health (REACH), an NIH-sponsored collaborative study of caregivers of relatives with Alzheimer's disease. He pointed out that "caregiving is considered a 'soft problem' by many federal agencies, lacking a grass-roots movement to push the issue to the forefront." As he puts it, "caregivers—mostly older women suffering silently—spend so much time taking care of their loved ones that they don't take care of their own health."

Dr. Burgio served as a senior research scientist at the Gerontology Research Center, National Institute on Aging, from 1984 to 1987. Dr. Burgio received tenure in the Department of Medicine at the University of Pittsburgh in 1992 and was promoted to full professor with tenure in the Department of Medicine at the University of Alabama at Birmingham in 1995.

The Harold R. Johnson Professorship in Social Work was established by the University of Michigan Regents in 1994 as the first fully endowed professorship for the School of Social Work. It was established in recognition of Dean Emeritus Johnson's many contributions during his tenure as dean of the School, as well as the School's important role in education, service, and research at the University Hospital.



U-M Photo Services: Martin Vloet



U-M Photo Services: Martin Vloet

TOP: Dean Laura Lein presents Professor Lou Burgio with a glass plaque.

BOTTOM: Dean Emeritus Harold Johnson (right) joins Dean Laura Lein in welcoming Lou Burgio as the Harold R. Johnson Professor of Social Work.

The endowment supports a scholar whose teaching and research address changes in the health care delivery system to older adults in the urban community and/or affect social work services at the hospitals. Dean Johnson's many years as director of the Institute of Gerontology strengthened the presence of this important area of research on the campus.

The professorship was made possible by the generous contribution of \$1 million from the U-M Hospitals. In addition, over \$250,000 was generated from other sources. In presenting the professorship to Professor Burgio, Dean Laura Lein honored Dean Emeritus Johnson for stressing "a University-wide need to address gerontological issues—not just social work and medicine, but art, facilities, and a 'broad-brush' initiative across campus." **M**

*For more information, contact Louis Burgio at [lbugio@umich.edu](mailto:lbugio@umich.edu) or 734-763-5951.*

# Karla Goldman Installed as Sol Drachler Chair

On the afternoon of April 1, Karla Goldman was installed as the Sol Drachler Chair at the School of Social Work. Her talk, “Looking Backward, Thinking Forward: The Promise & Challenge of 21st-Century American Jewish Community,” raised questions for a provocative series of discussions that accompanied the installation and proposed an agenda for the University’s re-imagined Jewish Communal Leadership Program (see page 15).

Professor Goldman’s research focuses on the history of American Jewish experience, with special attention to the history of American Jewish communities, intergroup relations, and the evolving roles and contributions of American Jewish women. As Sol Drachler Chair, Goldman will direct the University’s Jewish Communal Leadership Program. Goldman previously taught American Jewish history at Hebrew Union College–Jewish Institute of Religion in Cincinnati and, most recently, served as historian in residence at the Jewish Women’s Archive in Brookline, Massachusetts.

The Sol Drachler endowment in Jewish Communal Service was established by the generosity of the Jewish Federation of Metropolitan Detroit and other donors to ensure continued academic attention to important issues in the Jewish community’s service and leadership sector by strengthening the capacity of the School of Social Work to address the Jewish community’s programmatic, administrative, and social needs.

Sol Drachler is a past executive vice president of the Jewish Federation of Metropolitan Detroit. He began a twenty-six-year career of fundraising

and community organization in 1956 when he joined the federation as director of the Allied Jewish Campaign’s Mercantile, Real Estate, and Building Trades Divisions. He later was promoted to assistant campaign director and associate director prior to being named executive vice president, a position he held from 1976 to 1982. Nationally, Sol Drachler served as a chairman of the United Jewish Appeal Campaign Director’s Institute and was a member of the Council of Jewish Federation’s Campaign Services Committee. He was also a member of the Labor Zionist Alliance and the Association of Jewish Community Organizational Personnel, and he was a director of the Irwin and Bethea Green Foundation.

In recognition of the first Sol Drachler Chair in Jewish communal leadership, Dean Lein presented Goldman with a glass plaque. Also speaking at the installation was Douglass Bloom, an officer of the Jewish Federation of Metropolitan Detroit, an organization that helped make the Sol Drachler Chair possible. Bloom honored Drachler for “a life of true service,” saying “[Sol] is the consummate Jewish communal professional; he cared about his discipline and his community above all else.”

Goldman’s installation speech focused on drawing upon the exceptional resources offered by the University of Michigan and the Detroit and southeast Michigan Jewish communities to prepare students to address the challenges of 21st-century Jewish community. “What does it take,” she asked, “for Jews, accompanied as they are by their long history of hatred and persecution, to find a meaningful framework for distinctive group identity and community... [while also] feeling fully a part of an open society?”

Goldman brings her experience as historian at the Jewish Women’s Archive (JWA) and teacher of future rabbis at Hebrew Union College to her mission of preparing students to shape the future of American Jewish community. Of her work at the JWA, she notes, “It’s stunning to see the impact that the women we’ve profiled have had on our society. If contemporary girls and women understand what Jewish women have accomplished in the past, it may transform their sense of who they can be in the present.”

Goldman is excited about the challenges that lie ahead. As she emphasized at the conclusion of her installation speech, “It is my hope, in the work that we will do here at the University of Michigan, that we will be able to bring the responsibilities inherent in our ancient and more recent past together with the opportunities of this moment to imagine and create a Jewish community that believes in itself and [to] understand its role in the many different worlds of which it is a part.” **M**



U-M Photo Services: Scott C. Soderberg

Karla Goldman proposes a training plan for Jewish students to meet the needs of the community.



U-M Photo Services: Scott C. Soderberg

Dean Laura Lein (right) and Deborah Dash Moore (middle) congratulate Karla Goldman. Dash Moore, who is the Frederick G. L. Huetwell Professor of History and director of the Frankel Center for Judaic Studies, introduced Goldman during the installation ceremony.

# Symposium Launches the Jewish Communal Leadership Program

Working in collaboration with the School of Social Work, the Frankel Center for Judaic Studies, and the Ann Arbor and Detroit Jewish communities, the newly installed Sol Drachler Chair Karla Goldman (see page 14) will launch the School's Jewish Communal Leadership Program (JCLP) in fall 2010. Building upon the Sol Drachler Program and Project STaR, the new program will take full advantage of the School of Social Work's expertise in intergroup relations, management, and social change, as well as the Frankel Center's diverse offerings in Jewish history, community, and thought.

In association with her installation and to launch the JCLP program, Goldman organized a symposium on April 2 that explored some of the vital issues facing today's Jewish community. Entitled "If Not Now? Challenge, Choice, and Change in 21st-Century Jewish Community," the symposium featured leading innovators in Jewish communal activism, including Ruth Messinger, president, American Jewish World Service; Shifra Bronznick, a change management consultant and principal author of the report *Visioning Justice and the American Jewish Community*; and Idit Klein, executive director, Keshet, a national Jewish GLBT advocacy organization.

The symposium also included emerging and veteran leaders of the Jewish community such as Shep Englander, CEO of the Jewish Federation of Cincinnati; Kari Alterman ('97), director, Detroit American Jewish Committee; Debra Barton Grant ('97), executive vice president, Jewish Federation of St. Joseph Valley; Harlene Appelman, executive director, Covenant Foundation; and Michael Brooks, executive director, University of Michigan Hillel.

Also joining the discussion were several faculty members at the University of Michigan, including Deborah Dash Moore, director, Frankel Center for Jewish Studies; Adrienne Dessel, co-associate director, Program on Intergroup Relations; David Schoem, director, Michigan Community Scholars Program; and **John Tropman**, associate dean for faculty affairs, School of Social Work. Laurie White, who directed the documentary *Refusing to be Enemies: The Zeitouna Story*, and Clare Kinberg, general editor, *Bridges: A Jewish Feminist Journal*, rounded out the symposium.



This dynamic group of innovators in American Jewish communal life gathered to open the discussion and share insights about how to energize and build a Jewish community that believes in itself and understands its responsibilities within the broader society. The panel sought to, as Goldman suggested, "advance the conversations around many of the pressing issues confronting today's American Jewish communities," and the symposium served as an intellectual touchstone for the program itself.

Students of the Jewish Communal Leadership Program will work to address the concerns posed at the symposium, combining coursework with field placements in Ann Arbor and Detroit and at national and international Jewish agencies, and will be immersed in the challenges of contemporary Jewish community. "As during the symposium," Goldman says, "we will engage critical issues confronting Jewish public life such as the place of activism and politics in Jewish communal work; the challenges posed by current anxieties around intermarriage, continuity, gender, and Israel; and what it means to have a Jewish voice in pluralistic environments."

The JCLP awards a master of social work (MSW) degree and a certificate in Jewish communal service and Judaic studies. For more information and to watch video footage of the symposium, visit [www.ssw.umich.edu/programs/jclp](http://www.ssw.umich.edu/programs/jclp) or contact Karla Goldman at [kargold@umich.edu](mailto:kargold@umich.edu) or 734-763-6583. **M**

Ruth Messinger, Shep Englander, Idit Klein, Shifra Bronznick, and Deborah Dash Moore participate in the JCLP symposium.

# Curtis Center Welcomes Emeritus Faculty

On May 28 the Vivian A. and James L. Curtis Research Center hosted an emeritus faculty event and luncheon to highlight the center's research and funding initiatives at the School of Social Work. Dean Laura Lein welcomed the emeritus faculty guests and thanked them for multiple roles in "making it possible for us to create social innovation using interdisciplinary problem-solving efforts through research."

Professor Jorge Delva, co-director of the Curtis Center, introduced the faculty presenters. Among the presenters at the event was Associate Professor Sean Joe, a nationally recognized authority on suicidal behavior among African Americans. In his presentation, Joe focused on advancing intervention science on suicide among Black Americans. He discussed his research on race and self-destructive behavior, saying that young Blacks are the most at risk and that fifty percent use firearms to "complete the act." Joe closed his presentation with the following inspirational quote from Nigerian author, Ben Orki: "The most authentic thing about us is our capacity to create, to overcome, to endure, to transform, to love, and to be greater than our suffering."

Also presenting, Joe Himle, associate professor of social work and co-director of the Curtis Center, discussed his work on cognitive behavioral therapy for unemployed persons with social anxiety disorder. Sandra Momper, assistant professor of social work, discussed her community-based research with American Indians, specifically her current study on Oxy-Contin addiction on Indian reservations. Assistant Professor Brian Perron, the first Curtis Center grant recipient, presented his research on substance abuse problems among at-risk youth, specifically inhalants and the potential uses of technologies such as text messaging to advance research. Associate Professor Michael Spencer discussed disparities in physical and mental health and service use of populations of color, as well as interventions for reducing disparities.

The Curtis Center is the School's only funding and research center, aiming to create an environment that facilitates collaboration among investigators to increase their competitiveness in securing funding from multiple sources in order to support research, with a priority placed on seeking federal funding from such sources as the National Institutes of Health (NIH), the Substance Abuse and Mental Health Services Administration (SAMHSA), the Centers for Disease Control and Prevention (CDC), and the Health Resources and Services Administration (HRSA), among others.

One of the Curtis Center's current research initiatives focuses on designing, developing, and testing mental health and substance abuse interventions. This initiative focuses on developing sustainable interventions for traditionally underserved populations, including minority groups, urban-dwelling poor, persons living in rural areas, and individuals with co-occurring medical and mental health problems.

The Curtis Center has focused a research workgroup that meets twice a month to create a collaborative environment whereby faculty, researchers, and doctoral students discuss and assist one another with the design, development, and implementation of innovative research projects to enhance their competitiveness in securing internal and external funding. Additionally, the center has established an interest group that pursues the applications of complex systems modeling to understand and ameliorate the social problems that affect societies worldwide, and that social workers, along with those in other professions and disciplines, care deeply about. **M**

*For more information on the Vivian A. and James L. Curtis Research Center and to view video footage of the emeritus faculty event, visit [www.ssw.umich.edu/public/currentProjects/curtis](http://www.ssw.umich.edu/public/currentProjects/curtis).*



TOP: Dean Laura Lein and Professor Emerita Sheila Feld enjoy a chat together.

BOTTOM: Brian Perron, Sean Joe, and Joe Himle were among the professors who presented at the event.

# Viewing Homelessness: Middle School Students Visit SSW

Fifty students from Honey Creek Community School, accompanied by teachers and parents, visited the SSW on March 6 to learn about homelessness. After viewing the exhibit of Joan Kadri Zald's ('59) photos "Portraits of Homelessness," they heard from Dean Laura Lein on the demographics of panhandlers in Austin, Texas. Lecturer **Penny Tropman**, representing Joan Zald, shared stories behind the photos. Zald's intent and passion in pursuing this project was to highlight the humanity of homeless people, to give them identities and "faces." Having just finished a unit on homeless-

ness, the students arrived with much knowledge and empathy and asked many questions.

In her presentation, Penny Tropman focused on the photo "Albert and His Sons" (cover photo of this issue). Albert had been able to opt out of alcohol and drug abuse, but his wife, the mother of the children, had not. Since the shelter in which they found a temporary home required residents to be "clean," Albert had to part ways with his wife for the sake of the children.



TOP: Dean Laura Lein tells middle school students about her panhandling study.  
BOTTOM: Lecturer Penny Tropman interacts with the students.

# Students Initiate Organizations

Students have taken the initiative to start student organizations at the U-M School of Social Work in addition to the Student Union. For more information on these groups or how to support them, see [www.ssw.umich.edu/current/studentOrgList.html](http://www.ssw.umich.edu/current/studentOrgList.html).

#### **SCHOOL OF SOCIAL WORK STUDENT UNION (SSWSU)**

Encourages coordination and integration of the efforts of students and faculty to achieve greater academic excellence, student success, social justice, and equality.

#### **ASIAN SOCIAL WORKERS IN ALLIANCE NOW! (ASIAN!)**

Interested in the application of social work practice to Asian and Asian American populations, and committed to addressing and promoting awareness of social justice issues faced by Asian and Asian American populations.

#### **ASSOCIATION OF BLACK SOCIAL WORK STUDENTS (ABSWS)**

Seeks to provide support for the African American student and community, empowering the African American community to overcome challenges and to bring about change.

#### **CHRISTIANS IN SOCIAL WORK ASSOCIATION (CISWA)**

Works to encourage, equip, and extend Christians in the ethical integration of faith and social work practice.

#### **SCHOOL OF SOCIAL WORK DISASTER RESPONSE GROUP (SSWDRG)**

Provides a forum for School of Social Work students, faculty, and staff to critically discuss the role of social work in disaster relief; provides the SSW community with opportunities to take action in response to human tragedy.

#### **SOCIAL WORK DOCTORAL STUDENT ORGANIZATION (DSO)**

Advocates for the interests of students in the Joint Doctoral Program in Social Work and Social Science and plans doctoral student/faculty events.

#### **FEMINIST TOOLSHED**

Provides a space for social work students interested in exploring feminism and its relationship to social work theory and practice to be supported by their peers through feminist consciousness raising, education, networking, and action.

#### **THE FIFTH HAND**

Provides a forum through which faculty/staff at U-M can interact with 4 Hands for Kids, a 501(c)(3) organization.

#### **GLOBAL SOCIAL WORK (GSW)**

Committed to raising awareness and supporting critical thinking around global issues in the areas of poverty, human rights, ecological conservation, health, sustainability, and the empowerment of marginalized populations.

#### **INTERNATIONAL SOCIAL WORK STUDENT ASSOCIATION**

Works to promote and educate the social work community about social work in different countries.

#### **LATIN@ SOCIAL WORK COALITION**

Engages in activism and education around issues of importance to the Latina/o community.

#### **NON-TRADITIONAL STUDENT NETWORK**

Creates community for those who are over the age of 31, married, and/or parents.

#### **ORGANIZATION OF JEWISH SOCIAL WORKERS (OJSW)**

Provides cultural, social, and educational programming for the entire student body of the School of Social Work; strives to provide events and programs of special interest to Jewish social work students, as well as professional networking opportunities.

#### **RAINBOW NETWORK (RN)**

Advocates for communication, education, activism, and mutual support regarding TBLG interests and concerns so as to promote informed and responsible social work practice.

#### **SIGMA PHI OMEGA**

A nationally recognized academic honor and professional society in gerontology. The society works in all professions to increase awareness around issues of aging.

#### **SOCIAL WELFARE ACTION ALLIANCE (SWAA)**

Advocates for and advances issues regarding social welfare.

#### **SOCIAL WORKERS FOR VETERANS HEALTH AND MENTAL HEALTH**

Fosters a community of social workers and others in order to raise awareness of military culture and veterans issues; educates the student body in the School of Social Work as to veteran health and mental health issues; increases knowledge for effective interventions.

#### **UNIVERSITY WOMEN AGAINST RAPE (UWAR)**

Promotes awareness of sexualized violence in our community and takes social action to eradicate it.



Three students led the Latin@ Social Work Coalition this past year.

## Providing Hope in New Orleans

### Students Volunteer over Spring Break

The SSW Disaster Response Group was formed in 2005 in reaction to the devastation caused by Hurricane Katrina and the social injustices revealed during inadequate federal and state relief efforts. The purpose of this group is to raise consciousness and improve the preparedness and response of individual citizens to disasters of all types. It has been a tradition of the group to go to New Orleans over spring break to help with the rebuilding process; even though the disaster occurred several years ago, New Orleans is a place that can still benefit from rebuilding efforts.

Our group of eleven social work students left for New Orleans via car on February 21, arriving there the following afternoon. After settling into the HandsOn New Orleans bunkhouse, an agency that both coordinates and provides lodging and amenities for volunteers serving the New Orleans area, we took the time to decorate masks in honor of Mardi Gras.

On Monday we volunteered at St. Margaret's Nursing Home. We helped decorate and serve food at the nursing home's annual Mardi Gras party. This was of particular interest to the geriatric social worker on the trip!

Monday night we watched the Orpheus Parade. Most of the city shut down on Tuesday, so we decided to use the day to take in Mardi Gras. We watched the Zulu parade, which was celebrating its 100th anniversary. We also wandered around the French Quarter and sampled *beignets*, French doughnuts popular on Fat Tuesday.

We spent Wednesday volunteering with the O.C. Haley Renovation Project. This project is funded through Main Street: Revitalizing Your Commercial District, a national organization that benefits commercial districts across the country by combining historical preservation with economic development. Half of our group helped with a community garden involved in the project, and the other half helped clean used bricks so that they could be sold for a fundraising effort.

Thursday and Friday we spent with Saint Bernard's Project, an organization that helps low income families, elderly, and disabled residents of Saint Bernard Parish rebuild their homes. Our group helped to paint two houses as well as install flooring and baseboards.



During our volunteer orientation at Saint Bernard's, our site leader shared with us how the New Orleans volunteers have been a vital part of the revitalization of the city. According to the coordinator, many New Orleans residents feel abandoned by the government due to their slow reaction to the storm. Despite this, New Orleans residents are strongly patriotic due to the large number of civilian volunteers throughout the country who continue to help with the rebuilding efforts.

We volunteered at a New Orleans Hornets basketball game on Thursday night, passing out programs to the fans. The Hornets were playing the Detroit Pistons that night; unfortunately, the Pistons lost.

We left on Friday after a delicious Cajun meal at Mandina's restaurant in Mid-City, near the HandsOn New Orleans bunkhouse.

As students we gained hands-on supplementary social work experience on this trip. Issues pertaining to management, policy, community organizing, and interpersonal practice were all touched upon while we participated in volunteer projects. I found this trip to be an important one to take as both an American and a social worker. The rebuilding process occurring in New Orleans is a great example of how fellow citizens can serve and provide hope for one another after a terrible disaster. **M**

—Lesley Anne Jones, co-leader of the SSW Disaster Response Group, is an MSW student concentrating on interpersonal practice with mental health.

Social Work students help to rebuild a home in New Orleans over their spring break.

## Doctoral Student Awards

**Emily Bosk** and **Elizabeth Bringewatt** each were awarded a 2009 Kellogg Fellowship.

**Emily Bosk** and **Kristin Scherrer** were awarded graduate student research awards through the U-M Institute for Research on Women and Gender.

**Jennifer Bowles** received an International Institute Fellowship Grant.

**Rosalyn Campbell** and **Dana Levin** each were awarded a four-month Community of Scholars fellowship through the U-M Institute for Research on Women and Gender.

**Haijing Dai** was awarded the School of Social Work Joint Doctoral Program Grant, a Rackham One-Term Dissertation Award, and a Rackham Travel Grant. Haijing also became a member of the University's Edward Alexander Bouchet Graduate Honor Society, which recognizes outstanding scholarly achievement and promotes diversity and excellence in doctoral education and the professoriate.

**Alice Gates** was awarded Rackham Graduate Student Emergency Funds.

**Megan Gilster** was awarded the Harold T. and Vivian B. Shapiro Prize, a Rackham Travel Grant, and a Rackham One-Term Dissertation Award.

**Shayla Griffin** is the recipient of the 2008-09 Vivian A. and James L. Curtis Endowed Scholarship for doctoral student research.

**Laura Heinemann** was selected by the Rackham Graduate School to receive the Susan Lipschutz award. This very competitive and prestigious award is given to a female doctoral student with exceptional promise. She also received a Rackham travel grant and a Rackham One-Term Dissertation Award.

**Pilar Horner**, **Na Na Lee**, **Shijian Li**, and **Hueiwern Shen** each were awarded a Rackham One-Term Dissertation Award.

**Tam Perry** was awarded a Rackham graduate student research award.

**Kristin Scherrer** was awarded the 2008-09 Kinsey Institute Student Research Grant Award and a Rackham Travel Grant.

**Jena Siegel** was awarded a 2008-09 Rosemary Sarri Scholarship.

**Amanda Tillotson** had a paper accepted at *Agora, The Urban Planning Journal* and was awarded a Rackham travel grant and a Rackham Research Grant.

**Jessica Wiederspan** was awarded the 2008-09 Clara P. Davis & Larry E. Davis Scholarship.

## Dissertations Defended

### Amy Hammock

#### SOCIAL WORK AND SOCIOLOGY

*"Everybody's so different and yet everybody has this common bond": Identity construction, exploration, and negotiation among adolescents in two youth development programs*

Drawing on data collected from 39 semi-structured interviews and 175 hours of participant observation with young people involved in two theatre-based after-school dating violence prevention programs, I investigate how adolescents understood their own and others' multiple identity dimensions and how these understandings informed group identity. I use frameworks of social construction and symbolic interaction to examine how interpersonal interaction simultaneously challenged and (re)produced norms regarding race, class, gender, sexuality, and religion.

The youth constructed their identities (and the identities of others) using several linguistic and embodied processes. The linguistic processes included (1) labeling themselves as members of particular identities, (2) using common language to construct (sub)groups of identity, (3) "puzzling over" the meanings of particular identities, and (4) othering—using moral justifications to construct themselves as different from and better than people of different identities. The embodied processes included (1) externally marking their appearances (with clothes, jewelry, etc.) to signify certain identities, (2) moving their bodies and touching (or not touching) other people in particular ways as part of inhabiting their identities, and (3) expressing (and suppressing) particular emotions in order to feel authentically part of their identities.



Amy Hammock

# Dissertations Defended, *continued*

## Katherine Pavelka Luke

### SOCIAL WORK AND SOCIOLOGY

*Gender, heterosexuality, sexual violence, and identity among heavy-drinking White and Asian American college students*

In this dissertation I explore the practices and intersections of gender, sexuality, and race in the context of heavy drinking on campus. Ninety semi-structured, qualitative interviews with heavy-drinking White and Asian American college students are the primary source of data for this project. Through analysis of these data, I show that (1) alcohol consumption and partying is important to many participants' self-identity, (2) racial and gender differences in the relationship between alcohol and sexuality exist among White and Asian American men and women,

(3) both men and women believe that consensual sex while drinking is possible and that heavy drinking during sexual interaction presents many opportunities for miscommunication of sexual interest or consent, and (4) young women negotiate the risk of sexual violence while drinking by using strategies of traditional femininity. I conclude by offering suggestions for future research and for sexual violence and substance abuse prevention and intervention.

Our School and community have suffered a tragic loss in the death of Katherine Luke, a recent graduate of the Joint Doctoral Program in Social Work and Sociology, who passed away unexpectedly of cancer on September 12. In her time in the program, she shone personally and intellectually, and she left an indelible mark in the hearts of her friends and colleagues.



Katherine Pavelka Luke

## Student Attends United Nations Meeting on Women's Status

*Zakiya Luna, MSW student, shares her experience participating in the United Nations Practicum in Advocacy. Ed.*

Inside the front entrance to the School of Social Work is a blue flag with a white symbol—the flag of the United Nations (UN). After World War II, member states worked to create a global institution to help ensure that atrocities like the Holocaust would not be repeated. With the signing of the Universal Declaration of Human Rights in 1948, this vision began. Social workers were involved in the early stages of the creation of the UN and have since impacted many facets of program development.

I was honored to be selected as a participant of the United Nations Practicum in Advocacy. The annual practicum was sponsored by the Women's International League for Peace and Freedom, the National Women's Studies Association, and the Center for Women's Health and Human Rights at Suffolk University. Twenty graduate and undergraduate students from throughout the country specializing in areas such as women's health, development, and international relations participated in the practicum.

The group attended the 53rd United Nations Commission on Status of Women (CSW). This year's CSW, which occurred March 2–13, was entitled "The Equal Sharing of Responsibilities between Women and Men, Including Caregiving in the Context of HIV/AIDS." The UN events included expert panels related to the theme and emerging issues such as the global financial crisis. Several NGOs held hundreds of parallel events nearby explaining how to move forward particular proposals and showcasing programs

that they had successfully implemented in various countries. Caucuses also developed language to suggest to delegates who would debate the language of the CSW's final agreed conclusions.

The practicum was exciting because of the constant opportunities it provided me to learn more about how women throughout the world work to change the many injustices that social workers address. I was inspired to meet many people committed to creating change locally and globally.

While at the CSW, I had a chance to meet Dr. Carmen Barosso of International Planned Parenthood Federation. This was a pleasant surprise as my field placement was with Planned Parenthood of Mid- and South Michigan. Additionally, the U.S. mission to the UN held multiple well-attended briefings. I spoke with one of the delegates, Beth Schlachter of the Department of State's Office of Population and International Migration, who was later invited to attend the practicum's daily breakfast briefing. Schlachter discussed her years of service with the Peace Corps, supporting international reproductive rights and working under the G. W. Bush and Obama administrations. This was one of the many exciting additional opportunities the practicum provided, as well as opportunities to network with representatives of international organizations, a Q&A session with a filmmaker, and cultural events. **M**

*—Zakiya Luna is a community organization/community and social systems student in the master of social work program, as well as a doctoral student in the joint PhD program in sociology and women's studies.*



MSW student Zakiya Luna participates in the United Nations Practicum in Advocacy.

## SSW alumni club members gather in three communities

On Saturday, May 9, members of the School of Social Work alumni clubs participated in service projects in Detroit, Ypsilanti, and Chicago, bringing their skills and smiling faces to local communities. Volunteers busily packaged, planted, and built.

The SSW Chicago Alumni Club gathered at the Greater Chicago Food Depository. They received alumni T-shirts, then began sorting donations and preparing emergency food boxes. With the help of volunteers, the Food Depository provides for nearly 500,000 people every year.

The Southeast Michigan Alumni Club partnered with Greening of Detroit. Club members and nearly 100 additional volunteers helped plant trees, beautifying a neighborhood park.

The Southeast Michigan Alumni Club also partnered with Growing Hope in Ypsilanti. This organization is dedicated to helping people improve their lives and communities through gardening and healthy food access. Club members spent the day building raised beds, watering, and transplanting herbs and vegetables.

How can you learn about these fun and exciting networking and service opportunities? Join inCircle, the University of Michigan social networking site for alumni and students. After joining, choose your SSW alumni club. It is that simple.



LEFT TOP: Joe Maurer ('75, center) and alumni board member Glenn Whitelaw ('76, right), along with members of the Detroit SSW alumni community, plant nine of the fifty trees for Greening of Detroit on a sunny day in May.



LEFT BOTTOM: Alumni board member Hazelette Crosby-Robinson ('08) participates in the service day activities at Growing Hope in Ypsilanti.

RIGHT BOTTOM: Alumni Board of Governors member Dana Bright ('04) is one of several Chicago alumni helping to package food at the Greater Chicago Food Depository.



## How to join inCircle

1. Go to [www.alumni.umich.edu](http://www.alumni.umich.edu).
2. At the top of the page, find the *Networking Tools* tab. Click on the *Social Networking* link.
3. Along the right side of the page, find the *Member Login* box. Click on *Login with your U-M Uniqname*. At Login ID, enter your uniqname. At Password, enter your Kerberos password.
4. Click on *Log in*. Click on the blue *inCircle* box. In the middle of the page, find the *Log in to inCircle* link. Your profile will appear.

### HOW TO JOIN A U-M SSW ALUMNI CLUB

5. Click on the *Groups* tab at the top of the screen
6. Locate the *Find a Group* box. Inside that box, click on *Find Groups*. Click on your preferred state and city. Click on the club you would like to join. Request to join!

If you do not have a uniqname, click on "Get a uniqname or reset your password." To get a uniqname and password, you must know your Social Security number, your alumni ID number, or your Michigan ID number. You can obtain your alumni ID number by calling the Alumni Association Customer Relations Department at 800-847-4764 (Monday–Friday, 9 a.m.–5 p.m. EST).

## Board of Governors to host annual CEU event

It is that time of year again—time to register for *Building Healthy, Strong Communities*, the annual professional development hosted by the SSW Alumni Board of Governors. Topics will include ethics and pain management. Join us on October 19 to earn 7 CEUs. You will also hear Dean Lein give an update on the School. The registration fee for alumni is \$50. This includes a continental breakfast and lunch. To register, or for more information, call 734-763-6886 or email [ssw.alumnioffice@umich.edu](mailto:ssw.alumnioffice@umich.edu).

## Alumni meet in Grand Rapids

On June 29, alumni living in western Michigan met at San Chez Bistro for hors d'oeuvres and beverages. This reception was held in conjunction with the Michigan Difference seminars. Throughout the evening, there was mingling, networking, and catching up on families, jobs, and former classmates. Laughter, handshaking, and hugging greeted graduates as they arrived and sent them off as they made their way home.

## Become our friend

The SSW has introduced new ways for students and alumni to remain engaged or reconnect with the School and each other. Find us on Facebook by searching for the University of Michigan School of Social Work. The School of Social Work blog is a resource for updates about news, financial aid, career services, alumni functions, workshops, community involvement, and scholarly events. The SSW is also using Twitter, the micro-blogging technology designed to give short, real-time updates to “followers.” Links to Facebook, the SSW blog, and Twitter can all be found at [www.ssw.umich.edu](http://www.ssw.umich.edu).

## Calendar of Events

To RSVP, or for more information, call 734-763-6886 or email [ssw.alumnioffice@umich.edu](mailto:ssw.alumnioffice@umich.edu).

October 8	Chicago Alumni Club coffee meeting in Chicago
October 19	Building Healthy, Strong Communities in Ann Arbor
October 20	Southeast Michigan Alumni Club coffee meeting in Ann Arbor
October 22	Southeast Michigan Alumni Club coffee meeting in Birmingham

## Alumni directory hitting mailboxes soon!

The School's second edition of the alumni directory has gone to print and will be sent out this fall to all of those who purchased the book. A big thank you to the over 5,500 alumni who participated in this project by either updating or confirming their contact information. The next directory project will start in 2011, with books being printed and shipped to graduates in 2012.

For this year's directory the School contracted the project with a national company, PCI (information on this partnership can be found at [www.ssw.umich.edu/alumni/alumniDirectory.html](http://www.ssw.umich.edu/alumni/alumniDirectory.html)). The School's alumni office is interested in receiving feedback about your experience with PCI and the alumni directory project as a whole in order to help plan for the next edition. Please send your comments or questions to [ssw.alumnioffice@umich.edu](mailto:ssw.alumnioffice@umich.edu).

Also, remember that you can update your information with the University at any time by visiting the School's alumni web page at [www.ssw.umich.edu/alumni/connected.html](http://www.ssw.umich.edu/alumni/connected.html).

## Continuing Education Is Back

After being dissolved in 2003, the School of Social Work Office of Continuing Professional Education has been reestablished. Demand from alumni, passage of the Michigan state social work licensing requirements in 2005, and new requirements for Department of Human Service (DHS) workers (see page 2), along with a commitment from Dean Laura Lein, have reinvigorated the program. The new life breathed into the School's continuing education promises to be instrumental in helping the local social work community with conferences such as Building Healthy, Strong Communities and in advancing the professional development of our alumni.

In addition to developing and enhancing certificates for Sexual Health, School Social Work, and Child Welfare, the office is also holding workshops and trainings, such as the Life Goals Collaborative Care Training in Bipolar Disorder, refresher courses, and mini-courses available on a variety of topics—plus new programs and certificates on the horizon. Continuing education courses are taught by internationally recognized faculty, including Lecturer **Sallie Foley**, LMSW; Professor **Larry Gant**; Marion Elizabeth Blue Professor of Social Work **Kathleen Faller**; Associate Professor **Robert Ortega**; Associate Dean for Faculty Affairs **John Tropman**; and others, providing the highest quality professional development at a reasonable cost.

All three continuing education options—certificate programs for intensive study, workshops and trainings for perfecting skills in a particular field, and mini-courses for brief study—provide continuing education units (CEUs) and are specifically tailored for their unique audience, such as professional social workers, human service professionals, or MSW students. Pending approval, participants receive

CEUs provided they attend for the duration of the program, supply their state licensure number, and complete an evaluation form. These CEUs are ideal for social workers in consideration of the Michigan Department of Community Health Bureau of Health Professions' regulations, which require social workers to complete no fewer than 45 hours of continuing education during the three-year period prior to the expiration date of the license.

The revamped Continuing Education Program is spearheaded by University of Michigan School of Social Work alumna Stefanie (Palant) Sinks. Stefanie earned her MSW in 2000 in interpersonal practice and health, with a specialization in aging. Since earning her degree, she has held a variety of positions, including associate director of the Executive MBA Program at the U-M Ross School of Business, counselor/care manager in the Family Services Department of the Greater Michigan Chapter of the Alzheimer's Association, and adjunct lecturer in gerontology at Eastern Michigan University.

Stefanie's background in social work and business has given her a unique perspective. "Both professions could learn from each other," she says. "Businesses have to start thinking more like nonprofits and nonprofits need to hone their business skills." All things considered, Stefanie is happy to be back at the School of Social Work. "I'm more comfortable here because I am able to integrate my interests in program development and management with the principles of social work."

Stefanie manages the Office of Continuing Professional Education, develops new programs, and works closely with the Michigan Social Worker Continuing Education Collaborative to ensure that all of the School's courses and workshops are approved. "Since the new state licensure requirements took effect," she says, "we have a responsibility to our alumni and to the state to be a leader in education."

Watch for the next phase of continuing education, which will include distance learning, webinars, and online courses to reach alumni living outside the state of Michigan. For additional information, please contact the Continuing Education Office at 734-615-3370 or [ssw.conted@umich.edu](mailto:ssw.conted@umich.edu), and please visit the Continuing Education web page, [www.ssw.umich.edu/programs/ce](http://www.ssw.umich.edu/programs/ce). **M**



Stefanie Sinks

## Alumni Profile

# Jennifer Gardner

## MSW '04

In the five years since her graduation from the School of Social Work, Jennifer Gardner has cultivated the habit of “supporting and championing Detroit,” a pursuit that has taken her to two diverse professional settings and has become a conscious personal commitment.

Upon graduating, she served for four years with Child Care Expulsion Prevention (CCEP), a state-funded program serving clients in Wayne County. “CCEP aims to improve the quality of child care, support the social-emotional development of young children and the adults who care for them, and promote school success,” she explains. During her tenure there, she assisted children who exhibited such challenging behavior as hitting, biting, or difficulty socializing that put them at risk of expulsion from their day care settings.

The biggest challenge of this delicate job was working with the families. “It was a scary thing for them,” Garner observes. “People were very fearful of social workers. They would ask, ‘Are you from Protective Services?’ For my clients, the stereotypical social worker was a judge, an intervener, someone who was going to take away their children. I had to recognize how frightening the experience was and gain their trust.” She also had to learn to “give them ideas, lead them in the right direction,” not tell them what to do. “It was very important for me to show parents and child care providers that my work with them was a collaboration, not just me telling them what to do,” she says.

After four years of service doing CCEP with two community mental health agencies in Detroit, Jennifer accepted a position with a managed health care provider. The feel of the job is very different. “Now I’m in the suburbs in a corporate environment, which is quite a shift from my days in the nonprofit world. As an early childhood mental health consultant with CCEP, I was always in the field in Wayne County.” But Jennifer notes an important continuity between the two: “I am still working with low-income families, trying to help the underprivileged.”

Jennifer continues to work with families and young children, but now also with adults and seniors, all of whom are Medicaid and Medicare consumers. “The majority of my coworkers are doctors and nurses. When they encounter behavioral issues in a Medicaid or Medicare member, or a substance abuse problem, they alert me and then I get involved and offer the help that I can give. I collaborate with the member’s primary care physician, specialists, medical case manager, mental health professionals, and other service providers to coordinate care.”

Jennifer came to the School of Social Work after earning a BA in women’s studies from the University of Michigan in 2000. She considered graduate work in psychology to prepare for mental health work, but an advisor pointed out that a master’s degree in social work would be far more flexible.

It turned out to be a wonderful experience. “It was a tight community, with wonderful professors,” she remembers. “**Leslie Hollingsworth** was particularly inspiring to me. If I model my practice on anyone, it’s Leslie.” Lecturer **Dan Fischer** also motivated Jennifer. “I learned so much from his course on children and youth—through his class, I honed my clinical skills for working with this population.”

Managed care notwithstanding, Jennifer (whose SSW coursework focused on interpersonal practice with children, youth, and families) remains involved with the discipline of infant mental health. As a member of the Michigan Association for Infant Mental Health, she stays current with research and best practices. “This period of a child’s life is so important—particularly regarding attachment and social-emotional health; it is impossible to overemphasize how important it is for future development.”

And she spends a lot of time in Detroit. “It’s a great city! I grew up in northwest Detroit, and have fond memories of my childhood there. It was a tight knit community, and we knew all our neighbors and looked out for each other.” **M**

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



LJM Photo Services, Scott C. Soderberg

# Class Notes

## 1950s

**IKUKO (KODERA) MORINO, MSW '56**, worked in the hospital setting as a social worker until 1988, after which she taught a course on social casework at Osaka City University in Japan. After retiring three years ago, Ikuko began to compile her mother's life history in order to write a book about her. Her grandmother, Etsu Inagaki Sugimoto, was an author and lecturer at Columbia University.

**LEN (LEONARD) PARMET, MSW '58**, was awarded the Leta Glancy/Cecil Lockhar-Smith award for his forty years for dedication to the West Yavapai Guidance Clinic in Prescott, Arizona. Len joined the WYGC board of directors in 1968 and began to build the foundation of a mental health clinic that has come to serve 900 adults and 300 children and has a \$28 million yearly budget. Len was employed at the Prescott, Arizona, VA Hospital from 1967 to 2000. Prior to his work in Arizona, Len worked at the Ann Arbor VA Hospital. Len also served in the U.S. Navy from 1951 to 1953.

## 1970s

**PRISCILLA W. WHITE, MSW '71**, turned 90 years old on May 5, 2009. Approximately 100 of her family members and friends celebrated her birthday in Southfield, Michigan. Priscilla has received the Trailblazer and other awards for her commitment and the work she has done through the years. She wrote a book entitled *What Shall We Tell the Children?* Priscilla was employed by the City of Detroit and the State of Michigan before her retirement. She is still active in Sigma Gamma Rho sorority, the NAACP, the Optimist Club, the Tuskegee Airmen's Wives Auxiliary, and the Ebenezer African Methodist Episcopal Church.

**STEPHEN R. KAHOE, MSW '75**, is a professor/instructional coordinator for the El Paso Community College Social Work Program. Stephen is also a part-time assistant professor for the New Mexico State University School of Social Work graduate program, as well as a part-time child and family therapist for the El Paso Mental Health Mental Retardation Services in the Children and Adolescent Mental Health Program.

**HARRY HUNTER, JR., MSW '77**, was included in the third edition of *Who's Who in Black Detroit*. Harry assumed leadership of the State of Michigan Employee Service Program (ESP) in 1999. He arrived at ESP from Harbor Oaks Hospital in New Baltimore, Michigan, a 64-bed acute care psychiatric hospital, where he served as the administrator. Harry is a certified peer reviewer for the EAP Accreditation Program with the Council on Accreditation in New York, New York.

**ROSE M. BRANCONE, MSW '78**, is a fourth-year candidate for a PhD in psychoanalysis at the New Center for Psychoanalysis in Los Angeles. Rose has also opened a psychotherapy practice.

## 1980s

**MACARIO (MAC) GUTIERREZ, MSW '81**, retired from the State of Michigan Corrections Mental Health Program in 2003. He is currently living on the beautiful Higgins Lake in Michigan.

**LINDA E. NIEMIEC, MSW '81**, has been the vice president of development at Crusader Community Health Foundation, a community health center in Rockford, Illinois, since 1989.

**DARLENE GOATLEY, MSW '82**, has enjoyed a career in health care at hospitals in Portland, Oregon, and more recently in Maryland. Darlene is currently a psychiatric social worker and the bereavement coordinator for Baltimore Washington Medical Center. She enjoys traveling, yoga, walking, and having fun with her son, Drew, who is now age thirteen.

**DIANE YANKE WEBSTER, MSW '82**, is proud to be a social work grad from the University of Michigan. She believes that the social work profession is the finest around and hopes that her daughter will soon be attending the University of Michigan as well.

**PATRICIA HOWE, MSW '85**, is vice president of Hope Network and executive director of its Behavioral Health Services division. Hope Network is a state-wide human services organization providing consumers with services for behavioral health, developmental disabilities, vocation, transportation, and brain injury and stroke rehabilitation. Patricia previously practiced social work in health care settings, substance abuse, private practice, and higher education. She served on the board of the Michigan division of the American Association of Marriage and Family Therapy (AAMFT). Patricia and her husband have two grown sons (one attending U-M) and recently celebrated their twenty-fifth wedding anniversary.

**DONALD MCAVINCHAY, MSW '86**, works within the New Mexico Department of Health as director of Healthy Families First/Primeros Pasos (HFF/PP). This is a home visitation program that serves young parents and their prenatal and infant to toddler children by providing mentoring, logistical support, child development education, parental relationship coaching, and more. In existence for seventeen years, HFF/PP is lauded as one of the top three home visiting programs in the state. In addition, Don has begun giving portrayals of Mahatma Gandhi around New Mexico at churches,



Harry Hunter, Jr.



Donald McAvinchey



Sharon A. Wysocki

schools, peace rallies, and the like. He has also been invited to give these portrayals in India.

**SHARON A. WYSOCKI, MSW '89**, a volunteer to the hospice patients in Safford, Arizona, was recently named a Pride of Safford Award recipient. Sharon saw a need to help patients recover their appetites, so she started the Hospice Cowgirl Comfort Food Project. She delivers her homemade baked goods and offers horseback rides to the patients.



Terrence Daryl Shulman

## 1990s

**M. HANNELE WAISSI, MSW '90**, worked in the mental health and aging field in Ann Arbor, Michigan, until 2007, when she relocated to Phoenix, Arizona. Hannele worked as an eldercare advisor in Maricopa County and recently became director of Community Living Resources at the Foundation for Senior Living. Hannele leads assisted living training programs, as well as monitoring and investigations on assisted living facilities and care provision for elderly populations throughout Arizona.



Shannon R. Lane

**SALLY A. SCHMALL, MSW '94**, SSW adjunct lecturer, has launched a private career coaching and consulting firm, Academy Coaching, specializing in career coaching and leadership development services for faculty and administrators in higher education and academic medicine. You can visit the firm's website at [www.academycoaching.com](http://www.academycoaching.com).



Lindsay K. Nickolls

**JANET L. FINN, PHD '95**, co-edited a recently published book entitled *Childhood, Youth, and Social Work in Transformation: Implications for Policy and Practice* (New York: Columbia University Press). Janet is professor of social work and MSW program director at the University of Montana. Her co-editors are Lynn Nybell and Jeffrey Shook.



William (Bill) D. Cabin

**TERRENCE DARYL SHULMAN, MSW '97**, is the founder and director of the Shulman Center for Compulsive Theft and Spending. He has written numerous books on shoplifting addiction, employee theft, and, most recently, compulsive shopping and spending. In 2008, Terrence presented at the Second International Conference on Compulsive Theft and Spending in Detroit and also at the NASW annual conference in Michigan in April 2009. *People* magazine quoted Terrence in their March 2009 issue, and the Shulman Center was credited in the film *Confessions of a Shopaholic*. He is currently working with the Canadian Broadcast Corporation on a documentary on theft in Canada.



John Paul Abenojar

**SHANNON R. LANE, MSW '99**, recently completed her PhD in social work at the University of Connecticut and is now an assistant professor at the Adelphi University School of Social Work in metropolitan New York. She co-authored a federally funded national study of survivors of domestic violence that was released in February 2009, and she was named Connecticut's Young Democrat of the Year for 2007–08.

**BIANKA M. VON KULAJTA, MSW '99**, was chosen by the Michigan Association of School Social Workers (MASSW) Region A for the award of School Social Worker of the Year. Bianka was selected based on her outstanding service to Redner Elementary School and her continued contributions to the advancement of the field of school social work. Bianka provides individual and group support to approximately 500 students in grades one through five.

## 2000s

**LINDSAY K. NICKOLLS, MSW '01**, has joined the family law practice of Nichols, Sacks, Slank, Sendelbach & Buiteweg, based in Ann Arbor and Brighton, Michigan. Nickolls will use her experience in mediation and litigation to represent clients in Washtenaw, Livingston, Oakland, and Wayne Counties.

**LYNN M. NYBELL, MSW '74, PHD '02**, co-edited a recently published book entitled *Childhood, Youth, and Social Work in Transformation: Implications for Policy and Practice* (New York: Columbia University Press). Lynn is professor of social work at Eastern Michigan University. Her co-editors are Janet Finn and Jeffrey Shook.

**LUKE J. BERGMANN, MSW '99, PHD '04**, recently published a book entitled *Getting Ghost*. Luke presented his book at the Shaman Drum Bookshop in Ann Arbor in February. The book was reviewed in the *Wall Street Journal*. You can read the review at <http://online.wsj.com/article/SB123353507059837719.html>.

**WILLIAM (BILL) D. CABIN, MSW '04**, and SSW Alumni Board of Governors member, presented two papers at the annual meeting for the Society for the Study of Social Problems in August, "Holistic Re-Entry: A Practice-Based, Mixed Method Evaluation of The Fortune Society Academy" and "Of Rebels, Conformists, and Innovators: Applying Merton's Adaptation Typology to Explore an Effective Alzheimer's Disease Home Care." Bill also participated in a paper presentation hosted by the Doctoral Student Association at NYU Silver School of Social Work. He recently received his PhD from City University of New York and accepted an assistant professor position at Richard Stockton College in New Jersey.

**JEFFREY J. SHOOK, MSW '99, PHD '04**, co-edited a recently published book entitled *Childhood, Youth, and Social Work in Transformation: Implications for Policy and Practice* (New York: Columbia University Press). Jeffrey is an assistant professor of social work and law at the University of Pittsburgh. His co-editors are Janet Finn and Lynn Nybell.

**JOHN PAUL ABENOJAR, MSW '05**, travelled to his home province in the Philippines in May to kick off the Napo Difference Initiative. He created fifteen scholarships for children to continue their high school education by providing them with money to buy school supplies and uniforms. He also distributed

rice, noodles, and laundry detergent to 300 families. John currently works as a social worker/discharge planner at the Virginian, a skilled rehab nursing facility in Fairfax, Virginia.

**LAURA M. (CRUMPTON) LOKERS, MSW '05**, gave birth to her first child on October 6, 2008. Abigail Caroline Lokers was born at 12:30 a.m. and weighed 7 pounds, 9 ounces.

**DAVID KENNEDY, MSW '06**, has managed and grown Kennedy Care, a home health agency in Ann Arbor and Raleigh, North Carolina, since graduating. The agency, which has about 200 employees and contractors, recently purchased a Medicare-certified home health agency in Livonia, immediately doubling its revenue. In addition to founding Kennedy Care, David launched an online business called TheCaringSpace ([www.thecaringspace.com](http://www.thecaringspace.com)). TheCaringSpace not only connects families with caregivers but also assists in providing knowledge and tools for families to manage private caregivers in the same manner as if a home care agency was being used. Recently, TheCaringSpace added a set of new tools on its website—an eldercare library and a community discussion page. David has a long list of plans and ideas to tailor the website to more effectively meet the needs of families who use the site and hire caregivers on a private basis.

**LOURDES GUTIERREZ NAJERA, MSW '98, PHD '07**, was recently awarded top prize for her dissertation entitled “Yalálag is no longer Yalálag: Circulating conflict and contesting community in a Zapotec transnational circuit” by the the American Association of Hispanics in Higher Education (AAHHE) and Educational Testing Service (ETS) Outstanding Dissertations Competition 2009. Lourdes received her PhD in social work and anthropology in May 2007. Her dissertation co-chairs were Robert M. Ortega (Social Work) and Stuart Kirsch (Anthropology). Lourdes is currently an assistant professor in anthropology and Latin American, Latino, and Caribbean studies at Dartmouth College.

**ISABELLA STACKL, MSW '07**, has been working as a foster care social worker at Latin American Youth Center (LAYC) in Washington, D.C., since graduating. LAYC’s foster care program provides Spanish-speaking foster homes to abused and neglected children.

**KIMBERLY CLUM, MSW '97, PHD '08**, was awarded a Distinguished Dissertation Award by the Michigan Society of Fellows.

**JOHANA AHMED TIMA, MSW '08**, works as a social worker with Turning Point for Women and Families, a community-based nonprofit organization in New York City. Turning Point addresses the needs of Muslim women and children through culturally and religiously sensitive services. Johana is responsible for providing crisis intervention and individual and group counseling to women and assisting with



Johana Ahmed Timas

## In Memoriam

Nathan G. Anton, MSW '48 May 23, 2009	Charles F. Lautner, Jr., MSW '90 January 15, 2009
Sr. Marie L. Beaudoin, MSW '72 February 16, 2009	Valerie Gale Lister, MSW '53 February 4, 2009
Janice K. Biederman, MSW '81 January 26, 2009	Katherine Pavelka Luke, PhD '09 September 12, 2009
Glenora Washington Brown, MSW '77 January 2, 2009	Bernard W. K. Ndambuki, MSW '81 August 28, 2006
Ollie P. Brown, MSW '71 December 12, 2008	Walter S. Paul, MSW '68 March 7, 2008
David A. DeVries, MSW '59 January 19, 2009	Ann Marie Pietruszka, MSW '83 September 26, 2007
Laura S. Falerios, MSW '76 January 31, 2009	James Edwin Porter, MSW '63 March 6, 2009
Rosemarie E. Fiedler, MSW '52 January 10, 2009	Susan Block Rupe, MSW '80 December 19, 2008
John P. Flynn, MSW '60 October 10, 2008	Victor L. Schneider, MSW '62, PhD '69 December 21, 2008
Lois G. Hopkins, MSW '51 July 8, 2008	Josephine M. Seegel, MSW '51 March 16, 2007
Joanne Irene Hunneshagen, MSW '68 September 3, 2008	Shannon Jude Shipston, MSW '77 January 20, 2009
George R. Hutchinson, MSW '68 December 22, 2008	Shirley J. Stretchbery, MSW '73 January 10, 2009
	Mary Cville Wesselkamper, MSW '73 January 3, 2009

public assistance, legal and immigration referrals, advocacy, community outreach, and education.

**MESHON S. WATKINS, MSW '08**, is the new membership coordinator for ACLU–North Carolina. She will work to strengthen existing ACLU chapters, build new ACLU chapters in North Carolina, and conduct membership recruitment and retention activities throughout the state.

**NATALIE A. ZAPPELLA, MSW '08**, was hired by the Community Foundation for Southeast Michigan in January. Natalie supports programming and grant-making activities of the Community Foundation and explores the foundation’s role in supporting older adults and livable communities in southeast Michigan. Natalie graduated as a McGregor Geriatric Fellow from the U-M SSW.



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