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Continuing Education

Winter 2013

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Front cover: Students work together during Community Service Day, 2012.
Photo by Kevin R. Thomas
From the Dean

Our faculty and students continue to exemplify achievements in the research, teaching, and practice underlying social work. Recently, four members of our social work community received national recognition for their contributions to our profession. Their work continues to advance our educational mission and the practice of social work.

Professor Emeritus Charles Garvin was awarded the 2012 Council on Social Work Education Lifetime Achievement Award at the Council’s Annual Program Meeting this November in Washington, D.C. Charles has dedicated his career to the development of effective approaches to social change, and he is known internationally for his innovative approaches to group work. His teaching and research on multicultural and community organization practices embody the core values of social work, which he has demonstrated to the hundreds of students he educated throughout the years.

Kerri Nicoll, a doctoral candidate in social work and political science, will receive the 2013 Society for Social Work and Research Doctoral Fellows Award at the annual meeting in January. Her studies and research shed light on how vulnerable and low-income families use public safety net programs, and implications for new approaches for supporting families in poverty.

Assistant Professor Luke Shafer will receive the 2013 Deborah K. Padgett Early Career Achievement Award at the Society for Social Work and Research annual meeting. This award recognizes faculty members in the early years of their careers who are already influencing our profession through the scope of their research. His research focuses on the conditions experienced by low-wage workers, as well as the effectiveness of the health care services and other public programs that serve this population. He has won awards in labor economics and public policy and his findings have been published and cited in numerous public media outlets, as well as in scholarly journals.

Assistant Professor Michael Woodford received the Sexual Orientation and Gender Expression Scholarship Award at the recent Council on Social Work Education’s conference. His research addresses the health, well-being, and social inclusion of lesbian, gay, bisexual, and transgender (LGBT) individuals. Most recently he has studied the relationship between discrimination and health outcomes among LGBT college students. He explores the effects of experiencing and witnessing discrimination.

The research of our award winners, the work of the junior faculty described in this issue of Ongoing, and the continuing research of our social work community is focused on the improvement of practice for the benefit of the clients with whom we work—children, the unemployed, those struggling with mental and physical health challenges, and those in poverty.

Laura Lein, Dean
Katherine Reebel Collegiate Professor of Social Work
Professor of Anthropology
David Cordova joins the SSW faculty from his post-doctoral work at the University of Miami (Florida) where he worked with adolescents and their families to prevent and reduce HIV risk behaviors, including substance abuse and unprotected sex.

“I’m particularly interested in prevention within the context of the family,” Cordova said. “Improving family function has been shown to have an impact on adolescent behavior. But not all interventions affect everyone in the same way.”

Cordova focused on the question, for whom are interventions efficacious for and for whom not, examining moderators of a family-based preventive intervention. Working toward a better understanding of who benefits most from participating in prevention programs can aid in developing optimally effective preventive interventions.

According to Cordova, the intervention involves a lot of role-playing where parents are able to take what they learn and apply it to their family context. Eight of the sessions are targeted to parents and four involve the entire family. Family functioning is the mediator, or pathway, through which change in adolescent behavior occurs.

“The emphasis on, and improvement with, family functioning is hypothesized to make changes in adolescent behavior and consequently make good choices.”

Cordova is looking forward to building on the CDC grant by building a technology-based preventive intervention. He is interested in using community-based participatory research, as well as both qualitative and longitudinal methodologies, to work toward narrowing and ultimately eliminating health inequities in adolescent populations. He’s particularly interested in building relationships in Southwest Detroit as he continues his research.

Cordova received his PhD from Michigan State University and graduated as a Substance Abuse and Mental Health Services Administration Minority Fellow.

His research focuses on Latino health inequities, particularly as it relates to the prevention of substance use and HIV in adolescents. Most recently, Cordova received an early career development award from the Centers for Disease Control and Prevention to develop and test the efficacy of a family-based, drug abuse and HIV preventive intervention to be delivered via the Internet.

We welcome the Cordova family as they transition to their new home in Ann Arbor!
Assistant Professor of Social Work
Shawna Lee develops tech-savvy parenting app

Shawna J. Lee brings great breadth and depth to the University of Michigan, as an assistant professor at UM SSW, a faculty affiliate at the Institute for Social Research, Research Center for Group Dynamics, and a member of the Center for the Analysis of Pathways from Childhood to Adulthood (CAPCA). Lee teaches courses on research methods, program evaluation, and social policy.

She joins the UM SSW faculty from Wayne State University where, for the past five years, her primary research interest focused on the examination of parenting factors associated with fathers and how fathers’ parenting behaviors influence risk for children.

Lee is currently principal investigator of a pilot study to examine innovative ways to deliver parent education and training to fathers in community-based settings, including the U.S. Air Force. This project builds on expertise in tailored messaging and is being developed in conjunction with the University of Michigan Center for Health Communications Research.

This pilot project will design an interactive smartphone app called Mobile Dad which uses photos and video to record a child’s development, integrated with push notifications that provide tailored parent education. Mobile Dad will be field tested with fathers who are in the United States Air Force, with the goal of enhancing father engagement in the early years.

“Moms most often gain accessibility to parenting information from pediatricians and parenting books,” explained Lee, “but dads rely on more informal sources. This project focuses on how dads want to receive information, and our initial research indicates that this delivery system will use mobile technology.”

Earlier in the year, Lee and her research team met with a cohort of dads at an Air Force base in the South, and talked with them about parenting.

“These families deal with deployment issues and dads need accessibility to parenting information outside work hours and in nontraditional settings. Using evidence-based information, we are developing an app for dads that will deliver brief messages, and work toward helping dads stay engaged as well as normalizing common parenting challenges.”

The men in the focus groups ranged from 23 to 49 years old. All of them had children, and most had at least one child under age 5.

An additional research focus is best practices to train effective child welfare caseworkers. Lee is currently the primary author of a paper to inform improved child welfare training. Her research examined caseworkers’ perspectives on how to better conduct investigations for child maltreatment. She also shadowed Children’s Protective Services staff in Detroit to better understand their investigatory practices.

Lee completed a joint doctoral degree in social work and psychology at the University of Michigan in 2005, and was a post-doctoral research scholar at Columbia University.
Assistant Professor Desmond Patton

Desmond Patton studies youth straddling two worlds

Assistant Professor Desmond Patton joins the UM SSW faculty as a recent graduate of the University of Chicago. He isn’t a newcomer to Ann Arbor; he earned his MSW from UM in 2006 and was an Olivia P. Maynard Fellow.

“Coming back as an alum is surreal,” Desmond beamed. “My office is right next to one of my favorite profs…this is where it all started for me…it’s my academic home.”

Patton’s research is broadly focused on urban African-American male development and identity. He is specifically interested in the mechanisms and processes underlying how African-American adolescent males respond to community violence exposure and its impact on masculinity, friendship, and schooling.

“I observed students’ behavior in their classrooms and the primary factor related to how they got to school…how they navigated the gangs in their area,” Patton explained. “There is a lot of mental mapping of space, time, and people going on for these young men…they knew exactly where to go and when to go there.”

His work takes into account how relationships between social networks, neighborhood conditions, and social support impact how African-American males navigate violent neighborhoods and value school.

“What’s clear is that these young men have amazing soft skills. The students I worked with look like the gang members on the corner but they don’t act like them. They have to be bi-cultural.”

Patton explained the survival strategy for the young men he studied in North Lawndale, a primarily African-American neighborhood on the west side of Chicago.

“To be protected, these kids couldn’t avoid the gang members because they needed to be known as someone who could be trusted, and they could never act like they were better than anyone else. They really straddled two worlds.”

As a qualitative researcher, Patton has an interest in narrative and case study based approaches to unpacking the lived experiences of urban African-American males. He will continue his research in Flint and metropolitan Detroit, as he focuses on family and the school environment of his cohort. He also will teach community organizing methods during the current academic year.

“To be protected, these kids couldn’t avoid the gang members because they needed to be known as someone who could be trusted, and they could never act like they were better than anyone else. They really straddled two worlds.”
Sue Ann Savas, MSW ’88, had plans to go to law school, but soon after earning her BA in economics, she began working at an orphanage in New York City, and Savas knew she was on to something really special.

“I had always worked with children and families through coaching and summer camps, but I soon realized I could only help them in so many ways…and then I’d hit a wall,” she said.

Savas had a change of plans when she realized she could help families more therapeutically with an MSW and a minor in community organizing.

While working on her MSW, a professor invited her to work on an evaluation project.

“He said I was a natural,” she smiled. “That project was the beginning of great things ahead for me.”

While working on the project she attended a conference in England where she met other UM evaluators, who were looking for an assistant. Soon after the conference, Savas was hired by Boysville of Michigan, a nonprofit correctional facility, where she ran the evaluation unit for the next 12 years. Savas had landed that job with six months to go to complete her MSW!

During that first decade of her MSW career, Savas was invited by UM SSW Dean Paula Allen Mears to teach program evaluation. It wasn’t long before student interest grew in evaluation, and her teaching load doubled.

“It was time for a career change, so I left Boysville to focus on teaching at UM and began a community-based evaluation consulting firm,” Savas said.

It wasn’t long before UM SSW Dean Laura Lein invited Savas to create a program evaluation-training unit at the School. The Curtis Center Program Evaluation Group was established in response to the national demand for high-quality program evaluation.

Not only is the training program innovative, but her clinical faculty position was something new when she joined the SSW in the spring. Typically, clinical faculty positions involve training in an aspect of social work practice, but the new position in program evaluation takes on a new direction in practice work.

“This is a legacy job…I provide professional training to create the next cadre of students who will evaluate projects and determine their sustainability…it’s my way of giving back.”

With the support of faculty supervisors, masters-level students join community-based project teams to plan and conduct program evaluations with agencies throughout the country. Currently there are 23 students working on 15 sponsored projects to allow for sustainability for funded projects.

And the program continues to grow. Savas also created a bridging semester, which allows students to continue evaluation work as a post-MSW fellowship to increase confidence in their abilities and to identify where additional exposure may be needed.

What’s next, Savas was asked.

“I’d love to create more post-MSW fellowships with a one-year appointment,” she answered. “Evaluators are critical to the implementation of any program. Evaluation is a necessity for a program to succeed and move forward, and it’s an absolute requirement for outcome and fiscal accountability.”

Written by Sue Ann Savas
Kristin Seefeldt’s interest in poverty began with an internship at the Urban Institute, and by the time she graduated from Georgetown University, she had a full-time job working on projects related to low-income families. “During my first couple of months at Urban, I was doing interviews with welfare case managers, and overheard a low-income woman talking about her choices regarding where to live, since she’d lost her housing…none of the options looked good. I wanted to contribute to helping find better options.”

And there’s no stopping Seefeldt in her quest to find solutions. Seefeldt joined the UM SSW faculty during the fall of 2012. She joins us from Indiana University School of Public and Environmental Affairs. Previously, Seefeldt was an assistant research scientist at the Gerald R. Ford School of Public Policy and the assistant director of the National Poverty Center, both at the University of Michigan. She earned her PhD from the UM in Sociology and Public Policy in 2010.


“There was an expectation that after welfare reform, low-income women would move into better jobs, but unfortunately that didn’t happen,” she explained.

According to Seefeldt’s study, rather than take promotions or move on to a new job, women who were on welfare often settle on a job that fits with their family needs. This often means remaining in low-paying jobs, since different career paths could lead to uncertainty about schedules. Seefeldt sought to understand the women’s decision making and their experiences with the welfare-to-work transition.

“This understanding is essential to developing policies to support these workers and help them move out of low-paying jobs.”

All of the women interviewed agreed that the pay rate was an important factor in determining the quality of a job, but according to Seefeldt, affordable and reliable childcare is a huge determining factor for the success of these women.

“We need better childcare options,” Seefeldt said. “If our country believes it’s important to invest in children, then we should pay more tax dollars to support these efforts.”

Nearly half of the women interviewed believed that their single largest challenge to advancing in the work place is their insufficient education.

“I’d like to see increased financial aid for the education of women, so that more low-wage workers can get the skills needed for higher-paying jobs.”

Seefeldt continues to search for answers as she conducts further research with low- to moderate-income women and what they do to manage their financial lives. A new book is on the horizon for Seefeldt, and UM SSW welcomes her, and applauds her research and dedication to poverty issues.
“With the scholarship, money will not get in the way of my pursuing what I truly want out of life.”

Catherine Clement, MSW ’12

To make your pledge, please use the remittance envelope included in this issue or visit ssw.umich.edu/millionMatch.
As generations of new students come to the University of Michigan School of Social Work, they will benefit from the work to which Kristine Siefert has dedicated her life. But Siefert’s touch only begins with students, and continues with colleagues and extends to the thousands who have been affected through her combined efforts in social work and public health.

Siefert received her MSW in 1975 from the University of Michigan and following graduation, she practiced as a social worker in a large community hospital. Many of the health problems she witnessed were preventable.

“I was shocked by the health disparities I observed, particularly among African Americans and the poor,” Siefert said.

Her interest in health disparities led her to pursue a masters in public health in maternal and child health from the University of Minnesota, in addition to a PhD in social work, which she completed in 1980. She joined the UM SSW faculty in 1979 as an assistant professor and was promoted to professor in 1994.

“It’s been incredibly rewarding to work with people who are so committed to making a difference in society,” she said.

After Siefert completed her dissertation, her research focused on identifying modifiable social, behavioral, and environmental determinants of health and mental health and eliminating racial/ethnic health disparities. She said, “I was always looking for causes of health problems that could actually be changed. Practical causes…like food insecurity.”

An early highlight of her research career was her collaboration with the Department of Health and a Human Services Region V. Office of Maternal and Child Health social work consultant Louise Doss Martin. Inspired by Julia Lathrop and the social workers of the Children’s Bureau, Martin and Siefert worked on a series of studies focused on the causes of excess mortality and morbidity among black mothers and infants.

“The black maternal mortality rates in Chicago and Detroit were shocking,” Siefert said. “They were four times the national rate for white women, and the deaths were due to largely preventable causes.”

The studies were completed during the mid 80s, and the evidence was presented to scientific conferences, which brought extensive national attention to the issue. Following the study, Siefert was invited to give testi-
Siefert noted that her studies with Martin generated so much attention, she even received hate mail.

“The hate mail was really striking, and that opened my eyes to the racism in our country,” Siefert said. “After that, I became even more committed to eliminating racial and ethnic disparities…and unfair treatment around race and gender.

“Black maternal and infant mortality rates are still appalling” Siefert said, “especially when you think about how wealthy we are as a country.”

When asked about the highlight of her career, she is quick to talk about her students. She mentored numerous masters, doctoral, and post-doctoral students in social work and other disciplines, as well as junior faculty at Michigan and other universities.

“Working with students has been the highlight of my career…they’ve been wonderful…the masters students are committed and have so much energy,” Siefert said. “I learn a lot from them…they’re a remarkable group. I’ve also worked with many doctoral students and one of the many things that is impressive is the interdisciplinary aspect of their work…applying theory to solve real-world problems.”

Siefert served as the School’s assistant dean for research and associate dean for faculty and academic affairs; she also co-founded Michigan’s dual MSW/MPH program, and was a faculty associate of many interdisciplinary research and training programs and centers throughout the University. Her research was supported by numerous federal agencies and foundations. She has published prolifically and has served in an editorial capacity, or as a reviewer, for more than 25 scientific and professional journals.

In 2001, she received the University-wide Harold R. Johnson Diversity Service Award, and in 2007, she was named the Edith S. Gomberg Collegiate Professor of Social Work.

“We’re unusually interdisciplinary here at the University of Michigan,” Siefert said. “I’ve worked with colleagues from many disciplines ranging from the social sciences to public health and medicine, even molecular biologists.”

During her many collaborations throughout her career, she was surprised to learn how differently disciplines view the same health problem.

“For example, some of the researchers I worked with viewed the racial/ethnic disparity in infant mortality as mostly genetic in origin, while others,” Siefert said, “myself included, see it as socially determined.”

She went on to say that she was also surprised how the language of each discipline differs and admits that communication can sometimes be challenging.

As Siefert reflects on what a successful retirement looks like, she smiles and says she’s looking forward to it.

“I loved my work, I really enjoyed it, and I can’t think of having a better career.”

She looks forward to doing some of the things she hasn’t had a chance to do, such as reading entire books, not just book reviews, and volunteering, perhaps with the Humane Society or hospice. She’d like to continue with some teaching and assuredly says she won’t have any problem keeping busy.
Ongoing development and enhancement in curriculum is one of the many reasons the School of Social Work is ranked number one in the country. In fact, integrative learning opportunities have been a focal point of the MSW program since 2001, and in electronic portfolio development since 2004. These efforts are the result of a large team of educators who believe integrative learning is important to the work of educating social workers to be leaders, innovators, and social change agents.

Integrative learning is the process of making meaningful connections across disparate contexts. At SSW, students are encouraged to integrate the knowledge developed in coursework, field work, and beyond in order to fully articulate their skills, values, and goals for future professional practice. The results are nothing less than inspiring and very impressive.

This current initiative has been made possible by the University of Michigan through a grant from the Gilbert Whitaker Fund for the Improvement of Teaching. The Whitaker grant initiative supported the development of five modules for online coursework related to integrative learning and e-portfolio development. This allowed for the delivery of the course material using a flipped-classroom approach.

“In the flipped-classroom approach, the students complete the online modules before they come to class,” explains Associate Professor Mary Ruffolo. “In class they engage in integrative learning through small-group exercises or partnering with peers to share their materials.”

During the five-module process, the students learn to recognize and articulate the knowledge and skills developed in key learning experiences across contexts, examine the underlying beliefs and motivations in their collection of experiences, and develop future goals and action plans in alignment with their value system.
“This process is the key to becoming a lifelong, active learner, professional social worker, and social change agent,” explains Urmila Venkatesh, curriculum coordinator. “When you learn how to critically analyze the work you do in multiple situations, you can recognize the skills you use, the principles that matter to you, the environments in which you tend to flourish, and the moments when you feel most engaged and don’t even feel like you’re doing work.”

The five modules include:
1. Overview of the portfolio process
2. Developing a professional philosophy
3. Developing key learning experiences
4. Developing a professional vision.
5. Assembling the portfolio and using it for a job search.

“What’s exciting about this process is that the students come so ready to be in the classroom and engage,” Ruffolo said. “In the past, I’d have to present the material in class, and the students were much more passive learners. With this new approach to curriculum, the students take charge of what they’re learning.”

The portfolio process, which is currently not mandatory, allows students to conceptualize a guiding vision for their work as social workers.

“This e-portfolio class made reflection a component of my homework,” explained Meghan Gallagher, MSW ’12, “which ensured that I made time for it during my busy week. The outcomes, however, lasted long into my job search, as well as into my career. I learned the values and skills that I have to offer, making job interviewing a breeze.”

“The e-portfolio class was definitely one of my favorites,” said Jazmin Jones, MSW ’12. “I really appreciated learning practical and tangible skills. The course challenged me to creatively and concisely market my skills and experiences, which came in handy during my job search. I definitely recommend this class!”

SSW plans to infuse integrative learning activities that support portfolio development into the foundation courses and scholars’ programs in 2013. The students will be piloting the e-portfolios in all of the field seminars for winter term, and when they’ve completed their term, they will pull it all together with their final project, the Capstone Seminar.

“The School has been experimenting with and piloting the use of e-portfolios for many years now,” said Associate Dean Michael Spencer, “but moving this initiative to scale has been tricky and elusive. As we have come to value integrative learning, received positive feedback from students, and learned more about the best available technologies and pedagogical approaches, we have become more confident in our ability to bring e-portfolios to all our students. I’m very excited for our School and hope that students will engage in a deeper learning experience.”
Collisions typically produce damage to at least one of the parties involved. Panelists at this year’s Fauri Memorial Symposium held at the School of Social Work on September 28, 2012 addressed the damage created by the collision between the policies of the Immigration Control and Enforcement (ICE) and the needs of children in families headed by undocumented parents.

Panelists at the day-long conference discussed the national, state, and local implications of ICE enforcement activities that result in the investigation, detention, and deportation of parents and their separation from children who are often United States citizens.

A morning panel focused on national level issues. Keynote speaker Guillermina Jasso, Silver Professor of Sociology at New York University and an alumna of the Joint Doctoral Program in Social Work and Social Science, noted that the complex and stressful process of obtaining visas and permanent residence status often divides families. In many cases, she said, the process forces some children to remain in their native countries while other family members are able to enter the US. Existing policy not only produces patterns of inequality among families, she argued, but creates inequality within family units.

David Thronson, JD, Professor at Michigan State University Law School and founder of the University’s Immigration Clinic, pointed out that immigration policy connects to family policy since up to 75 percent of immigration cases involve families with children. This involvement can take a number of forms. Nine million people live with at least one person who is undocumented; 5.5 million children have an undocumented parent; and 3.8 million undocumented parents have at least one child who is a US citizen. He noted that once families become involved in the immigration enforcement system, the needs of children typically receive little or no consideration.

Alan Dettlaff, MSW, PhD, Associate Professor at the University of Illinois School of Social Work, indicated that immigration enforcement efforts divide children who are US citizens from their undocumented parents. As ICE enforcement efforts increase, more families are affected. He cited DHHS estimates that between 1998 and 2007, 108,000 parents of US citizen children were deported, but 46,486 parents were deported during the first 6 months of 2011. ICE policy does not provide for the needs of children in these families, and this may account for the estimated 5,100 children who are in foster care as a result of parental deportation. Parents who are detained or in the process of deportation are often unable to participate fully in family court proceedings that determine placement for their children, since they may not have access to interpreters and immigration attorneys. He argued that children’s interests would be better served by collaboration between child welfare agencies and courts.

A second panel addressed the state level effects of ICE policies on families and children. Martha Gonzalez-Cortez, Executive Director of the Hispanic Center of Western Michigan, noted that the situation of undocumented immigrants and that of immigrants going through the process of obtaining visas had become more difficult since the passage of PWRORA, since undocumented families had lost access to the basic social safety net. She also noted that there is an absence of policies to protect the children of undocumented immigrants who become involved in the
in 2008, following an ICE raid in which members of 20 families were deported, leaving these families torn apart. She indicated that Ann Arbor’s proximity to the border increases ICE activity here, noting that since its founding the Coalition has responded to 405 calls for assistance, one-third of which involved the separation of US-born children from their parents. She gave two examples of situations in which DHS policies had resulted in the permanent separation of US-born children and deported parents.

Lourdes, an undocumented mother with US-born children who is currently under a deportation order, then discussed her experiences with the process. The Coalition on Immigrant Rights assisted her in resolving her initial detention and in securing legal representation, but she is uncertain about her future. She noted that her children—one of whom has special needs—have required therapy.

In the final session, participants discussed possible solutions. Jasso indicated that advocates need to become informed about immigration law, and that stakeholders need to form coalitions based on common ground, indicating that collaborative local programs such as that in Boston can serve as models. Innovation, she argued, is key to progress. Thronson also highlighted the need for advocates to become informed about the law and about the legal options available to families involved with ICE. Dettlaff also suggested that Michigan should look to states like California, which has developed programs that address the interests of families involved in the immigration process. Finally, he noted that advocates should question the conventional wisdom that the children of deported parents are always better off in the United States.

Nadia Tonova, the Director of the National Network of Arab-American Communities, noted that immigration issues that affect children are not confined to the Latino community. She noted that even for legal immigrants, there is a five-year waiting period in Michigan for access to health care benefits, including S-CHIP for children. Although four states allow undocumented children to access medical benefits, Michigan is not among them. She noted, however, that Michigan makes prenatal care available to all.

Ben Cabanaw of the Michigan Department of Human Services discussed the growing population of immigrants who are unaccompanied minors. Children can be placed in this category because they arrive as refugees or asylees, because they arrive as part of family units that later break up, or because they arrive alone and have a dependency order through the courts. About 59 percent of unaccompanied minors arrive as refugees; Cabanaw said that their previous experience in refugee camps and other difficult situations makes it unlikely that they will be adopted, and can create difficulties when they are placed in foster care. He noted, however, that unaccompanied minors served through DHS programs have relatively good outcomes: at discharge, 90 percent had stable housing and 52 percent were working at least part time.

A third panel of speakers addressed the local implications of ICE policy. Laura Saunders, ACSW, Lecturer III, University of Michigan School of Social Work, spoke on behalf of the Washtenaw County Coalition on Immigrant Rights. This organization was started in 2008, following an ICE raid in which members of 20 families were deported, leaving these families torn apart. She noted that Ann Arbor’s proximity to the border increases ICE activity here, noting that since its founding the Coalition has responded to 405 calls for assistance, one-third of which involved the separation of US-born children from their parents. She gave two examples of situations in which DHS policies had resulted in the permanent separation of US-born children and deported parents.

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Written by Amanda Rowe Tillotson MA, MSW. She is a PhD candidate at UM SSW and is enrolled in the joint doctoral program in social work and political science.

Michigan child welfare system. Therefore, when parents are deported or detained, they may have their rights terminated, and the children may be placed for adoption. She suggested that Michigan should emulate states like California and Florida, which have policies in place to meet the needs of children in these situations.

Nadia Tonova, the Director of the National Network of Arab-American Communities, noted that immigration issues that affect children are not confined to the Latino community. She noted that even for legal immigrants, there is a five-year waiting period in Michigan for access to health care benefits, including S-CHIP for children. Although four states allow undocumented children to access medical benefits, Michigan is not among them. She noted, however, that Michigan makes prenatal care available to all.

Ben Cabanaw of the Michigan Department of Human Services discussed the growing population of immigrants who are unaccompanied minors. Children can be placed in this category because they arrive as refugees or asylees, because they arrive as part of family units that later break up, or because they arrive alone and have a dependency order through the courts. About 59 percent of unaccompanied minors arrive as refugees; Cabanaw said that their previous experience in refugee camps and other difficult situations makes it unlikely that they will be adopted, and can create difficulties when they are placed in foster care. He noted, however, that unaccompanied minors served through DHS programs have relatively good outcomes: at discharge, 90 percent had stable housing and 52 percent were working at least part time.

A third panel of speakers addressed the local implications of ICE policy. Laura Saunders, ACSW, Lecturer III, University of Michigan School of Social Work, spoke on behalf of the Washtenaw County Coalition on Immigrant Rights. This organization was started in 2008, following an ICE raid in which members of 20 families were deported, leaving these families torn apart. She indicated that Ann Arbor’s proximity to the border increases ICE activity here, noting that since its founding the Coalition has responded to 405 calls for assistance, one-third of which involved the separation of US-born children from their parents. She gave two examples of situations in which DHS policies had resulted in the permanent separation of US-born children and deported parents.
“I see it as an opportunity to work hand in hand with strangers at the beginning of the day and go home laughing and working together as friends, colleagues, and supports to one another.”

—Veronica Groom, current MSW student, site leader for the Guidance Center.
August 28, 2012 marked the sixth year the School of Social Work welcomed incoming MSW students with a day of community service. More than 160 students participated at sites in Ann Arbor, Detroit, and Ypsilanti.

Community Service Day provides an opportunity for current MSW students to take a leadership role working as site leaders. It also gives incoming students a chance to get to know one another before the busy school year begins, and to visit the communities and agencies that sponsor student field placements.

Incoming MSW student Brian Murphy, who volunteered at People’s Community Services in Detroit, commented “How do I compare a social problem to weed whacking? It began with the weed whacker itself, but then the weeds become vines. Some vines were longer and required more tools. With teamwork, innovation, and tools, some problems can be resolved. They just require a little extra work.”

Community Service Day agencies included:
• SOS Community Services
• UMHS Child Care Center
• Bryant Community Center
• The Hannan Foundation
• People’s Community Services
• Guidance Center
• Greening of Detroit
• Southwest Solutions
• Tour of Detroit with Gleaner’s Community Food Bank

Each year, one of the favorite activities available for students to participate in is the tour of Detroit led by Professor Larry Gant. This year, students had a unique opportunity to visit the new Settlement House in southwest Detroit, where they had lunch and did service work. The purpose of the house is to create a space for campus-community collaboration.

Written by Megan Sims-Fujita, an MSW student and a graduate student staff assistant in the Office of Student Services.
“For a lot of social work fields, results are usually intangible. And this is why the favorite part of my day was just looking back on the ‘fruits of our labor’ and knowing that we accomplished something for the community center that day.”

—Jane Lim, Incoming MSW student

“I am thankful to have had this opportunity to utilize my skills to be a part of a greater initiative to raise awareness about homelessness in Detroit.”

—Jillian Albert, Incoming MSW student
“I enjoyed helping the community, getting to know fellow classmates and putting my dedication to servicing others into action.”

—Incoming MSW student Catherine Brenen works with a resident at the Hannan Foundation’s Village of Oakman Manor

“I saw a group of strangers board the buses that morning, but I saw a community return to the School of Social Work that afternoon.”

—Megan Sims-Fujita, MSW student, Community Service Day Coordinator

“Seeing the enthusiasm on students’ faces.”

—On his favorite part of Community Service Day, Mike McDermott, Administrative Assistant, Office of Student Services
HAPPENINGS

Homecoming Weekend, 2012

Alumni gathered for food, fun, and friends during the annual homecoming tailgate at McGregor Commons.
“Scholarships give talented students like me opportunities to attend ranked and respected programs that would otherwise not be obtainable. It builds confidence and creates a future that is promising.”

Kayla Mason, MSW ’12

To make your pledge, please use the remittance envelope included in this issue or visit ssw.umich.edu/millionMatch.
Letha Chadiha was promoted to full professor by the Board of Regents.

Letha Chadiha, Robert Joseph Taylor, and James Jackson received an award from the National Institute on Aging for their work with Michigan Center for Urban African American Aging Research to generate knowledge that will reduce health disparities and improve health.

Jorge Delva was the international guest speaker for a seminar on the development of a framework to evaluate the effectiveness of social and human services programs in Chile.

Jorge Delva, along with Brian Perron, Sue Ann Savas, and the Curtis Center Evaluation Group were awarded $185,722 for a comprehensive needs assessment of substance abuse prevention and treatment services provided by the City of Detroit.

Guillermo Sanhueza and mentor Jorge Delva received an award from the Rackham Graduate School for their project involving serious infrastructure problems resulting in overcrowded facilities, the lack of coverage for rehabilitative programs, and the overall perception of helplessness that Chilean inmates experience in prison.

Jorge Delva, Joe Himle, Sean Joe, Sandra Momper, Mary Ruffolo, and Betsy Voshel were awarded a Mental and Behavioral Health Education and Training Grant from The Health Resources & Services Administration.

Kathleen Faller was awarded the William Friedrich Memorial Child Sexual Abuse Research, Assessment and/or Treatment Award recognizing her substantial contributions to the field of child sexual abuse.

Kathleen Faller and Robert Ortega received an award from the Department of Health and Human Services via the Research Foundation at State University of New York for their National Child Welfare Workforce Institute project.

Larry Gant received an award from the State of Michigan’s Department of Labor and Strategic Planning for GEAR UP, Gaining Early Awareness and Readiness for Undergraduate Programs.

Larry Gant received a grant from the Skillman Foundation Good Neighborhoods Program.

Andy Grogan-Kaylor and Brian Perron’s article “Comparative effectiveness of collaborative chronic care models for mental health conditions across primary, specialty, and behavioral health care settings: Systematic review and meta-analysis,” has been selected as the “Editor’s Choice” by the American Journal of Psychiatry.

Ha Yeon Lee and mentor Berit Ingersoll-Dayton received an award from the University of Michigan Rackham Graduate School. Their project takes a combination of an individual and community-level approach examining the personal experiences of Vietnamese wives and mothers in South Korea, to what extent the women have built relationships amongst themselves in their new country, and what kind of role their own communities play in their lives in Korea.

UM President Mary Sue Coleman received a letter of thanks from the Director of the Peace Corps, Aaron Williams, for U-M’s involvement in the Peace Corps Masters International Program. Siri Jayaratne and Katie Lopez are mentioned in the letter for their contributions to the program’s success.

Sean Joe was nominated by the Society of Social Work and Research to serve as a fellow at the Roundtable on Science in Social Work.
Shawna Lee received an award from the US Air Force Family Advocacy Program via the University of Kansas. Her project will develop technology-delivered parent education that is specific to the needs of fathers in United States Air Force families.

Laura Lein testified before the Senate Finance Committee. The hearing, “Combating Poverty: Understanding the New Challenges for Families,” focused on poverty and programs intended to support those in need.

Laura Lein received a grant from the Highfield Foundation to fund follow-up work, meetings, and publications that emerged from the national symposium on community-based participatory research and community organization hosted by SSW with invited participation from the Department of Social Work at the University of Michigan-Flint.

Sandra Momper received an award from the National Institute on Minority Health and Health Disparities via the Detroit Community-Academic Urban Research.

Emily Nicklett received a Health and Aging Policy Fellow from the Centers for Disease Control and Prevention.

Emily Nicklett received an award from the National Institute on Aging via the Claude D. Pepper Center, OAIC RCDC support.

Daphna Oyserman was named as a member of the Michigan Society of Fellows by President Mary Sue Coleman.

Daphne Oyserman was made Fellow for the Society for Personality and Social Psychology.

Daphne Oyserman was made Senior Fellow for the U-M Society of Fellows.

Janice Paul was also promoted to full professor by the Board of Regents.

Brian Perron received an award from the Department of Veterans Affairs to examine the impact of substance use and outcomes of Interviewing-Cognitive Behavioral Treatment intervention.

Beth Reed received an award from UM Institute for Research on Women and Gender for her research, Addressing Both Intimate Partner Violence and Alcohol and Other Drugs: Field Analyses of Contested Spaces.

Katherine Richards-Schuster and Barry Checkoway received an award from the Community Foundation for Southeast Michigan. The purpose of the project is to strengthen youth voice and youth council development in the seven-county southeast Michigan region, through an annual youth assessment, policy summit, and grant-making initiative to address pressing issues in the region.

Orion Mowbray and mentor Mary Ruffolo received an award from the Rackham Graduate School for their dissertation. The objective of the dissertation is to identify the characteristics of social networks among persons who are experiencing AUDs and to examine how social networks influence health and well-being.

Emily Bosk and mentor Mary Ruffolo, received an award from the Rackham Graduate School. The goal of their research is to understand why cases of child neglect with similar factual evidence are assigned different meanings at various decision-making points throughout child welfare proceedings.

Daniel Saunders, Daphne Watkins Jacobs and James Aikens received an award from the National Center on Minority Health and Health Disparities for their research comparing the effectiveness of one year of remote, telemonitoring-supported treatment via CarePartners versus traditional in-home caregiving on patient depression severity.

Rosemary Sarri discussed with Michigan Radio the cuts to Michigan’s juvenile detention facilities.

Kristin Seefeldt wrote a blogpost for the Huffington Post about how to fight poverty in Detroit and a guest commentary in the Detroit Free Press on unemployment statistics.
Alix Gould-Werth and mentor Luke Shaefer received an award from the University of Wisconsin-Madison via the US Department of Agriculture. The project explores the dynamics of joint participation in the Supplemental Nutrition Assistance Program and Unemployment Insurance among low-educated unemployed workers during and after the Great Recession.

Luke Shaefer is quoted in the New Republic article “Blue States are from Scandinavia, Red States are from Guatemala,” on public programs available in blue and red states.

Trina Shanks wrote an editorial for CNN describing how educational outcomes are linked to parents’ economic status.

Trina Shanks received a grant from the Ford Foundation to continue supporting the Saving for Education, Entrepreneurship, and Downpayment (SEED) Impact Assessment study.

Katharine Rendle and mentor Michael Spencer received funding from Rackham Graduate School to study the ethical reflections of parents as they negotiate the uncertain cultural, moral, and corporeal risk of the HPV vaccine.

Cheryl Coombe and mentor Michael Spencer received an award from the Skillman Foundation for community-based training and youth development.


John Mathias and mentor David Tucker received an award from the Rackham Graduate School for a project consisting of 12 months of ethnographic fieldwork among people’s campaign participants primarily in and around the city of Thrissur, Kerala.

Daphne Watkins received funding from the National Institute of Nursing Research for her project “An Innovative Caregiver Tool to Assess and Manage Behavioral Symptoms of Dementia.”

Michael Woodford and his co-authors at the University of Toronto received the CSWE Sexual Orientation and Gender Expression Scholarship Award at the CSWE conference for their manuscript, “Conducting research with lesbian, gay, and bisexual populations: Navigating research ethics board reviews.”

Mieko Yoshihama and Richard Tolman were awarded a grant from the U-M Injury Clinic. The funds will support the development and evaluation of an intimate partner violence program using theater, audience response measurements, and peer educators.

Brad Zebrack’s research on the unmet needs of adolescent and young adult cancer patients was featured on the University of Michigan Comprehensive Cancer Center website. Results from the study were published in the journal Cancer.

Daphne Watkins received the National Institutes of Health-Health Disparities Loan Repayment Program funded by the National Institute on Minority Health and Health Disparities for a period of two years.
Faculty Publications

Dessel, Adrienne B.

Faller, Kathleen Coulborn


Garrow, Eve E.


Grogan-Kaylor, Andrew C.

Hasenfeld, Yeheskel

Horner, Pilar S.

Ingersoll-Dayton, Berit

Joe, Sean

Kieffer, Edith C.

Lauren Lein

Ma, Julie

Nicklett, Emily

Ortega, Robert M.
Oyserman, Daphna R.

Perron, Brian E.

Perron, Brian E.

Reed, Beth Glover

Ribaudo, Julie M.

Shanks, Trina R.

Staller, Karen M.


Woodford, Michael R.

Wu, Liyun

Zebrack, Bradley J.


Catherine (Cat) Fish was born in Germany and spent most of her childhood in London, where she attended international school. Her love of American politics couldn’t keep her away from her native country and she returned to her homeland to earn a BA in Politics and Government at the University of Puget Sound in Tacoma, Washington.

Her interest in politics continued to grow for the next three years after graduation, as she worked on Capitol Hill in Washington, DC. Her positions as a political assistant and later, as a policy aide, helped develop her interests in social policy, eventually leading her to the University of Michigan School of Social Work.

During the past summer, Fish interned with the Network for Teaching Entrepreneurship (NFTE), which was founded by University of Michigan MBA alum Steve Mariotti in New York City. In 1987, Mariotti founded NFTE, which gives at-risk youth from low-income backgrounds opportunities to receive entrepreneurial education while attending high school.

“This internship really helped me understand the intersection of entrepreneurship and social work, and how to write a business plan,” Fish said.

Bringing it all together didn’t end with her internship. She is currently on the Student Advisory Board of the Nonprofit and Public Management Center (NPM), which is open to students from the Stephen M. Ross School of Business, School of Social Work, and Gerald R. Ford School of Public Policy, each of which is perennially among the top-ranked schools in its field. NPM’s mission is to equip future leaders in the private, public, and nonprofit sectors with interdisciplinary insight that can help them operate more effectively when working for or collaborating with nonprofit and public institutions.

Now in the second year of her Management of Human Services MSW program, Fish takes her combined interests one step further by entering the Entrepalooza and Business Concept Competition, sponsored by the Michigan Entrepreneur & Venture Club and the Samuel Zell & Robert H. Lurie Institute for Entrepreneurial Studies at the UM Ross School of Business.

Entrepalooza features panel discussions and keynote presentations from entrepreneurs, venture capitalists and executives about emerging entrepreneurial trends and perspectives. Entrepalooza also features a student pitch competition, which gives students an opportunity to pitch a business plan to a panel of judges comprised of investors.

Fish, and her team presented their concept, Dinner
With, which is a social enterprise with the mission of promoting the philanthropic and advocacy power of public figures.

“The idea is simple,” explains Fish. “A public figure chooses a charity they would like to represent, and the American public has the opportunity to enter a sweepstakes or volunteer for the chance to join the celebrity for dinner. Dinner With provides charities with an online and mobile application platform to meet fundraising and volunteer needs.

“As the Obama campaign successfully did with political fundraising in 2008 and 2012, the Dinner With fundraising model democratizes philanthropy by making it accessible, affordable, and fun,” Fish explains. “Surprisingly, individuals, not corporations or foundations, are the dominant source of philanthropic giving in the United States. Approximately 75 percent of charitable donations are made by individuals, yet individuals are harder for nonprofits to reach and solicit. The Dinner With website and mobile applications are tools for organizations to connect with individual donors in a cost-effective way.”

The Zell Institute offers a grant process called Dare to Dream, where student entrepreneurs apply to three different phases of business. The Dinner With team won the business concept competition and a $500 check. Recently, Dinner With was awarded the $1,500 Dare to Dream Assessment Grant, and the team is developing a feasibility study with financial models and market research.

“If we determine the venture is feasible, the next goal will be to apply for the Dare to Dream integration phase, which offers a $10,000 prize, and the opportunity to operationalize,” Fish said. “We’ll find out the results before mid-year 2013.”

According to Fish, Dinner With utilizes social media networks of celebrities to publicize the sweepstakes as well as volunteer opportunities. Approximately 26 percent of Americans over the age of 16 volunteer for a charity or nonprofit each year. Dinner With can bolster volunteerism for partner organizations by making volunteer opportunities more visible and providing additional incentives.

“We're a tool for nonprofits to reach new audiences … our market is the end user … teens, colleges students, people who don’t have an affiliation with a charity of choice.”

In addition to her involvement with the Zell competition and her coursework, Fish is currently interning with the University of Michigan Ginsberg Center, where she assists in the training, coordination, and evaluation of more than 300 UM students participating in Alternative Spring Breaks and North American Summer Service Trips.
Athena Kolbe has a very full plate in not one, but two countries, as she finishes her doctoral program in social work and political science, at the same time she is acting director of an independent university program in Haiti.

Kolbe’s dissertation focuses on evaluating interventions with former combatants and Disarmament, Demobilization, and Reintegration (DDR) programs. As a former journalist, Kolbe was a serious globetrotter covering international news for two preeminent wire services.

“I liked exposing the truth and influencing debate,” Kolbe said. “But I knew it was time for a career change after ten years in journalism. I had a near-miss in the Middle East and my editors kept telling me not to be so personally involved in the stories I was covering.”

She returned to the United States, where she completed her MSW at Wayne State University and began some groundbreaking research, surveying households to look at health and mental health outcomes in Haiti.

At that point, Kolbe knew she wanted to pursue her PhD where she could continue research in underserved areas, and have a positive impact.

“Of all the doctoral programs that accepted me UM was the most excited about my research. They were really interested in building relationships and the faculty, staff, and students were incredibly nice,” Kolbe said. “Combine all of that with the School’s reputation, and it was an easy choice for me.”

Kolbe spends the majority of her time in Haiti as director of Social Work Education at Enstiti Travay Sosyal ak Syans Sosyal (ETS), a university associated with SOPUDEP (Society of Providence United for the Economic Development of Pétion-Ville), a Haitian-founded and -run grassroots social development organization. The ETS mission is to teach students to work with vulnerable and underserved populations and prepares them to fulfill research, leadership, and policy-shaping positions in both foreign and national organizations working with these populations. The students complete a curriculum similar to that offered at UM which has been adapted to a Haitian context; UM doctoral students and graduates form a core group of instructors at the school. In addition to
becoming fluent in English and French, each student completes a 1700-hour social work field placement and a publishable research project.

ETS grew out of Kolbe’s collaboration with Haitian social workers in conducting research and interventions on crime and public health in Haiti after the 2004 coup. Focus groups with Haitian social workers, who have little or no formal social work education, revealed that most social services in Haiti are provided by foreigners and outside NGOs who often provide services based on funding streams and foreign priorities rather than on the needs of ordinary Haitians.

“We started a BSW and MSW program with SOPUDEP to raise up a group of leaders who can change the provision of services in Haiti so that social work is indigenously led,” Kolbe explained.

The first class will graduate in 2015.

“In Haiti right now the government is unable to take responsibility for social services, for mental health, or for elder care, and I hope our students will be the catalyst for the change.”

Teaching in Haiti has some stark contrasts to teaching at UM. Haitian students sit at long wooden benches in a concrete room with filtered light and chalkboards.

“In Haiti, we can’t rely on PowerPoint to teach. The students do have access to a computer lab, which is powered by gas-run generators,” Kolbe said.

“It’s more challenging to teach in this environment, but it’s also rewarding to see that the students are working toward the same goals as Michigan Social Work students, they want the tools and skills to improve their community. They want to help people overcome difficulties with mental health or poverty, and they want to improve the everyday lives of ordinary Haitians.”

Kolbe expects to complete her PhD next year when she hopes to continue her research and work in academia.
Sharrell Blakeley is hardworking, determined, and passionate about healthy families. Her work ethic was established early on as one of five children where she was raised by warm and loving parents, who always made room for friends in need.

Blakeley was a real go-getter in high school—graduating as salutatorian—who also had an impressive list of extracurricular activities ranging from cheerleader to class president.

After graduation, Blakeley worked for two years as a secretary to earn money for college. She entered the University of Michigan, where she carried a full class load and worked several part-time jobs as she pursued a bachelor’s degree in sociology.

“I’d attend classes until noon, work as a typist at the UM Neuropsychiatric Institute in the afternoon, and then race to Weber’s at the end of the day for the evening hostess shift,” Blakeley reminisced. “During slow times I’d study with a pen light!”

She’s incredibly grateful to the social workers at the Neuropsychiatric Institute, who encouraged her to earn a master’s degree in social work, and that’s exactly what she did, graduating from the UM School of Social Work in 1968.

Blakeley began her career as a clinical social worker at the Center for Forensic Psychiatry in Ypsilanti before accepting a position as a child welfare worker with the Department of Social Services (DSS) in San Francisco in 1970.

“There were 650 applicants for six DSS positions and at the end of my interview I asked them when they would be calling me to offer the position,” Blakeley said. “I really wanted that job, and they called me at 8:01 the next morning…. I’ve never done direct service since.”

In two short years, Blakeley helped develop a comprehensive child abuse treatment program at Children’s Hospital in Oakland, where she wrote a grant to create the Children’s Trauma Center; her success thrust her into a leadership role as director of the center.

“I gained valuable administrative experience, which transitioned me from social worker to public policy maker,” Blakeley said. When I left the program in 1977, the budget had been tripled, and child abuse and neglect training modules had been funded by the National Institute of Mental Health.”

Blakeley was well on her way to blazing a trail of many firsts. In 1977, the newly elected Governor Edmund G. Brown, Jr. requested she launch the Office of Child Abuse Prevention, which was newly created by State Legislature. As the first director, Blakeley laid the foundation for what is now a multi-million-dollar office, which funds innovative treatment, training, and research projects throughout California.

She went on to spearhead public policy reform, first as Chief of the Family and Children’s Policy Bureau, and then as Chief of the Adoptions Bureau for the California Department of Social Services.

“People listened to me because I was able to explain a situation in a way that people would get it. I got that in my training as an MSW.”

When asked about her greatest accomplishment, she’s happy to talk about leading child welfare reform in 1980.

“Before the Adoption Assistance and Child Welfare Act of 1980, a child could be placed into foster care, and stay there until they were 18 years old,” Blakeley explained. “We made major changes with time-frames, which are all monitored by the juvenile court and social workers.”

Blakeley believes she was able to make great strides in child welfare reform because of the training she received as an MSW.

“People listened to me because I was able to explain a situation in a way that people would get it,” Blakeley said. “I got that in my training as an MSW. I had the
very best professors at UM, who were profoundly
and succinctly astute at seeing the big picture, and
taught me to do the same.”

Blakeley’s remarkable accomplishments continued,
and in 1994 she launched the Pregnant and Parent-
ing Women’s Alternative Sentencing Program for the
California Department of Corrections. The program,
known as Family Foundations, provides treatment
for substance-abusing, pregnant, and/or parenting
women with children six years old or younger. This
innovative program resulted in reduced recidivism,
productive citizens, and improved child functioning.

Even though Blakeley retired in 2010, she certainly
doesn’t have any plans to slow down. She’s currently
a Community Services Commissioner for the City
of La Quinta, and a consultant on child welfare and
female offender issues. She also serves as an expert
witness on litigated child abuse cases.

After reading Larry Metzger’s, MSW ’70, donor profile
in the last issue of Ongoing magazine, and reflecting
on her prolific career with child welfare reform, she
was prompted to make a bequest that will establish
an endowed fund to provide support for MSW students
interested in child welfare or a related field.

“It was the obvious thing to do,” Blakeley said. “So
much was given to me during my time at UM, which
prepared me for great accomplishments throughout
my career…and now it’s time for me to give back.”

Class Notes

’50s

LUCY FUCHS, MSW ’52, is a writer. She has been
published in literary journals. She also raises exotic
plants.

MARIUS BOMMARITO, MSW ’57, retired from
Catholic Social Services. He provided marriage and
individual counseling. He also treated addictions and
worked in adoptions.

’60s

DR. ILGA B. SVECHS, MSW ’60, has been awarded
the 2012 Calvin Alumni Association Distinguished
Alumni Award from Calvin College. This award
is to honor one of its members who has made a sig-
nificant contribution in his or her field of endeavor
and who is recognized by his or her associates for
outstanding achievement.

’70s

TONY M. SALAZAR, MSW ’75, has dedicated his
entire professional career to rebuilding distressed
inner-city communities. As a principal of McCor-
mack Baron Salazar, he is responsible for overseeing
all aspects of the company and its affiliates. Tony has
been involved in developing a variety of innovative
projects, including public housing redevelopment,
Senior projects, mixed-income countries, three transit
villages, and earthquake recovery projects.

’80s

AMY ELLWOOD, MSW ’83, was published in Annals
of Behavioral Science and Medical Education. Her
article is titled “White Coat Blues.” 2012, Vol. 18,
No. 1, 26–7

’90s

RENEE BRADFORD GARCIA, MSW ’95, is co-editor
of Children & Loss: A Practical Handbook for Profes-
sionals. She is also co-author of Blink of Your Eye, a
blog for parents of tweens.

WHAT ARE THE BENEFITS
OF MAKING A
Bequest?

For many donors, a bequest offers the oppor-
tunity to make a more substantial gift than
would be possible during the donor’s lifetime. Other donors view a bequest as an opportu-
nity to round out a lifetime of giving with a
lasting legacy to the University of Michigan.

The tax advantages associated with a bequest to
a charitable institution ensure that assets from
your estate that would otherwise go directly
to government treasuries can instead be given
to support UM’s School of Social Work to
meet faculty, student, and program needs.

For more information on bequests and other
estate giving opportunities, contact:

ssw.development@umich.edu
or 734-615-2581
LESLIE MCGUIRE, MSW ’97, joins AmeriCares as Director of US Programs in charge of the organization’s aid deliveries to US free clinics and community health centers. Leslie will provide leadership and strategic direction for AmeriCares growing US Medical Assistance Program, which provides donated medicines and supplies to 400 health care facilities all across the country serving the poor and uninsured.

WILLIAM ALMY, MSW ’97, is the Clinical Director for Massachusetts Behavioral Health Partnership, authorizing acute 24-hour behavioral health care for 500,000 Medicaid recipients statewide. The agency won the largest state contract for behavioral health care in Massachusetts. All clinicians are LICSWs. The agency is always looking for qualified social workers.

‘00s

Laverne Riley, MSW ’07, is a therapist for the Department of Veterans Affairs/VCT Center Program. He performs CBT/CPT/PE methods to help veterans with PTSD and readjustment issues after combat. Laverne is working on his first book, which will focus on readjustment factors for veterans and families.

Lindsay Bodack, MSW ’07 and Brendan Rogan, MSW ’07, were married on September 2, 2012 in Long Island City (Queens), NY. Alison Whyte, MSW ’08, Sara Crider, MSW ’08, Wendy Knight, MSW ’07, and Rachel Wells, MUP/MSW ’09, were in attendance. Lindsay and Brendan met at UM SSW and now live and work in NYC practicing social work. Lindsay works as a hospital social worker in Brooklyn, and Brendan works at a community agency in Harlem.

‘10s

M. Teresa Granillo, PhD ’11, MSW ’06, has received a grant from the Hogg Foundation for Mental Health to research mental health service utilization by Latina college students. Her proposal was selected from a pool of 44 applicants from universities across Texas.

Duane Breijak, MSW ’12, became the Director of Member Services and Development for the National Association of Social Workers–Michigan Chapter. Duane’s goal is to increase communication across the profession.

IN MEMORIAM

Daniel Nagera, MSW ’94, February 6, 2012
Paul G. Blomgren, MSW ’64, June 19, 2012
Cornelius Dekryger, MSW ’61, March 27, 2012
Dorothy S. Smith, MSW ’61, June 24, 2012
Margaret B. DePriest, MSW ’66, April 21, 2012
Mary D. Herbert, MSW ’48, July 21, 2012
Paul F. Fettig, MSW ’69, May 6, 2012
Robert B. Naber, MSW ’90, July 26, 2012
Julius Pierman, MSW ’79, May 16, 2012
Kathryn A. Goodwin, MSW ’86, August 10, 2012
Janice M. Andrews, MSW ’83, May 18, 2012
Nancy J. Hoffman, MSW ’55, August 22, 2012
Ray H. MacNair, MSW ’64, PhD ’70, May 22, 2012
Samuel B. Fellows, MSW ’71, September 25, 2012
Arthur H. Michel, MSW ’57, May 28, 2012
Walter D. Tropf, MSW ’59, September 27, 2012
Beth R. Miller, MSW ’79, June 1, 2012
Sheldon Siegel, Ph.D., Faculty, August 26, 2012
Jean M. Sugiyama, MSW ’57, June 12, 2012
Mayer N. Zald, Faculty, August 7, 2012
What’s New With You?

Name ____________________________________________ (include student/maiden name if applicable)

Year of Graduation ______________________________ Place of Business ____________________________

Home Address __________________________________ Business Address ____________________________

______________________________________________

Home Telephone (_______) ________________________ Email Address _______________________________

______________________________________________ Work Telephone (_______) _______________________

May we also publish this on the SSW website at www.ssw.umich.edu/alumni/alumninews.html?
☐ Yes ☐ No

Briefly describe your professional activities and other information you want your classmates to know:

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Please return this form to:

University of Michigan
School of Social Work
Ongoing
1080 South University Ave.
Ann Arbor, MI 48109-1106

Or email ssw.development@umich.edu.

To inquire about submitting a photo with your class note, please email ssw.development@umich.edu.
Visit our website at www.ssw.umich.edu and enroll in our online alumni volunteer directory and database.
Continuing Education
CERTIFICATE COURSES

Interested in meeting growing employer demand for up-to-date social work skills while enhancing your ability to improve lives? Consider a certificate course at the University of Michigan School of Social Work (ssw.umich.edu/programs/ce).

• Certificate in Executive Leadership for Nonprofits
• Sexual Health Certificate
• Web-based Certificate in Integrated Behavioral Health and Primary Care
• Addiction Certificate Program

Our continuing education program represents a remarkable collective of researchers, teachers, and practitioners who share their knowledge and expertise.

For more information, contact the Office of Continuing Professional Education at ssw.conted@umich.edu or 734-763-5723.