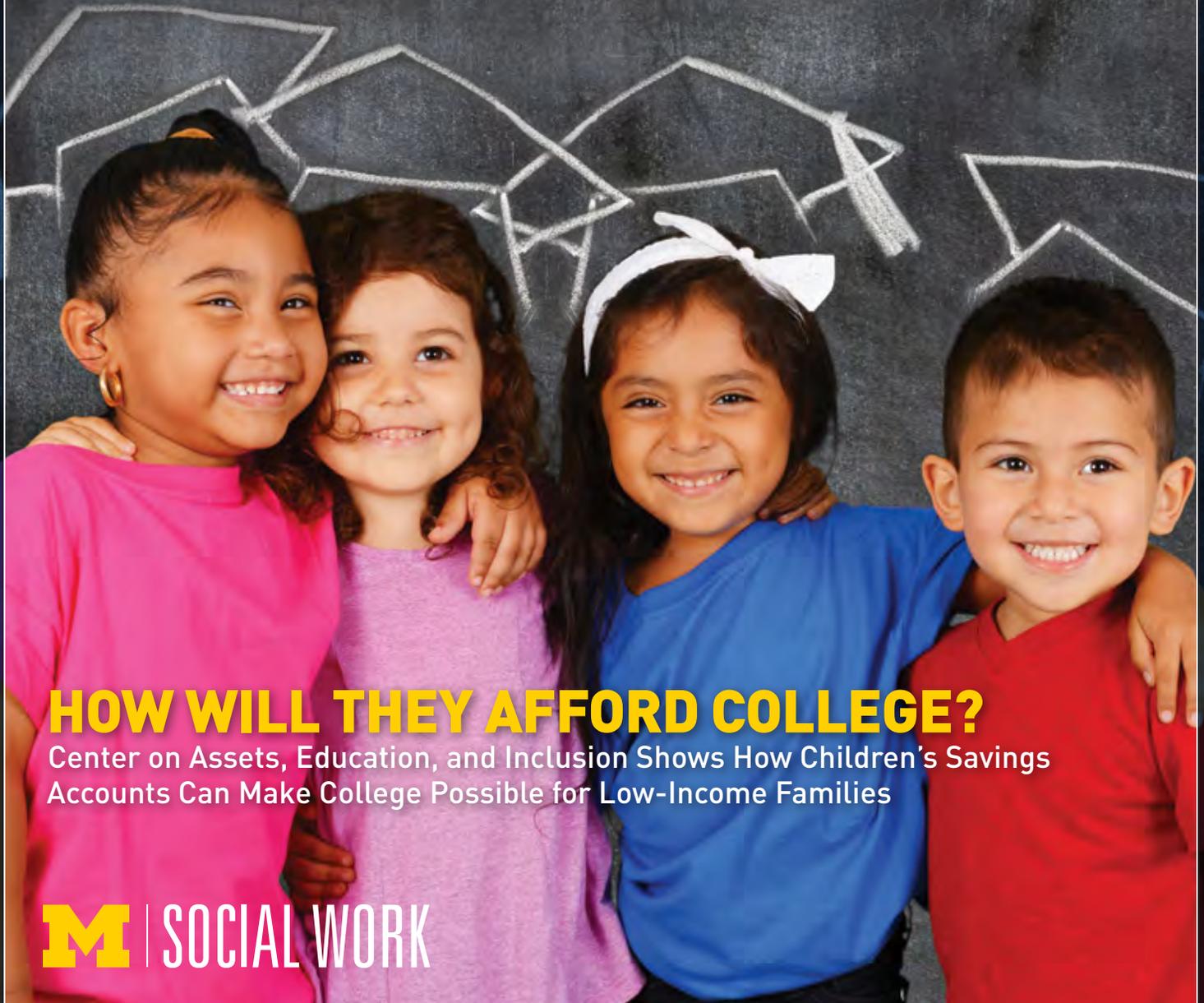


# ONGOING

University of Michigan School of Social Work

Winter 2019



## HOW WILL THEY AFFORD COLLEGE?

Center on Assets, Education, and Inclusion Shows How Children's Savings Accounts Can Make College Possible for Low-Income Families

**M** | SOCIAL WORK



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### Mission Statement

Advancing the social work profession's vision and values, the University of Michigan School of Social Work seeks to develop a more equitable, caring and socially just society. Such a society meets basic human needs, eliminates social and economic inequities and empowers individuals, their communities and institutions to reach their aspirations and potential. Drawing on an interdisciplinary faculty within a public university seated in a region of enormous need and promise, the School is dedicated to education, research and service that fosters progressive change at local, national and global levels.

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## FROM THE DEAN

### Leading Social Work into the Next Generation



In fall 2016, the Michigan Social Work community began an open and engaging journey to develop a forward-thinking five-year strategic plan. Special recognition goes out to each of the more than 2,750 alumni who provided insight during our planning process, as well as the students, faculty, field partners, staff, Alumni Board of Governors and the Executive Committee. The resulting plan serves as a roadmap to help the school reach its shared aspirations and goals. Alumni ranked SSW faculty as the top strength of the School. Alumni particularly cited faculty who bring in real world experience and active engagement in current issues and research. Alumni noted that preparing students for roles in the field post-graduation was the most needed improvement. The Plan sets the framework for action to achieve the grand vision of our School.

I invite you to join us as we come together to lead the next generation of social work professionals by focusing our attention on the five Michigan Social Work strategic goals: to deliver educational programs that are original, creative and that prepare graduates for leadership in interprofessional and interdisciplinary practice and knowledge development; to increase access to a Michigan degree; to dedicate the School to diversity, equity and inclusion, both inside our School and in society; to engage with our communities to build a better society; and to commit ourselves to promoting distinction, excellence and impact in educational and research programs.

#### A Grand Vision for the School's Future

**The University of Michigan School of Social Work will lead the social work profession—including education, knowledge development, practice and positive impact on society—as it moves into the next generation.**

Go Blue,

Lynn Videka, Dean

Carol T. Mowbray Professor of Social Work



## CREATING A FUTURE WITH CHILDREN'S SAVINGS ACCOUNTS

**“It was once thought people were born with certain types of futures,” says William (Willie) Elliott III, PhD. “Some economists still believe people are either present- or future-oriented. From this perspective, poor people tend to be present-oriented; those with money are future oriented. However, people are not born present- or future-oriented; experience teaches them to act in those ways.”**

Elliott, Director of the Joint Doctoral Program in Social Work and Social Science and Director of the Center on Assets, Education and Inclusion, grew up in a low-income family in a small midwestern steel town, experienced homelessness and struggled to finance his education. After dropping out of high school and getting his GED, he obtained a bachelor's degree and entered law school but ran out of money and enlisted in the military to pay off debts. Later, he looked into going back to law school, but switched to social work. During his time earning his MSW and PhD at the George Warren Brown School of Social Work at Washington University in St. Louis, he struggled financially. He began asking, why were experiences central to the American dream not a reality for everyone?

### “Dealt a bad hand”

Americans value competition and believe in meritocracy, but the educational system meant to actualize those values forces students to compete on unequal footing. American children hear that if they work hard and go to college, they will find success and happiness: the American dream. However, many low-income children don't even dream of college in the first place. Their parents may not have had the means to attend college; they may be struggling financially and may not have been able to save. “Some parents don't teach kids about saving,” says Trina Shanks, PhD, Associate Professor of Social Work and a Faculty Associate of the Center on Assets, Education and Inclusion. “So the kids have to figure it out on their own. But it's hard if no one has modeled it for you.” Young people may also have heard alarming stories of debt—in 2015, the average debt for a bachelor's degree was \$30,100.

When low-income students do apply for college, they compete for a limited number of spots with students who already have ample opportunities and resources. Once accepted, the low-income student will compete with higher-income students for educational resources.

**“The system typically leaves out those at the bottom unless there are equalizing measures. These institutionalized programs offer kids 18 years to build assets, even if the family has low income.”**

**—William Elliot III,  
Professor of Social Work**

Should the student not receive adequate scholarship support, they may experience housing insecurity, need to work multiple jobs, struggle to maintain scholarships they do have and see their grades suffer, all because their families lack resources that higher-income students take for granted. Low-income students, even the best and most determined, may feel they have been dealt a bad hand. Their whole lives may be affected.



Research shows that students who graduate with debt ultimately accumulate less wealth than those who graduate debt-free. A car, a home, a credit card may all be out of reach. Elliott thought it didn't have to be that way.

### Children's savings accounts

"Family assets," Elliott says, "are an indicator of college readiness, as much as grades are." For Elliott, the wealth gap (manifesting, among other things, as a family's inability to save) creates an opportunity gap. Low-income students have few assets to mobilize and so have access to few institutional opportunities. They do all they can, but the system is unchanged. The wealth gap stays and may even widen. Elliott's research seeks to close that gap, to give all children equal opportunities in a fair competition, leading to increased prosperity and decreased wealth disparity.

At George Warren Brown, Elliott's mentor, Michael Sherraden (U-M SSW MSW 1976, PhD 1979), taught about a potentially powerful tool for closing the opportunity gap—children's savings accounts (CSAs).

Sherraden's concept is different from traditional savings accounts, which largely benefit middle- and upper-class families. Sherraden proposed accounts that would allow low-income families to save by providing them with an initial deposit; matching state, local or private funds; incentives and financial education.

Shanks and Elliott have studied the potential for CSAs to help create equal opportunities.

Shanks, also mentored by Sherraden, consults with several child savings account initiatives, has addressed economic development in urban communities and has studied the relationship between assets, poverty and children's well-being. Currently, she is testing the impact of offering 529 plans—tax-advantaged college savings accounts that let families buy tuition at current rates or have their money invested by the state in mutual funds to save for tuition later—to families involved in Head Start. Head Start promotes school readiness for children up to five years of age from low-income families by supporting learning, health and family well-being. Shanks was also a research investigator for the Saving for Education, Entrepreneurship and Downpayment (SEED) initiative, formally funded between 2003–2008 by the Ford and Charles Stewart Mott foundations (among others) and overseen by Sherraden.

A Michigan program, MI-SEED, one of the country's first and longest-running CSA programs, offered to match child savings of low-income families in and around Pontiac, north of Detroit. Young people from Pontiac are now graduating from high school, and data is being gathered from them about the impact of the program. Shanks, who was co-investigator for the impact assessment study in Pontiac, has petitioned the state for additional data to help track whether CSAs may influence college enrollment and graduation rates among low-income populations.

### How it works on the ground

The establishment of a CSA for a child may be automatic or elective, and usually involves an initial deposit by a state or local government (the city of St. Louis, MO uses parking fees), or a foundation or private donor (in Maine, the Alford Foundation establishes an account of \$500 for every child in the state at birth). Unfortunately, the United States currently lacks a national CSA program.

**"They don't have any money to save. The rewards card program allows them a way to be active participants."**

**—Trina Shanks,  
Associate Professor of Social Work**

Banks typically reduce their fees for CSAs, and their staff are often trained to educate young people about finances. State 529s invest in mutual funds and offer a higher return than banks do, but they may be problematic for undocumented individuals, as more personal information is required. CSAs can follow young people when they move, and when they matriculate the money goes directly to the educational institution. Thus, CSAs accumulate savings and give families the help they need to inspire their children ultimately to avoid debt, and, it is hoped, end the cycle of disparity. "Any place where you let the market go on its own, the system typically leaves out

those at the bottom, unless there are equalizing measures, like CSAs,” says Shanks. “These institutionalized programs offer kids 18 years to build assets, even if the family has low income.”

**“With a CSA program at the national level—low-income children can dream of and achieve better futures, take full advantage of the opportunities higher education offers and graduate as fully participating, debt-free members of our society.”**

—Trina Shanks,  
Associate Professor of Social  
Work

However, while families can and do put their own money into CSAs, low-income families have relatively little to save. Elliott’s current pilot program (randomized control trials in Lansing, St. Louis, Missouri and Wabash County, Indiana) seeks to increase family contributions into CSAs. Families automatically receive rewards cards good for a 1-5 percent rebate for every purchase made at a Kroger or Schnucks supermarket. The rebates go into their CSAs whether they paying with cash, credit or food stamps (in Lansing, the card is offered to

all but is not automatic). “Some say it is immoral to ask people with little discretionary money to save,” Elliott says. “With this program, they just shop as they would anyway. Family spending becomes family saving.” The money is held in a bank, credit union or state 529, and quarterly statements are sent to the college-bound child. “Kids see growth and discuss it with their parents,” Elliott says. “We see families talking about college and savings. It helps build a culture around saving and college.”

“For very marginalized families,” says Shanks, “just having a bank account is hard in a cash economy. They don’t have any money to save. The rewards card program allows them a way to be active participants.” (Families in Elliott’s control group—those initially not given cards— get cards after six months.)

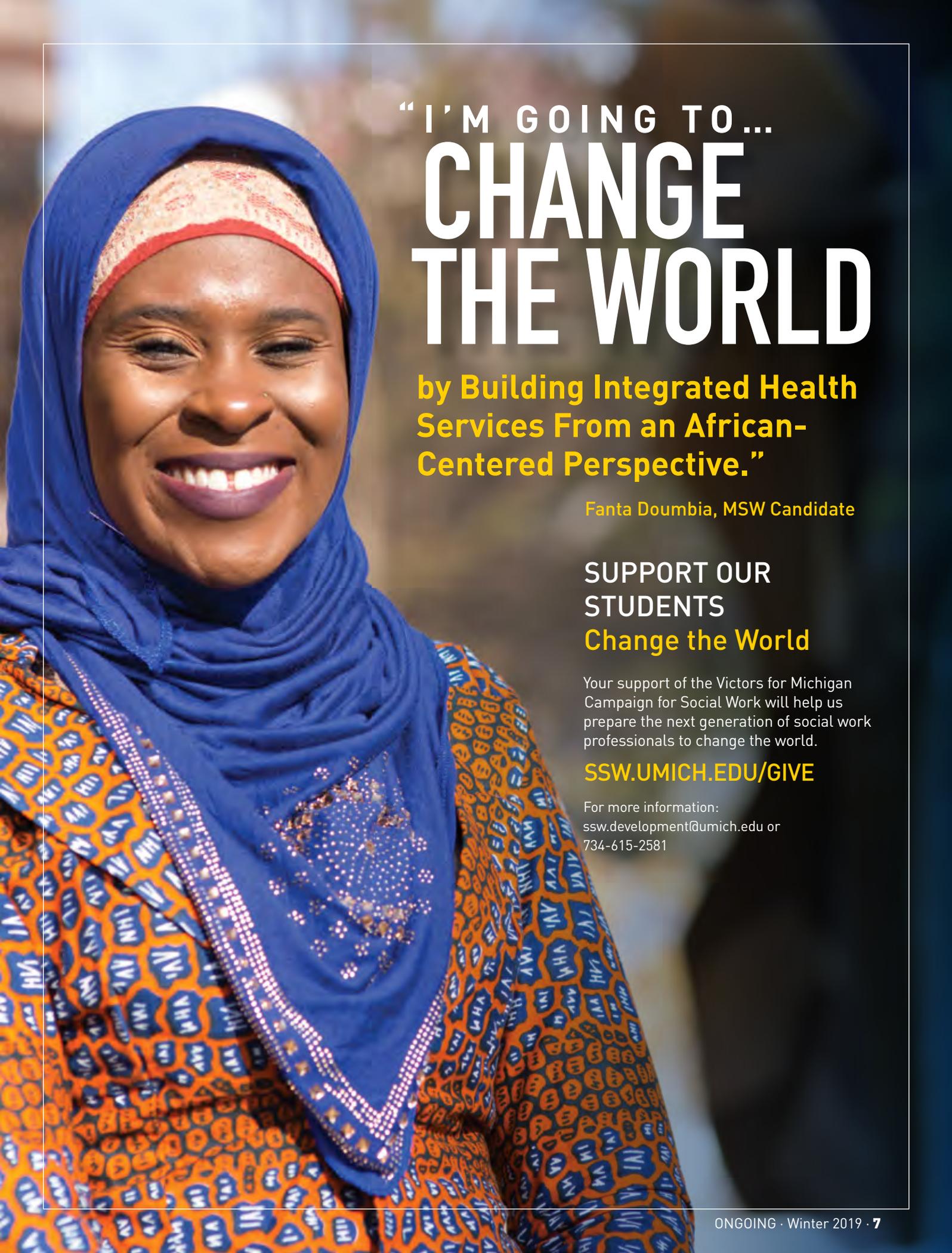
### P-cards

Related to rewards cards are purchasing cards or “p-cards,” government-issued credit cards that allow employers, state and municipal governments or companies to use existing spending to build programs. P-cards for college savings are now being piloted in Long Beach, California. Every purchase made with the p-card in Long Beach results in a rebate to the family’s CSA. This will generate some \$15 million per year for Long Beach’s citywide CSA program. Some states have yet another variation: they put college scholarship dollars into young people’s accounts early, during the K-12 years, when they reach

certain academic goals. Taking this a step further, Elliott says, “Imagine taking a Pell grant or something similar, and using it this way early on.”

### “Trust in the future”

With all these possibilities, low-income children can now achieve better futures, take full advantage of the opportunities higher education offers and graduate as fully participating, debt-free members of society. “During the 2016 campaign,” Shanks recalls, “there was talk of free college. But no longer. So, it is good that all these state, city and county programs are thriving. We can model how to institutionalize opportunity and jump-start mobility.” Elliott, Shanks and those working with them are demonstrating the worth of CSAs and their affiliated programs. Says Elliott, “We want all kids to trust in the future.” He and Shanks both believe that the University of Michigan School of Social Work, with its particular focus on social justice, is the ideal place to build this trust.



“I’M GOING TO...  
**CHANGE  
THE WORLD**”

**by Building Integrated Health  
Services From an African-  
Centered Perspective.”**

Fanta Doumbia, MSW Candidate

**SUPPORT OUR  
STUDENTS  
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## PREPARING COMMUNITY ORGANIZATION STUDENTS TO BE THE LEADERS AND BEST

**S**tudents at the U-M School of Social Work will soon benefit from the generosity of alumni Judson (Jud) (MSW '71) and Lynne (MSW '69, PhD '76) Morris. The Morrises are establishing an endowed scholarship fund for MSW students interested in community organization with a preference for students from three midwestern cities that have special meaning for the Morris family. Jud and Lynne recently spoke to *Ongoing* from their home in Gig Harbor, Washington (just across the Narrows from Tacoma) and shared their story about their careers, their student experiences, their dedication to community organization and the special motivation they have for supporting U-M social work students.

**JUD:** I was inspired to establish this scholarship by the impact that the U-M School of Social Work had for Lynne and for me. The three most important things in my life have been marrying Lynne, becoming a parent and earning my MSW from the University of Michigan. The degree was not only helpful for my career, but the experience was much greater. I'm thinking of how much I learned and how much I incorporated the philosophy of the School of Social Work in my day-to-day work. I wanted to give back to the School, to support the School's future and to support the philosophy and mission of social workers in the field.

**LYNNE:** I have always had an emphasis on community organizing. I have my MSW and PhD from Michigan, and one of the reasons I went to U-M was that you could get an MSW with a focus on community organization. I got interested in community organizing because my family had moved from Ohio to Nashville, Tennessee during the civil rights era. Growing up in Nashville, I learned about the importance of community organizing. I saw people lie down in the street to integrate Nashville schools, and that was life-changing for me. Then, my first

semester at Michigan, I walked into my community organizing class and Professor John Ehrlich passed out picket signs. He said, "We're going down to the welfare department to protest, so kids can have fall clothing for school." **The commitment of the School to community organizing was one of reasons Jud and I established the scholarship with that focus.**

**JUD:** For me, it goes back to my childhood, seeing inequalities as I was growing up in Chicago. Lynne and I came of age during the civil rights and antiwar movements. At Michigan, we were among 20,000 people, mostly students, who convened at Michigan Stadium on October 15, 1969 to protest the Vietnam War. The power of seeing that many people focused on social change was inspiring.

**LYNNE:** We have also specified that scholarship recipients come from one of three major urban areas that resonate with us. My parents both grew up in Cleveland and Jud worked in Detroit. We met in Chicago, where I worked for the American Bar Association studying the impact of lawyers in the juvenile court system and Jud worked for the Cook County Department of Public Assistance.

We have relatives in Chicago and Cleveland, and Jud worked for the Neighborhood Service Association in Detroit, which had a strong community development focus. I also have a Chicago relative, Ellen Gates Starr, who cofounded Hull House with Jane Addams and organized for women's rights.

**JUD:** Here's another inspiration. Lynne and I got through two years at the U-M School of Social Work for less than \$1,300 each—that's for four semesters! Lynne had a small stipend, and I worked for Professor Charles Garvin, but we didn't have any loans. **We graduated and launched our careers without debt. Students today have the same drive to be in social work and promote dignity and change that we had, but they can't afford it! We want to be there for students who want to go into our field, and we want to support continued excellence at the U-M School of Social Work.**

**LYNNE:** Schools like U-M must attract a diverse group of students. I got a lot from the faculty at the School of Social Work, but I also got so much from meeting and interacting with fellow students. So it's important to maintain the quality of the student body, and the School can't do that without donor support, especially in the face of diminishing state support.

Over the years, we have spoken with U-M graduates from many units. **I have never met anyone who didn't praise their education at Michigan. They all say it is life-changing.** They talk about the importance and quality of that educational experience. It's hard to think of a better investment to make than to ensure that the University continues to provide

that level of opportunity, and that access is available to a wide range of students who can grow through that experience.

Jud and I have also had the opportunity on several occasions to meet Dean Lynn Videka. We are very pleased to see how much she's embraced the traditions and mission of the School of Social Work and we're looking forward to seeing her continue to provide strong leadership to maintain excellence.

**JUD:** I took in by osmosis, almost at the DNA level, the Michigan fight song about being the "leaders and best." We really support that philosophy. **One of the major reasons that we are giving this scholarship is that we want to continue the excellence of Michigan, to prepare students to be the leaders and best into the future.**

### The Benefits of Making an Endowed Scholarship Gift

An endowed scholarship will support a social work student or students every year. Scholarships may be designed to focus on financial need, academic merit or special social work interest. Earnings from your investment will grow over time to fund your scholarship in perpetuity. To learn more about establishing an endowed scholarship, or about providing support for students, please contact the SSW Development Office at:

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Thank You.



## SOCIAL WORK UNDERGRADUATE MINOR STUDENT COMBINES PASSION FOR SOCIAL JUSTICE WITH BUSINESS

**J**ACK GRIFFIN is a senior with a major in business administration and an undergraduate minor in CASC. “At the Community Action and Social Change minor, everyone has an issue they are passionate about, their own cause, and it’s really cool being around such a like-minded group of people that is simultaneously so diverse,” he said.

What the School of Social Work offered him was truly special: an opportunity to blend the seemingly opposite worlds of business and social justice. “As soon as I heard about the CASC minor, I knew it was my minor. Having social justice taught to me in a classroom setting alongside peers who are also passionate about social justice issues is a unique opportunity here at Michigan.”

As disparate as social justice and business seemed to him at the outset, however, they began to look more and more similar as he went through CASC. “**CASC and business complement each other. The common thread that unites the two is leadership and change.** For CASC, it’s about being a leader in your community or your neighborhood. In business, it’s about the shared corporate

mission of bringing everyone together to do something you couldn’t do individually. This is a cool way to look at two fields of study that appear to be on opposite ends of the spectrum.”

More than just helping him to see similarities between the two fields of study, Griffin’s CASC education has helped to shape his perspectives on business—his social change background has offered him a more complex and layered understanding of the way business works.

“How I look at business, it’s different now because I see business as not just maximizing the bottom line; I now see business with more purpose. I ask myself: why am I doing what I’m doing, how can I do it better and how I can help more people?”

Griffin is the founder of FoodFinder, a resource that enables people to locate food pantries across the country more easily. FoodFinder is an award-winning mobile and web app that gives food-insecure children and their families a way to find free food assistance programs. He is also part of Maize and Blue Cupboard, an organization that facilitates food distribution events at the U-M Trotter Multicultural Center.

**“CASC has taught me the best ways to serve others thoughtfully and meaningfully,” Griffin says. He explains that, while someone can have good intentions going into a project, the CASC background is important because it encourages listening and understanding of populations and communities.** “It’s about listening to the people you’re working with and making sure you can do everything in your power to help someone’s life. For FoodFinder, we knew we had to maintain the user’s privacy, because we had those conversations with food-insecure families and pantry volunteers.”



“I now see business with more purpose. I ask myself: why am I doing what I’m doing, how can I do it better and how can I help more people?”

Jack Griffin, '19  
Business Administration  
major, Community Action  
and Social Change (CASC)  
minor



**IMPACT OF THE  
ALUMNI BOARD OF  
GOVERNORS AWARD**

**“It was a privilege to experience a world view that challenged my own. I’m so grateful to have had funding from the Alumni Board of Governors Award.”**

**Brittney Williams**

# MSW STUDENT EXPERIENCES GLOBAL FIELD PLACEMENT IN MELBOURNE, AUSTRALIA

**T**he School of Social Work's Alumni Board of Governors Award provides financial support for MSW students, enabling them to pursue international and national field work experiences. Recently *Ongoing* spoke with BRITTNEY WILLIAMS, MSW '17, who did an international field placement last year, with the support of this special Award.

**ONGOING (O):** So, where in the world was Brittney Williams?

**BRITTNEY (B):** In Melbourne, Australia, from May to August of 2017. I lived in St. Kilda and worked in Fitzroy at St. Vincent's Hospital, on the suicide prevention team.

**O:** How did it compare to field work in the United States?

**B:** Very different! Australia has universal healthcare. In the U.S., when clients need medical services, a social worker goes through an insurer, and there might be things the client doesn't qualify for or can't afford. To be in a place where, no matter what, the client had coverage, blew my mind.

**O:** What characterized your day-to-day life in Melbourne?

**B:** Melbourne has a very effective public transportation system, so I relied on that a lot. Taking a train or tram to work every morning was a way of taking care of myself, instead of sitting in traffic. I also practiced mindfulness to help with the anxiety of being so far from what I knew, and that ended up helping me a lot with the placement.

**O:** Did you experience culture clashes?

**B:** Yes. Melbourne is less diverse than, say, Sydney. People sometimes lacked understanding of racial issues in the United States, or didn't know certain

comments would be offensive. Some people would want to touch my hair and talk about it. When I arrived, I had box braids. Coworkers who didn't know about protective styling thought the braids were my real hair. A coworker with biracial nieces asked if I could do their hair, which was uncomfortable. At work, because I'm open about my bisexual identity, I became a bit of a go-to for colleagues who felt "behind the times" about LGBTQ mental health.

I was also surprised and pained by the experiences of Indigenous Australians, which have many similarities to those of Native Americans and Black Americans. My work colleagues began their meetings with an "acknowledgment of country," recognizing the original owners of the land. I had mixed feelings about it, because little has been done to address disproportionate poverty, low life expectancy, alcoholism and other issues, which were created by racist practices and laws. I felt similarly about "Sorry Day," the annual acknowledgment of injustices against the First Peoples. I also had amazing conversations with Indigenous women, including women from the Torres Strait Islands, off the Cape York Peninsula. We talked about what blackness meant to each of us, and they expressed that they felt tied to Black Americans and their struggles.

*[Editor's Note: The Torres Strait Islands are home to around 7,000 of Australia's First Peoples. Their experiences slightly differ from those of their Aboriginal counterparts. While both groups of First Peoples have African ancestry, Torres Strait Islanders tend to have darker skin and more African facial features. Their distance from the mainland made them less subject to governmental efforts to forcibly "breed out" these physical traits.]*

**O:** What impact is the work in Melbourne having on your practice now?

**B:** I gained a lot of insight in Melbourne about the many mitigating circumstances—especially trauma and lack of resources—that can contribute to that inconsistency. That totally changed my approach. Now, I work in Detroit, serving people who are living with HIV. Many of my clients struggle to remain consistent and engaged with care. Therefore, what I learned in Australia about leading with empathy, and not frustration, is still applicable here.

**O:** What were some other takeaways from the Melbourne experience?

**B:** It was a privilege to experience a different world view that challenged my own. I did a lot of self-reflection and self-critique during the program. It changed my approach to social work. Social work is about service, not saving people. Goals and needs are stated by the client.

Success is measured by the client. Social workers get in the way of client success if it becomes about what they want to accomplish.

Once, a client was saying grandiose things about suicide. My supervisor said, "I'm here to help you, but you have agency over your life." Centering the client's autonomy shifted how she worked with us. That was powerful, because I had had a bit of a savior complex; that's bad for the client, and for you. I think a lot of social worker burnout is tied to a failure to be client-centered.

Finally, I developed an appreciation for discomfort. My final paper centered on uncomfortable moments I had as a queer Black woman abroad, and how those moments catalyzed personal growth. Embracing discomfort and understanding that it will always be part of life—that was very freeing for me.

You can support students like Brittney Williams with a gift to support the SSW Alumni Board of Governors Scholarship. Go to [ssw.umich.edu/give](https://ssw.umich.edu/give) select "Make a Gift" and type in SSW Alumni BOG Scholarship Fund #310545.

For questions and additional information, contact the SSW Development Office at 734-763-6886 or [ssw.development@umich.edu](mailto:ssw.development@umich.edu)

Thank You!

## LETORRIAN JACKSON INSPIRED BY HER ARTHUR L. JOHNSON ENDOWED SCHOLARSHIP

"I knew from a young age that I would be in a job where I could help people," says MSW candidate LeTorrian Jackson. "I volunteered at a soup kitchen, and I dragged my mom to community clean-ups!" At U-M, Jackson majored in Psychology. "I thought I would be a doctor," she says, "but I fell in love with the theories behind Psychology. I knew, whatever I did in life, it would involve some kind of counseling. I am curious, I love to ask questions, I love to see people grow, and I had seen first-hand how untreated mental illness can affect lives. I have watched people fight for their lives with mental health issues and not have anyone to sit down with who would hear their voice."

Jackson explains something else she has seen first-hand: "The African American community has not yet recognized mental health as a thing. It's kept private. It stays within the family. But it should be brought to light. The more we talk about it, the more we can embrace it and show how common it is to suffer from a mental illness and yet have a good quality of life."

After her BA, a gap year with AmeriCorps showed Jackson the way to her life's work. "I was in a low-resource school," she recalls, "helping students with academics and doing behavioral interventions. We were like social workers. I talked to students and parents and loved helping others and providing resources. That led me to apply to social work specifically, because it's not always about the mind, but how social environments affect people."

She now has a field placement at Adult Wellbeing Services, an integrated community mental health clinic in Detroit, where she helps adults with severe mental illness and other special needs. "I work closely with psychiatrists, nurses, and other providers," she says. "This is the kind of collaborative partnership I was looking for. This is where the field is moving."

"I want to help at the community level. That's where the best experiences are. I would love to work at the VA or an integrated health clinic. I know my future will involve Detroit, because I am from there. Detroit is a rose in the concrete. People don't take the time to go through the city and realize what a rich culture and heritage it has. I want a hand in helping Detroit get back to the way it used to be."

Jackson has received help on her journey in the form of her Eleanor Cranefield Scholarship and her Arthur L. Johnson Endowed Scholarship, the latter established by Richard and Susan Rogel to honor the former leader of the Detroit NAACP. "Without the scholarships I would not have been able to attend U-M," says Jackson. "The scholarship support provided relief from my financial stress and enabled me to focus on my work, perform well, and obtain my MSW. I am very thankful. Someone has invested in me to be successful."

### IMPACT OF THE ARTHUR L. JOHNSON SCHOLARSHIP

**"I want to help at the community level. That's where the best experiences are. I am from Detroit, and I want a hand in helping Detroit get back to the way it used to be."**

**LeTorrian Jackson,  
MSW candidate**

### Endowed Scholarships Impact Student Support

The Arthur L. Johnson Endowed Scholarship and the Eleanor Cranefield Scholarship, support social work students every year. You may have a preference, such as financial need, academic merit or social work interest. Earnings from your investment will grow over time to fund your scholarship in perpetuity. To learn about establishing an endowed scholarship, please contact the SSW Development Office at: [ssw.development@umich.edu](mailto:ssw.development@umich.edu) or 734-763-6886



“This award has provided a ‘cushion’ that offers a bit of peace of mind, something that graduate students preparing to start families, defend dissertations and set out on the academic job market rarely feel.”

John Doering-White



are also big on silence and listening. People like me who have so many forms of privilege need to listen more.”

Doering-White earned his undergraduate degrees in Spanish and Human Development and Social Relations from Earlham in 2010. After graduation, he took an AmeriCorps position in Monmouth Illinois, working with Latin American immigrants and refugees. There he heard about a network of Mexican shelters that assist Central Americans coming to the United States. Doering-White came to the U-M School of Social Work to pursue his interest in community organizing around immigrant issues. Yet he remained intrigued by those shelters. He visited one in 2013 and spent two months working in another the next year, preparing meals and doing intake interviews with up to 60 people a day. “Basic humanitarian assistance is crucial,” he points out, “in such a highly charged, perilous social environment, I like to approach my research and practice from a standpoint of working in the service of community partners.” He ultimately focused his dissertation work on the shelters and those who pass through them.

Doering-White’s dissertation, “Violence and Care in Transit: Humanitarian Infrastructures of Central American Migration through Mexico,” discusses how the shelters have responded to intensified policing of migrant routes throughout Mexico. In recent years, the shelters, which already aid hundreds a week, have also increasingly advocated for undocumented migrants to receive formal humanitarian recognition.

## DOERING-WHITE STUDIES CHALLENGES FACED BY MIGRANTS

**J**OHN DOERING-WHITE is currently earning his joint PhD in social work and anthropology at the U-M School of Social Work, having completed his MSW in 2015. He is set to graduate next spring. Doering-White received a Henry Meyer Award, named after the first director of our joint PhD program, for a paper he wrote on Mexican migrant shelters that help Central Americans heading to the United States. This award-winning work is the culmination of a fascinating career path for Doering-White.

Of his Meyer Award-winning paper, Doering-White says, “Shelters increasingly serve as alternatives to detention, particularly for minors migrating without guardians. Like their adult counterparts, they must decide between

seeking refugee status in Mexico and continuing on their way. The involvement of the shelters in helping minors challenges the way we think about the agency of young people and what is in their ‘best interest.’”

As an undergraduate, Doering-White attended Earlham College in Richmond, Indiana. Earlham was founded by Quakers in 1832, and an Earlham education remains informed by Quaker values. Doering-White observes that, “Quakers and social workers both see social thought and social action as intertwined, and Quaker pedagogy focuses on collaboration and experiential learning, to honor multiple voices. I continue to draw inspiration from Earlham professors who got us out of the classroom and into action, and who encouraged generous but critical dialogue. Quakers

Doering-White focuses in particular on the story of a Central American migrant shot by a railway guard while hopping the freight train known as “La Bestia.” When the 2014 child migrant crisis exploded, with unaccompanied minors streaming northward, the Mexican government attempted to close trains to migrants. “More people started showing up to shelters who had been beaten or shot at by railway guards,” Doering-White says. Like many Central American migrants, the man in Doering-White’s dissertation was faced with how to decide whether to bet on regularizing his immigration status in Mexico through humanitarian recognition or to continue migrating north, even if it meant paying to travel with smugglers. This is just one example, Doering-White says, “of the murky ethics and politics of aiding undocumented migrants who are in transit.” The man did get a humanitarian visa from the Mexican government, but he lost it because of barriers in the renewal process. He has now returned to his family in Central America. They needed his support, and, in an equally powerful way, he needed theirs.

Doering-White is currently developing a new project, evaluating an entrepreneurship training program for Latinx immigrants in Detroit. “I spent my childhood in Detroit and I have lived in the city while in graduate school,” Doering-White says, “so it has been meaningful to develop a project in my own community that speaks to issues of gentrification, economic justice and immigration.” The University recently awarded

Doering-White a Rackham Public Scholarship (with support from the U-M Office of Research) to further this work.

Doering-White has found the School of Social Work’s PhD program immensely rewarding, particularly because, as a joint program, it encourages dialogue across disciplines, exploring tensions between theory and practice. “In my work with shelters,” he says, “I draw on ideas about agency and oppression that come out of debates Jane Addams and others were having at Hull House over a century ago, but also on theories of materiality connected to archaeological traditions.”

As Doering-White prepares to defend his dissertation and receive his PhD, he looks ahead to a career as a professor of social work, and he wants to continue to do ethnographic research around undocumented immigrants and their interactions with the work of social service organizations. “I am excited,” he says, “to continue pursuing work that highlights the courageous ways that diverse coalitions meet challenges faced by people living undocumented.”

### Henry J. Meyer Fellowship Award

The award was established in 1987 to honor the original director of the Joint Doctoral Program, Henry J. Meyer, Professor of Social Work. Under his leadership, this was the first doctoral program to integrate fully the intensive study of social work and social science disciplines.

## DISSERTATIONS DEFENDED



### RACHEL BURRAGE

Social Work and Psychology

“Trauma, Loss, Resilience, and Resistance in the Bauval Indian Residential School”



### CHARITY HOFFMAN

Social Work and Sociology

“The 21st Century Mother: How New Moms Navigate Work, Family and Struggle to Have it All”



### RICK RODEMS

Social Work and Sociology

“Hidden Hardship: Three Essays on Poverty and Materials Welfare in the United States”



### LAURA YAKAS

Social Work and Anthropology

“Love in a Time of Madness: The Importance of Purpose and Belonging in Healing and Harnessing Madness”

## U-M SCHOOL OF SOCIAL WORK AND TSINGHUA UNIVERSITY SCHOOL OF PUBLIC POLICY AND MANAGEMENT BUILD COMMUNITY

A contingent of 19 U-M SSW students and faculty traveled to Beijing, China to build community and collaborations with students and faculty from the Tsinghua University - School of Public Policy and Management. The group discussed social issues and opportunities for research and teaching.

Students prepared for the conference by participating in a course with professors Lydia Li and Brian Perron and completing an in-depth analysis of issues related to poverty, environmental justice, social enterprise and community governance. Faculty members from both institutions also gave presentations, and the SSW students presented their work as part of a comparative discussion panel with students from Tsinghua University. Both programs are committed to promoting faculty and student exchanges in the future. The trip concluded with a tour of social service agencies and a visit to the Great Wall.





“I learned the value of teamwork; our team was incredibly positive, adventurous and encouraging to each other throughout this five-day trip. From participating in the conference through headphone translations to trying out traditional foods, our team welcomed every unknown. The enthusiasm to share social work practice and values overcame any language barrier between Chinese and English. When everyone on the team put others as their priority, the group becomes strong and powerful. I will carry this idea of teamwork to future social work.”

Shih-Ya Chang, MSW '19

“One of the critical social work practices in China is community-based assistance. What surprised me was Chinese social workers learning how to ‘love’ community members. Love? I’ve never thought of love as an intervention strategy. Instead, I tend to focus on technical skills and strategies that intervene in social problems. The exchange has given me a chance to rethink my social work practice, and my ability to love and understand community members.”

Jungtae Choi, MSW '19





“I have the impression that in the United States social work, environmental and climate issues do not receive the attention they deserve; I was inspired by how an environmental NGO sees an inextricable link between the natural environment and the human experience. It trains and employs social workers to engage and organize with rural communities throughout China on environmental impact. The NGO provided a lesson on organizational strategy: they balance a nationwide environmental advocacy agenda while providing autonomy and resources to local communities to solve context-specific issues.”

Matthew Bakko, PhD student, social work and sociology



William Pickard

**AMY L. AI**, MSW '93, was awarded the International Association of Applied Psychology Award and further recognized with a congratulatory letter from Florida Senator Bill Nelson.

**JUDY BAARS**, MSW '83, has been a psychotherapist in practice for 23 years. She works with all ages and issues for individual, couple, family and group therapy. Baars has found something she truly loves to do.

**MAY (KOLODNY) BENATAR**, MSW '69, fulfilled a long-deferred ambition in 1999, earning her PhD at New York University, completing a doctorate in one of the few remaining clinical programs in social work at the now renamed Silver School of Social Work. She recently published her first book, appealing to both lay readers and clinical communities: *Emma and Her Selves: A Memoir of Treatment and a Therapist's Self-Discovery*. Benatar is currently a practicing social worker, working mostly with survivors of childhood trauma and dissociative disorders. She wrapped up a long career in New Jersey about eight years ago when she and her husband moved to the DC metro area to be closer to children and grandchildren (five to date). Her office is in Silver Spring, Maryland.

**MICHELLE FEIGE**, MSW '94, is the executive vice president of the Association for the Accreditation of Human Research Protection Programs, Inc., a global nonprofit that promotes high-quality research through an accreditation process that helps organizations worldwide strengthen their human research protection programs (HRPPs). Feige is proud to report that the

University of Michigan is one of eight AAHRPP-accredited organizations in Michigan.

**SAMUEL FELTON**, MSW '15, worked as a medical social worker at Lakeland Hospital for two years, becoming a licensed clinical social worker. In December of 2017, he was hired into a new position at Lakeland Health Care System as a project coordinator, working to improve inpatient and outpatient experiences of heart failure patients.

**CRYSTAL GRANT**, MSW '06, has found the perfect career incorporating both her MSW and her law degree. She is working at the Children's Law Clinic at Duke University School of Law, focusing on special education litigation. She previously spent a year at the University of Michigan Law School's Pediatric Advocacy Clinic as a clinical fellow but now enjoys working as an attorney and in turn, leveling the playing field for children, a vulnerable population. She has settled into her new life in Chapel Hill, North Carolina with her husband, children and family dog. In her leisure time, Grant loves to travel and explore other countries. She has been to Fiji, Angola, Cuba, England and Mexico — and cannot wait to go somewhere else!

**SIDNEY H. GROSSBERG**, MSW '64, is the CEO of Counseling Associates, a Commission on Accreditation of Rehabilitation Facilities (CARF) accredited outpatient mental health clinic, in private practice of psychotherapy. Grossberg is on the Blue Care Network Community Advisory Board. He is the former president of the National Association of Clinical Social Workers, and the past president of the Michigan Society of Clinical Social Workers, where he served two terms. Grossberg

also has a new Portuguese water dog he takes to hospitals to visit with patients.

**BRYAN C. JOYCE**, MSW '09, accepted a position as a clinical consultant providing psychotherapy to long-term care geriatric psychiatric patients. In addition, Joyce continues to work full time as a clinical social worker with the Department of Veterans Affairs.

**SHANNON R. LANE**, MSW '99, recently coauthored the book *Political Social Work: Using Power to Create Social Change*, released in 2018 by Springer International. She was recently appointed associate professor and MSW program director at Sacred Heart University in Fairfield, Connecticut.

**JUDY LEVICK**, MSW '82, and **SHARI MUNCH**, MSW '82, coauthored a practice-based article in *Advances in Neonatal Care Journal*, entitled "NICU Bereavement Care and Follow-up Support for Families and Staff," published in December of 2017. They collaborated with neonatal intensive care unit nurses who provide bereavement support at Helen DeVos Children's Hospital where Levick was NICU parent-to-parent partnership and bereavement follow-up coordinator for 32 years. Munch is associate professor at Rutgers School of Social Work.

**MEAGHAN MCMAHON**, MSW '11, began MBM Consulting, her social impact consulting practice, in July of 2015. Since that time, she has worked with local government agencies, for-profit, not-for-profit and startup organizations in both the Washington, DC metro area and San Francisco. Learn more at meaghanmcmahon.com.



Carrie Rheingans



Guillermo Sanhueza



Kathy Tran



Jonathan Vanderbeck

**MELISSA MENDEZ, MSW '01**, has worked to build Wheeler Clinic's early childhood programs that serve very young children with trauma and their families. She administers the Birth to Three early intervention services at Wheeler and serves as president of Connecticut's Infant Mental Health Association. She serves on a number of advisory boards and work groups aimed at improving the early childhood system in Connecticut, the State Home Visiting Consortium, the CT Help Me Grow Advisory Board and the Connecticut Early Childhood Trauma Collaborative. Mendez is a trained Child Parent Psychotherapy (CPP) therapist. She is also a trainer for home visitors on culturally responsive practice in infant and early childhood mental health and working with families in intergenerational poverty.

**WILLIAM PICKARD, MSW '65**, sponsored and hosted a "Thank You, Detroit" event in June 2018, where he presented his \$2.1 million gift to Detroit museums. The gift benefited the Charles H. Wright Museum of African American History and the Motown Museum; \$100,000 also went to the Wayne County Community College district. The weekend-long event featured a black-tie gala, a picnic and a free gospel extravaganza.

**CARRIE RHEINGANS, MSW '11**, was recently recognized as one of *Crain's* "2018 Notable Women in Health Care." Rheingans is a project manager at U-M's Center for Health Research and Transformation (CHRT) working on the Washtenaw County Health Initiative. She also manages more than 200 service providers and 15 community-based projects.

**KAREN GORDON ROSENBERG, MSW '92**, has experience in the field of geriatrics spanning two decades. Her involvement with Caring Across Generations, a national organization, included two visits to Washington, DC to collaborate with others from around the country to raise the national consciousness on aging, caregiving and access to dignified care through dialogue and advocacy. In November 2017, she presented at the Interdisciplinary Conference of the Aging and Society Research Network on the following topic: *The Case for Care Management: Changing the Trajectory of Aging*.

**GUILLERMO E. SANHUEZA, PhD '14**, has been appointed chief of the Division of Rehabilitative Programs for Chile by the Minister of Justice. His main responsibility will be the promotion and monitoring of successful, effective rehabilitative and decarceration programs for both adults and juvenile inmates in the country.

**ANDREA SCHNEIDER LCSW, MSW '97**, is a psychotherapist in private practice in the greater Los Angeles area with specialties in women's reproductive mental health and trauma and loss. She writes for Psych Central, goodtherapy.org, *The Minds Journal* and *The Thought Catalogue*. Her website is: [andreaschneiderlcsww.com](http://andreaschneiderlcsww.com). She also has a podcast entitled *The Savvy Shrink* at [blogtalkradio.com/thesavvyshrink](http://blogtalkradio.com/thesavvyshrink). She is EMDR-trained and working on certification.

**LILA SWELL, MSW '58**, current professor of education psychology at Queens College, received a Lifetime Achievement Award from *Who's Who in America* in March of 2018.

**DANIELLE SWICK, MSW '02**, has received a promotion to the rank of associate professor with permanent tenure at the University of North Carolina-Greensboro.

**JAKE TERPSTRA, MSW '57**, says age 90 is too young to slow down. Over the past two years, he has written 14 articles on foster care, with another in the works. He has also written a book on child welfare entitled *Because Kids Are Worth It*, published in 2013, which traces child welfare services from 1950 through 2000. Terpstra is active in the Micah Center on a variety of justice issues, including one that is spearheading the process of getting Toastmasters clubs in prisons in Michigan. In Texas, this reduced recidivism from 70 percent to 16 percent.

**ARIANA (FLOOD) THELEN, MSW '15**, is working in professional counseling and therapy at Identity Counseling, specializing in life transitions, family dynamics, elder concerns, grief counseling, anxiety and depression. She previously worked as a skilled nursing social worker, coordinating services for safe community living and transitions post-acute care, counseling in anxiety, depression and end of life, as well as interdisciplinary team (IDT) collaboration and policy improvement.

**KATHY TRAN, MSW '03**, was elected in November of 2017 to represent Virginia's 42nd House District. She wishes to construct a more comfortable environment for immigrants in America, building hope and encouraging them to reach their full potential.

**THE REV. JONATHAN VANDERBECK, MSW '16**, successfully completed his full social work licensure and recently began a new position

with Samaritan Counseling Center in Scotia, New York. He works as a psychotherapist specializing in issues of race, gender and sexuality as related to individuals of various faith traditions. He also serves as a minister of a local progressive Christian church.

**ANGELA VANSCHOICK LMSW, LCSW, MSW '07**, was recently selected as a director for the National Association for Court Management (NACM), serving a two-year term. She has been the current president for the Colorado Association for Municipal Court Administration (CAMCA) since 2016 and looks forward to the additional role she will be serving within her profession.

## Faculty

**Jesse E. Gordon** | PhD, Pennsylvania State University, January 25, 2018

**Frank F. Maple** | MSW '62, March 18, 2018

## Alumni

**Bruce E. Hesse** | MSW '77, October 20, 2010

**Elaine A. Ball** | MSW '98, November 11, 2014

**Deborah M. Jackson-Simmons** | MSW '80, April 2, 2015

**Elizabeth A. Novak** | MSW '68, June 26, 2015

**Leroy Lucius** | MSW '77, November 2, 2015

**Burton M. Leland** | MSW '77, February 25, 2016

**Dorothy J. Piper** | MSW '78, June 23, 2016

**Joan L. Cox** | MSW '83, August 1, 2016

**Robert P. Mejia** | MSW '66, December 17, 2016

**Bettye Weaver Dees** | MSW '71, March 18, 2017

**Shirley F. Smith** | MSW '91, March 24, 2017

**Kathryn R. Rosenberg** | MSW '78, April 18, 2017

**Marina Valdez** | MSW '96, April 18, 2017

**Mediatrice L. Ho** | MSW '76, May 11, 2017

**Joyce T. Shallis** | MSW '66, July 21, 2017

**Carol S. Steffenson** | MSW '69, August 24, 2017

**Keith A. Larson** | MSW '72, August 28, 2017

**Lorine M. Reid** | MSW '65, September 2, 2017

**Lori E. Ford** | MSW '98, September 15, 2017

**Robert K. Yesner** | MSW '62, October 13, 2017

**Jaime R. Rivera** | MSW '75, October 25, 2017

**Janet M. Swanson** | MSW '83, November 7, 2017

**Elizabeth Blaylock** | MSW '63, November 10, 2017

**Eileen O. Dunn** | MSW '99, November 16, 2017

**Judy A. Kiser** | MSW '68, November 30, 2017

**Robert J. Sawyer** | MSW '72, December 6, 2017

**Virginia I. Douglas** | MSW '56, December 8, 2017

**Ronald E. Snyder** | MSW '64, December 12, 2017

**Sarah L. Capps Tubbesing** | MSW '69, December 14, 2017

**Anita R. Moore** | MSW '67, December 20, 2017

**Barbara B. Portnoy** | MSW '84, December 20, 2017

**Esther P. Barnhart** | MSW '58, December 26, 2017

**Julia M. LeBlanc** | MSW '86, December 28, 2017

**Chava B. Kopelman** | MSW '86, December 31, 2017

**Don E. Hamachek** | MSW '57, January 3, 2018

**Mary A. Hazen** | MSW '69, January 6, 2018

**Edward G. Marsh** | MSW '72, January 31, 2018

**John C. Schaffer** | MSW '71, February 2, 2018

**Vanessa C. Hines** | MSW '09, February 5, 2018

**Matthew L. Lyberg** | MSW '91, February 6, 2018

**Mary E. Byram** | MSW '54, February 13, 2018

**Pauline S. Schwartz** | MSW '45, March 1, 2018

**Donald T. Haller** | MSW '59, March 11, 2018

**Glorianne Wittes** | MSW '67, March 25, 2018

**Vern M. Williams** | MSW '50, April 6, 2018

**Susan M. Morales** | MSW '87, April 7, 2018

**Richard O. Smith** | MSW '67, April 19, 2018

**Lela M. Harvey** | MSW '70, May 15, 2018

**Jane E. Morris** | MSW '74, May 26, 2018

**Louis E. Zeile** | MSW '52, May 31, 2018

**Barbara B. Lock** | MSW '55, June 9, 2018

**Judith G. Stone** | MSW '73, June 9, 2018

**Carol S. Scott** | MSW '71, June 10, 2018

**David C. Hanley** | MSW '71, July 6, 2018

**Gregg S. Engfer** | MSW '72, July 12, 2018

**Marilyn G. Gallatin** | MSW '55, July 16, 2018

**Clarita Mays** | MSW '86, July 16, 2018

**Richard L. Lee** | MSW '71, August 9, 2018



“I’M GOING TO...  
**CHANGE  
THE WORLD**”

**by Helping to Reform the  
Criminal Justice System.”**

Hailey Richards, MSW Candidate

**SUPPORT OUR  
STUDENTS**

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For more information:  
[ssw.development@umich.edu](mailto:ssw.development@umich.edu) or  
734-615-2581

## WINKLEMAN MEMORIAL LECTURE: Understanding Aging in African Americans

**L**ast February, the U-M School of Social Work held its 32nd Leon and Josephine Winkelman Memorial Lecture. The Winkelman Lecture Series provides a forum for presenting emerging knowledge in gerontology from the social sciences and helping professions, in order to promote the discussion of this knowledge and its application to social policy and to the delivery of social work services for the elderly.

This year's lecture, *The Use of Family Designs to Understand Aging in African Americans*, presented by Keith Whitfield, PhD, Provost at Wayne State University, focused on his research on how genetic and environmental factors cause differences in aging between siblings. Whitfield was introduced by Dean Lynn Videka, who gave a brief summary of his impressive career, during which he has coauthored over 200 publications, with research spanning a range of topics that focus on individual differences in minority aging.

Whitfield gave an overview of his various studies on the differences of aging among siblings within the same families, largely focusing on twins. He discussed genetic, familial and other environmental factors, and their effects on patterns of health within families. He also noted that it is difficult to obtain funding to study genetics in African American

communities, as funders are cautious about this type of work. He recommended to students that, should they secure funding for such projects, they collect as much data on as many variables as possible, because it will be quite uncertain when they will receive funding again.

The results of Whitfield's research show that health disparities are caused by genetic and environmental factors *within* families, meaning that health outcomes can be caused by inherited factors. Whitfield discussed intergenerational patterns of health, and how particular generations can change health outcomes through lifestyle choices. He characterized "trying to disentangle that gene environment" as an interesting challenge.

Whitfield believes "wholeheartedly" in the crossover effect: that African Americans have earlier mortality, with

shorter life expectancies on average, but that, starting around 82 years of age, African American life expectancy is comparatively higher. "It's fascinating," he said. "How in the world can that come to be?" While analyzing the origins of stress, Whitfield offered that it is born out of familial circumstances. "We learn stress," he said. "We don't necessarily come to Earth with those ideas." All of this led to a description of Whitfield's project, *The Study of Longevity and Stress in African Americans*, which compares the effects of siblings, families and generations.

After Whitfield's remarks, a panel of experts shared their perspectives. The panel included Jamie Mitchell, PhD, Assistant Professor of Social Work and co-director of the Gender and Health Research Lab at the University of Michigan; Berit Ingersoll-Dayton, PhD, Professor of Social Work; and Mary Runman, Social Worker at Turner Geriatric Clinic at Michigan Medicine's Geriatrics Center. The panelists discussed the role of families in healthcare communication and planning for older African American men, older people as caregivers as well as care recipients and the relationship between clinicians and families.

*The Winkelman Memorial Lecture Series was established at the School of Social Work with an endowed gift from the Winkelman brothers—Stanley J., John, Frederick R. and Henry R.—as a memorial to their parents, Leon and Josephine Winkelman. Leon Winkelman and his brother, Isadore, cofounded the Winkelman's department stores in Detroit in 1928. Josephine Winkelman was a 1919 graduate of the U-M Social Work program and a social worker at Chicago's Hull House.*



“African Americans have shorter life expectancies on average, but starting around age 82, African American life expectancy is comparatively higher.”

Keith Whitfield, PhD  
Provost  
Wayne State University

## OUR STRATEGIC PLANNING JOURNEY

**W**e listened to you! Alumni feedback and comments were central to identifying the plan's five goals, which will help us build on our existing strengths, embrace excellence and support a culture of pride, ambition and innovation.

### GOAL 1

Deliver educational programs that are original, creative and prepare graduates for leadership in interprofessional and interdisciplinary practice, and knowledge development.

### GOAL 2

Improve access to an affordable education at the U-M School of Social Work.

### GOAL 3

Build and sustain a School environment that is based on respect for all and dedication to diversity, equity and inclusion.

### GOAL 4

Engage with local, regional, national and global communities to advance social justice and create progressive change.

### GOAL 5

Lead the profession by advancing the scientific basis of the social work vocation and enhance interdisciplinary knowledge that informs solutions for social and human problems.

The goals of the plan draw on the breadth and unique resources available at the University of Michigan. In combination, Michigan Social Work will build new collaborations across disciplines; deepen our campus-community partnerships; shape social work research, scholars and practitioners; and create teaching experiences that prepare students for life, work in leadership and global citizenship. Our progress in implementing the plan, the benchmarks we use to track success and our achievements will be shared and reported in future editions of *ONGOING*.

“Thank you to all of the alumni who participated in sharing their voices to develop the School’s strategic plan.

Your dedication and commitment to our faculty, staff and students are the cornerstone of our work to set priorities to transform lives through education, research and service that fosters progressive change locally, nationally and across the globe.”

Lynn Videka, Dean  
Carol T. Mowbray Professor  
of Social Work



# MISSION, CORE VALUES AND A GRAND VISION FOR THE SCHOOL'S FUTURE

## MISSION

Advancing the social work profession's vision and values, Michigan Social Work seeks to develop a more equitable, caring and socially just society. Such a society meets basic human needs, eliminates social and economic inequities and empowers individuals, their communities and institutions to reach their aspirations and potential. Drawing on an interdisciplinary faculty within a public university seated in a region of enormous need and promise, the School is dedicated to education, research and service that fosters progressive change at local, national and global levels.

## CORE VALUES

- Striving for excellence in all we do
- The dignity and worth of every person
- Integrity
- Diversity in people and ideas
- Social justice
- The importance of human relationships
- Service
- An inclusive learning environment
- A positive work climate

## A GRAND VISION FOR THE SCHOOL'S FUTURE

Michigan Social Work will lead the social work profession—including education, knowledge development, practice and positive impact on society—as it moves into the next generation.

## SALLIE FOLEY

**S**allie Foley points out that “We’ve had three billion years of sex.” Given that history, it is unlikely Foley will really retire as an educator and activist in that field. But Foley has retired *officially*, so she took time with *Ongoing* to reflect on 40 years of teaching and innovating.

### Death, sex and social justice

Foley received her MSW from the U-M School of Social Work in 1978 and was hired by the social work department at Michigan Medicine, then the U-M Health System, to work in primary oncology. “I got good at talking about death,” she says with her trademark outspokenness. In 1981, Kristin Siefert suggested Foley return to the School of Social Work, when the professor who taught “Death, Loss and Grief” went on sabbatical. Foley became adjunct faculty and continued at Michigan Medicine as well.

“The hospital figured that anyone who could talk about death so well could also talk about sex,” she recalls. “They wanted a sexual health counseling program. They were saving lives, but patients were saying, ‘How do I get back to sex?’ Doctors were not trained in that and still are not. So I started in 1985 at the Sexual Health Counseling Program.” The program became a center for sexual health, with five sex therapists. Foley directed the center until 2010. “Becoming a sex therapist was for me an issue of social justice,” she says. “Doctors are not comfortable with those issues, so patients don’t get information they

need. But social workers are trained to talk to everybody about everything.” So, fittingly, she lobbied for courses in sex at the School of Social Work. In 1991, associate dean Srinika Jayaratne cleared her to create an advanced interpersonal practice class, “Treatment of Sexual Dysfunction.” The next step would be certification for sex therapists.

“Sex therapist” is not a protected term, but the national credentialing body, the American Association of Sexuality Educators, Counselors and Therapists (AASECT), offers certification, requiring nearly 200 hours of sex education courses and clinical training. “I said we should offer the whole enchilada: 90 hours of sex education, 60 of sex therapy and 15 of experiential values,” Foley says.

### “The whole enchilada”

Finally, in 2008, Associate Dean Mary Ruffolo asked Foley to get such a program up and running. The first class of 29 continuing education students was trained in July 2009. This year, the 10th cohort comprised 74 professionals from many countries. Michigan is the only academic program in the world where one

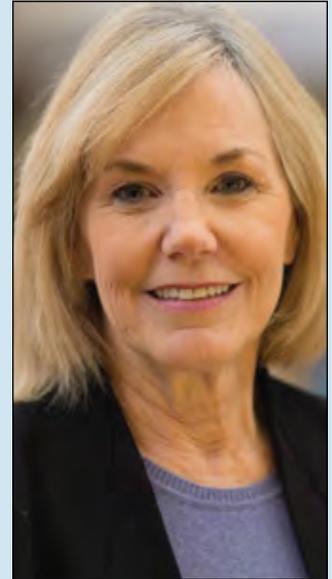
can receive postgraduate education and training to be a sexuality educator counselor or sex therapist. “If you want a university to back you up,” Foley says, “we’re it!”

“Much in mental health changed,” she notes, looking back. “Now we have sex therapists embedded with physicians, serving, for instance, women with developmental disabilities who may not understand what a pelvic exam is. So doctors are trained about consent. We teach about appropriate relationships. We’ve had three billion years of sex. It’s located way down in the brain stem, so people with dementia or developmental disabilities still have a sex drive.”

Foley co-wrote *Sex Matters for Women: A Complete Guide to Taking Care of Your Sexual Self*, published in 2012 by Guilford Press New York. The volume won the 2013 Society for Sex Therapy and Research award for Best Consumer Sexual Health Book.

### “The best career I could have had”

Now to the matter of retirement. Foley plans to continue lecturing, teaching and writing, and will maintain her clinical practice in Ann Arbor, supervising and training sex educators, sex counselors and therapists and seeing clients experiencing issues around sex and death. She will also remain an educator and activist in one area very meaningful to her. “I am passionate about better care for people with disorders of sex development,” she says, referring to those



popularly labeled “intersex.” “At Michigan Medicine in the 1980s,” she recalls, “we were performing vaginoplasties on children with Mayer-Rokitansky-Küster-Hauser syndrome [which causes the vagina and uterus to be underdeveloped or absent, though external genitalia are normal – ed.]. Now we think it’s far better to advise parents to wait and let a child grow up and decide for themselves.” The Foley-Morley technique for sexual counseling in lieu of surgery was co-created by Foley and George W. Morley, MD of Michigan Medicine.

Foley sums up her years at Michigan Social work by saying, “I’ll always be grateful that life brought me here to the School of Social Work. Being engaged with others working for social justice has been the best career I could have had. I love working with smart and thoughtful people on problems not easily solved. It has given immeasurable meaning to my life.”

## BERIT INGERSOLL-DAYTON

**B**erit Ingersoll-Dayton, Professor Emerita of Social Work, told the *Ongoing* writer “You are doing with me what I do with older adults!” She is referring to life reviews, on the occasion of her retirement from the School of Social Work, Ingersoll-Dayton reviewed her life and her career, concluding that both have been a series of recurrences.

### At home and abroad

At six months of age, Berit Ingersoll traveled with her family to Thailand, where her parents trained as community development workers. They returned many times to Thailand but, as a junior at Oberlin College, Ingersoll-Dayton wanted a cross-cultural experience of her own. She chose Norway. “I wanted an experience in the land of my ancestors,” she says. (The surname “Ingersoll” derives from Old Norse.) In Norway, as an au pair, she became fluent in Norwegian. She also found her life’s calling. She had taken gerontology at Oberlin but thought, “Why study this? It’s depressing!” Then a Norwegian acquaintance introduced her to a friend, an elderly sea captain. Berit asked about the older man’s life and career. “He just blossomed,” she recalls. “Telling his story brought him to life. I think I made his day. And he made my life!”

Ingersoll-Dayton came to the U-M School of Social Work in 1975, attracted by U-M’s leadership in gerontology. While earning her MSW in 1977, she also earned a Specialist in Aging Certificate from U-M’s Institute of Gerontology, receiving encouragement

from Harold Johnson, the Institute’s director, who would soon become the dean of the School of Social Work (and the first African American dean of a U-M school). “Harold saw a spark and supported me,” Ingersoll-Dayton says. She then asked her Oberlin gerontology professor where to go for a PhD. His answer was “The University of Michigan.” The first recurrence was her PhD at U-M in 1982, jointly in social work and psychology. Her dissertation: “Gender differences in social support and quality of life among retirees.”

### Family dynamics

Toward the end of a postdoctoral fellowship at U-M’s Institute for Social Research, she met a local physician, John Dayton. “I told my adviser, ‘I’m so smitten with this guy, I can’t study, and she told me, ‘Enjoy it!’” The two were married a year later. Dayton followed his new wife to Oregon, where she had an appointment in social work and psychology at Portland State University. They had two children, Aaron, now an environmental engineer, and Lauren, now a doctoral student in public health.

After 10 years in Portland, a number of people from the

School of Social Work reached out to Ingersoll-Dayton, including Harold Johnson, now dean, and she and her family came back, settling in Burns Park. She joined the social work faculty and eventually became the director of the School’s joint PhD program.

Ingersoll-Dayton’s gerontological research focuses on the importance of older adults caring for grandchildren, especially in Thailand—another recurrence! “I appreciate the commitment of the Thai people to family relationships,” she explains. “In my research I saw that, in Thailand, the middle generation was often gone. They were off working, and grandparents care for the children. So, what are the social and psychological dynamics? In Thailand, skip-generation households are often a family strategy rather than a fallback. The grandparents not only give but get benefits from the arrangement.”

Ingersoll-Dayton collaborates in her research with scholars at Mahidol University Salaya in the suburbs of Bangkok. She is currently mentoring a visiting doctoral student from Mahidol, Alongkorn Pekalee, here courtesy of a Golden Jubilee scholarship from the King of Thailand.

### Adventure and gratitude

In 2018, Ingersoll-Dayton received the School’s Distinguished Faculty Award, honoring national recognition of her scholarship, her excellence in teaching and mentoring, her



outstanding service to the School and University and her contributions to the professional community.

As for what she will do now: “I want to continue to collaborate with and assist social workers interested in research and doctoral students, and maintain connections with Thailand. I also want time for my family.” She has had the opportunity to introduce her children to her long-ago host family in Norway and to a Buddhist monk her father knew in Thailand.

“I feel tremendous gratitude toward the U-M School of Social Work,” Ingersoll-Dayton says, “for my days as a grad student, for mentorship from faculty and fellow students, exposure to theories and methodologies and the opportunity to flourish, directing the joint PhD program from which I got my own doctorate. Another recurrence! Now, I have real pride watching the next generation move forward.”

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## ASSOCIATE PROFESSOR



**TERRI FRIEDLINE**  
Associate Professor  
of Social Work

Improving lower-income households' well-being through saving, asset building, educational attainment, theories on saving, public policy and advanced quantitative analysis.

Terri Friedline

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## ASSISTANT PROFESSOR



**KATRINA ELLIS**  
Assistant Professor  
of Social Work

Cancer prevention and survivorship, community-based participatory research and evaluation, digital health assessments and interventions, psychosocial factors in the management of multiple chronic conditions and racial and ethnic disparities in health.

Katrina Ellis

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## ASSISTANT PROFESSOR



**LINDSAY BORNHEIMER**  
Assistant Professor  
of Social Work

Risk factors for suicidal ideation and attempt among adults diagnosed with schizophrenia, serious mental illness, depression, suicide prevention, structural equation modeling, longitudinal data analysis, intervention development, implementation and evaluation, cognitive-behavioral therapy and evidence-based practice.

Lindsay Bornheimer



**JACLYNN HAWKINS**  
Assistant Professor  
of Social Work

African American and Latino men's health, social determinants of health, health disparities, factors that contribute to access to and utilization of care, diabetes self-management and community-based interventions targeting low-income African Americans and Latinos.

Jaclynn Hawkins



**KATIE SCHULTZ**  
Assistant Professor  
of Social Work

American Indian/Alaska Native health equity, historical trauma, interpersonal violence, mental health, substance misuse and cultural buffers and culturally centered health promotion and intervention design.

Katie Schultz

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## TRANSITIONAL POSTDOCTORAL FELLOW & ASSISTANT PROFESSOR



Lisa Fedina

**LISA FEDINA**

Assistant Professor  
of Social Work

Sexual violence, intimate partner violence, human trafficking, health disparities, criminal justice, healthcare and social service system responses to violence.



Ethan Park

**ETHAN PARK**

Assistant Professor  
of Social Work

Human service organizations, client engagement in services, nonprofit strategy and management, empowerment practice, public-private collaboration, health services and access, healthcare politics and policy child welfare and policy and practices.



Ashley Lacombe-Duncan

**ASHLEY LACOMBE-DUNCAN**

Assistant Professor  
of Social Work

Social determinants of health, healthcare access and equity LGBTQ health, intersectional stigma and discrimination, multi-level barriers to healthcare access for trans women living with HIV, intervention development and testing mixed methods, systematic reviews, meta-analyses and meta-syntheses community-based participatory research.



Anao Zhang

**ANAO ZHANG**

Assistant Professor  
of Social Work

Health and mental health, integrated behavioral health, social determinants of health, health disparity and evidence-based social work intervention.

## CLINICAL FACULTY



Abigail Eiler

### **ABIGAIL EILER**

Clinical Assistant Professor  
Clinical, Macro

Suicide prevention and interventions, culturally responsive care with an emphasis on Native American tribal and urban communities, integrated health practices for speciality populations (student-athletes), child welfare and reducing recidivism rates within the juvenile justice system.

## RESEARCH FACULTY



James Ellis

### **JAMES ELLIS**

Assistant Research Scientist

K-20 education and career pathways of low-income and racial minority students, education and psychology, college access and college readiness, education pipeline interventions, racism and discrimination in secondary and postsecondary settings, program evaluation, college experiences and engagement of first-generation college students.



Justin Hodge

### **JUSTIN HODGE**

Clinical Assistant Professor  
CO, IP, Policy

Policy development and implementation, community organizing, social action, program evaluation and political social work.



Roland Zullo

### **ROLAND ZULLO**

Associate Research Scientist

Understanding how non-market institutions contribute to the formation of sustainable economies, defined as exchange systems that are equitable, politically stable and environmentally responsible.



Daicia Price

### **DAICIA PRICE**

Clinical Professor  
of Social Work

Children and families, mental health, organizational leadership, supervision, diversity and inclusion, gender variances, integrated health, suicide prevention and community organization.



Sandra Momper

**LETHA CHADIHA** was honored as a faculty vanguard at the Brown School at Washington University in St. Louis, E. Aracelis Francis Lecture Series.

**MARY ELDRIDGE** and **SHANNA KATTARI** were selected for the third cohort of the Interprofessional Leadership Fellows at U-M.

**WILLIAM ELLIOTT III** spoke at a Child Poverty Action Group congressional briefing, Our Kids, Our Future, on the potential of Children's Savings Accounts.

**KATHLEEN FALLER** was appointed to a Blue Ribbon Commission to investigate Larry Nassar.

**SALLIE FOLEY** was awarded the SSW 2018 Distinguished Lecturer Award for her exceptional ability to engage and train students and to apply understanding across varied contexts.

**BERIT INGERSOLL-DAYTON** was recognized with the 2018 Distinguished Faculty Award for her excellence in teaching and mentoring and her significant contributions to the social work community.

**SANDRA MOMPER** was appointed to the Council on Social Work Education's Council on Racial, Ethnic and Cultural Diversity.

**EMILY NICKLETT** was awarded Fellow status through the Social Research, Policy and Practice section of The Gerontology Society of America.

**ROGÉRIO M. PINTO** was awarded the Academic Leadership Program fellowship from the Big Ten Academic Alliance, the nation's premier higher education consortium of top-tier research institutions.

**ROBERT ORTEGA** was appointed as a University of Michigan Faculty Ombuds for the 2018–2019 academic year.



Robert Ortega



Kristin Seefeldt

**JULIE RIBAUDDO** participated on an international panel discussion at the World Association for Infant Mental Health conference.

**JOSEPH RYAN** and **TERRI GILBERT** were appointed by Governor Rick Snyder to the Michigan Committee on Juvenile Justice to advise the governor on juvenile justice issues.

**SUE ANN SAVAS** was selected as the 2017 Student Union Teacher of the Year for her outstanding teaching and mentoring of students.

**LUKE SHAEFER** was appointed by Governor Rick Snyder to the Commission on Community Action and Economic Opportunity. The 12-member commission is charged with reducing the causes, conditions and effects of poverty.

**KRISTIN SEEFELDT** was awarded honorable mention by Society for Social Work and Research for her book, *Abandoned Families: Social Isolation in the Twenty-First Century*.

**ROBERT JOSEPH TAYLOR** received the 2018 Harold R. Johnson Diversity Service Award from the Office of the Provost for his contributions and service to the development of a diverse U-M community.

**DAPHNE WATKINS** received two of the four awards presented at the U-M Fast Forward Medical Innovations program. She won both the Health IT category and the Crowd Favorite category.

- **DAPHNE WATKINS** was appointed to the Editorial Board for the new *International Journal of Men's Social and Community Health*.



Robert Joseph Taylor



Daphne Watkins



David Córdova

**LINDA CHATTERS, EMILY NICKLETT** and **ROBERT JOSEPH TAYLOR'S** study on socially isolated adults was featured in *ReliaWire*.

**BARRY CHECKOWAY** was featured in *The New Zimbabwe's* article for his research on adulthood.

**DAVID CÓRDOVA'S** research on teenage drug use and risk of HIV has been featured in multiple media outlets, including *U.S. News & World Report*.

**MARY ELDRIDGE'S** article "Ethics and Social Work Students in Your Practice" was featured in the spring 2018 issue of *The Bridge*.

**WILLIAM ELLIOTT III'S** article, "Why children's savings accounts should be America's next wealth transfer program" was featured in *The Conversation*, *The Chicago Tribune*, *The Los Angeles Times* and other news outlets.

**ANDREW GROGAN-KAYLOR'S** research on the correlation between neighborhoods and spanking was featured in the *Chronicle of Social Change* and highlighted as a top story in the *NASW Social Work SmartBrief*.

**TODD HERRENKOHL'S** research on how child maltreatment impacts development and resilience was featured in *Science Daily* and *Psych Central*.

**HAROLD JOHNSON** shared his experiences as the first African American dean at U-M with National Public Radio's *StoryCorps*.

**SHAWNA LEE** and **JOYCE LEE'S** (PhD student) article "Fathers forgotten when it comes to services to help them be good parents, new study finds" was published in *The Conversation*, *U.S. News & World Report*, *MarketWatch* and other media outlets.

**KATIE LOPEZ** was featured in *International Educator* magazine for her collaborative work to develop the Resilient Traveling website and a Massive Open Online Course to prepare students for international experiences.

**ROGÉRIO PINTO'S** "Improving PrEP implementation through multilevel interventions: A synthesis of the literature" was published in more than 15 media outlets including *The Medical News*, *Business Standard* and *Insurance News Net*.

**DANIEL SAUNDERS'** article "Abusive relationships: Why it's so hard for women to 'just leave'" was featured in *The Conversation* and the *Los Angeles Times*.

**LUKE SHAEFER** was quoted in *The Washington Post* article, "An explosive U.N. report shows America's safety net was failing before Trump's election."

- **LUKE SHAEFER** and **ANALIDIS OCHOA'S** (PhD student) research on plasma donations was featured in *The Atlantic*.

**MATTHEW SMITH** was quoted in the *Psychiatric News* article "Virtual Reality May Soon Become Clinical Reality in Psychosis Care."

**JOHN TROPMAN** was referenced in *The Harvard Crimson* article on Harvard's president-elect Lawrence S. Bacow.



Joyce Lee



Shawna Lee



Andrew Grogan-Kaylor

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**KATTARI, SHANNA KATZ**

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**LACOMBE-DUNCAN, ASHLEY**

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