

ONGOING

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Philip Dattilo



Jesse Gordon, Dean Paula Allen-Meares, and Bill Barrett at Kindred 2001 unveiling. [see page 3]

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U-M Photo Services, Marcia L. Ledford

Dean Paula Allen-Meares, Michael Sherraden, Margaret Sherraden, and Greta Fauri at the Fauri Memorial Lecture. [see page 14]

Save the Date
SSW Homecoming
Open House
2:00 - 4:00 p.m.
October 17, 2003

Cover photo of Kindred 2001 by Philip Dattilo

MESSAGE FROM THE DEAN

Welcome to the new *Ongoing!* I hope that our new look appeals to you; in addition to the new layout and use of more color, this issue marks the introduction of two new series.

Alumni Contributions to Scholarly Work highlights books and major articles by our alumni—the first two articles feature *Complex Adoption and Assisted Reproductive Technology: A Developmental Approach to Clinical Practice* by Vivian Shapiro ('70), Janet Shapiro (MSW '85, PhD '92), and Isabel Paret; and *Sex Matters for Women* by Sallie Martin Foley ('78), Sally Kope ('83), and Dennis Sugrue.

Our hope is that our other new department, *Alumni Voices*, will be a venue for our alumni to write about current issues in their practice, perspectives on themes in *Ongoing*, and reflections on their time at the School of Social Work and how it has impacted their lives and work. The inaugural column, by Alfred Perez ('01), addresses the experiences of one social worker, his time in the foster care system in California, and how his experiences have impacted his practice. You'll find information on how to submit work to be considered for *Alumni Voices* on the back cover.

The overall theme of this issue is child welfare, with specific focus on foster care and adoption. Research in these areas by William Meezan, Marion Elizabeth Blue Professor of Children and Families; and Bowen McBeath, Ph.D. Candidate; Andrew Grogan-Kaylor, Assistant Professor of Social Work; and David Crampton (PhD '01), Assistant Professor at the Mandel

School of Applied Social Sciences at Case Western Reserve University; is highlighted. Associate Professor Leslie Hollingsworth has contributed an editorial about her work regarding transracial and international adoption. And Emerita Professor of Social Work Sallie Churchill is the subject of the Pioneer Profile.

In November, the School hosted the Fedele F. and Iris M. Fauri Memorial Lecture in Child Welfare, delivered by Michael W. Sherraden (MSW '76, PhD, '79), Benjamin E. Youngdahl Professor of Social Development at the George Warren Brown School of Social Work at Washington University. During his visit, we had the honor of presenting him with the 2002 School of Social Work Distinguished Alumni Award for "his significant contributions to the social work profession as a prolific author, respected advisor and consultant for top government agencies, (his contributions as) a highly recognized researcher, his dedication to the betterment of humankind, and his unwavering loyalty to his alma mater." You can read more about Sherraden in the Alumni Profile on page 17.

There have been some new arrivals in the School and the University since last fall—in these pages, you'll be introduced to Jorge Delva, Assistant Professor of Social Work, who joins us from Florida

State University where he taught for three years; and Letha Chadiha (MSW '85, PhD '89), Associate Professor of Social Work, who most recently taught at the George Warren Brown School of Social Work at Washington University. Additionally, you will find a profile of Mary Sue Coleman, who was sworn in as the University of Michigan's 13th

President on August 1, 2002.

In this issue, you will also read about the first Alumni Institute sponsored by the Sol Drachler Program on Jewish Communal Leadership; an announcement of this year's Henry Meyer Award winners; news about the NIMH Center

on Poverty, Research, and Mental Health; and new publications from our faculty.

I hope you're as excited about the new look of *Ongoing* as I am, and that you'll consider contributing your ideas and words to future issues.



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





On September 20, 2002, a 10-foot bronze sculpture by renowned artist Bill Barrett was unveiled at the entrance of the School of Social Work's Educational Conference Center—it's the latest addition to an art collection that includes 54 pieces in all, funded through gift funds and an endowment established by the estate of Clinton E. and Dorothy Purdy. The purchase of *Kindred 2001* was facilitated in part by the generosity of the artist.

The collection includes photography, prints, textiles and sculptures on display throughout and around the School. The pieces reflect such issues as multiculturalism, which fosters community spirit and respect for differences of gender, race, ethnicity, social class and sexual orientation; traditional and expanded notions of family, which affect children, youth, adults and the elderly; and the protection of the vulnerable, especially the urban poor and the sick and infirm.



◀ On September 13, 2002, construction of the sculpture base was complete and *Kindred 2001* arrived at the School of Social Work via flatbed truck, and was lowered into place by an all-terrain forklift.



◀ Minor modifications were made to the base before final installation of the sculpture.

Dean Paula Allen-Meares delivers remarks at the unveiling ceremony.



◀ The artist, Bill Barrett, earned three degrees from U-M. He says that the fundamental style of his pieces was developed while he was a student at the University working with his mentor, Tom McClure.

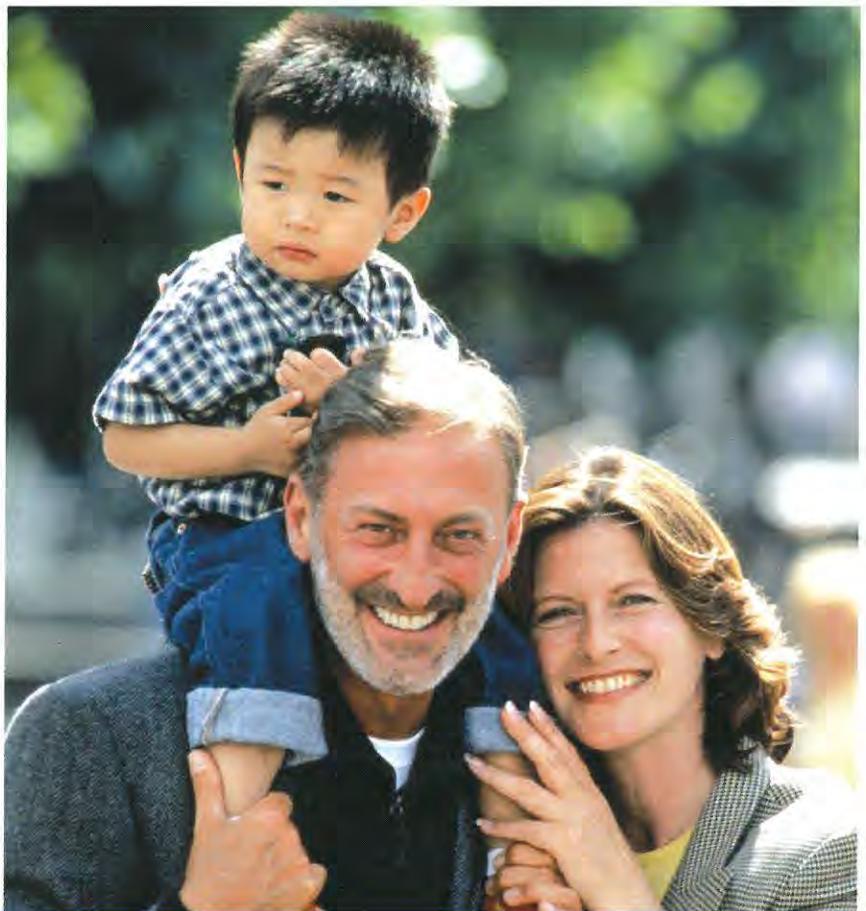


▲ On September 20, 2002, the School community and the sculptor gathered for the "unveiling" of *Kindred 2001*.

"The art in our collection reflects the values of the profession and the mission of the School," says Dean Paula Allen-Meares. "Our mission is to improve the well-being of the economically and socially disadvantaged and other vulnerable populations by using research and an innovative curriculum to advance a more just, healthy and productive society."

The formation of social groups is a naturally occurring part of human behavior. People group around common interests or experiences. Over time values, beliefs and behaviors emerge in the form of a culture. Having common features or a common history can lead to identification with the group. An immediate family or an entire country can constitute one's cultural group.

The existence of multiple cultures can be problematic when children from a less powerful group are adopted by adults from a more powerful one. It becomes easy to overlook or minimize the importance of the child's culture.



What Social Workers Should Know about Transcultural Adoption

Transracially or internationally adopted children bring with them a culture of origin, albeit a culture whose importance may be obscured by earlier experiences of abuse, neglect and severe poverty. Their culture takes on greater salience as they move into adolescence and young adulthood where the need to establish one's identity abounds.

Most social workers will provide services eventually to transculturally adoptive families or individuals. In 1996, 702,000 U.S. children lived with two adoptive parents (Fields, 2001). Domestic transracial adoptions traditionally have included African American children, biracial children and children of Hispanic origin. (Adoption and other child welfare services to Native American children are generally handled by the tribe with which their birth family is affiliated.) Certain knowledge of the experience of these families or individuals is useful, regardless of the social worker's specialization area. Only forty-one percent of clinical practitioners

responding to a vignette involving an adoptive family considered the family's adoptive status in their planning and intervention (Mitchell, 1991). While social workers are less likely to overlook differences in transcultural adoption because of physical differences among members, they should keep in mind that the experience may have different meanings for all involved.

There is no dependable estimate currently of the number of U.S. transracial adoptions occurring annually or of the total number of transracially adoptive families. The United States stopped collecting data on transracial adoptions in the early 1970s; data collection resumed in 1997 and data are being adjusted to fit the new categories for race and ethnicity in the 2000 Census.

In 2000, 18,120 children were adopted internationally by U.S. families (U.S. Immigration and Naturalization Service, 2001). The largest proportion came from Asia (48%), followed by children from Europe (38%), North

America (10%), South America (3%) and Africa (1%). The largest proportion of Asian adopted children came from the People's Republic of China (57%) while children from Russia represented the largest percentage of European adopted children (60%). Sixty-five percent of all children internationally adopted in 2000 by U.S. families—78% of those from Asia, and 97% of those from the People's Republic of China—were female. Of the 702,000 children living with two adoptive parents in the United States in 1996, 13% were Asian and Pacific Islander although children from these regions made up only 4% of all children living in the United States (Fields, 2001).

Children not raised in their culture of origin may experience not belonging fully to either that culture or the majority culture. They may have physical features that connect them with natives of a particular culture but they don't speak the language or have other characteristics associated with the

cultural group. Children adopted from Europe have no physical features to connect them with their country of origin, making it easy to assume that no attention to their culture is needed.

In an effort to socialize their children in the child's own culture, some transracial adoptive parents have found it useful to prioritize their child's culture over their own. For example, interviewers in one study (Pohl & Harris, 1992) quote one transracial adoptive mother as explaining: "I made a conscious decision to live where I would be in the minority and my children would be in the majority" (p. 23). Thus, rather than simply exposing transculturally adopted children to various cultural events, adoptive parents can be encouraged to immerse themselves fully in their child's culture.

David Kirk's suggestion in 1964 that transculturally adoptive families acknowledge the differentness of their members is still relevant today. Notice the European American adoptive mother's description of raising two African American children: "I would go to war against a racist comment. I would never accept an insensitive comment at school or anywhere. People must begin to respect the norms and values of other cultures... We're not trying to blend the cultures, but to be happy with the differences and with the different cultures" (Pohl & Harris, 1992, p. 96). Among transculturally adopted persons, identification with the culture of origin is consistently found to be associated positively with adjustment to and satisfaction with their adoption (see Hollingsworth, 1998).

During the identity-development phase of adolescence, persons in closed adoptions (where the birthparent is not known to the child) may think about, and later search for, their birthparents. The search for birthparents may be a way

of resolving the sense of loss attributed to adoptees (Verrier, 1993) and of integrating their adoptive and birth identities.

Groups now exist that assist adoptees in searching for their birthparents in the United States and abroad, and some domestic adoption agencies can help with accessing adoption records. Searching can be discouraging and threatening to adoptive parents who may interpret it as an indication of their child's lack of love or loyalty; this is seldom the case. Ninety-five percent of transculturally adopted persons whose interviews were published in the media between 1986 and 1996 said they had a positive relationship with their adoptive parents (Hollingsworth, 2002). Social workers can help families prepare for the eventuality of a search and communicate openly about it. Adopted persons may also need assistance in coping with the ambivalence of considering a search and with successful and unsuccessful outcomes.

Finally, social workers should be aware of the social context surrounding adoption. Most children become available for adoption as a direct or indirect result of poverty or oppression and the inability of their biological parents to persist in parenting them. The risk of child maltreatment has been found to be eighty percent higher in single-parent families compared to two-parent families, at least twenty-two times more likely in families with incomes below \$15,000 compared to those with incomes above \$30,000 and three times greater in the largest families compared to single-child families (Sedlak & Broadhurst, 1996). Socioeconomic factors are particularly implicated in child neglect.

Women in developing countries who abandon their children most often do so in a way that the children will be taken and cared for. And while some overseas orphanages lack the resources

to provide other than minimal care, others are quite nurturing and provide a safe and supportive alternative for children whose birth families cannot care for them. This knowledge can help parents in both open and confidential adoptions develop an attitude of empathy, compassion, and respect toward their child's birthparents and those who provided interim care, and convey that to their child. Adoptive parents and adopted persons can be assisted in advocating for conditions in developing countries and in the United States that improve the well-being of families and reduce the necessity for their disruption.

—Leslie Doty Hollingsworth, PhD,
ACSW, CSW, is an Associate Professor
in the School of Social Work.

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FOSTER CARE:



Recent Research and Practical Application

The Adoption and Safe Families Act of 1997, the most recent federal legislation to attempt to deal with increasing numbers of children in foster care, cited three goals for children in the child welfare system: safety, permanency, and well-being. At the signing ceremony, President Clinton said: "The new law will help us speed children out of foster care into permanent families by setting meaningful time limits for child welfare decisions, by clarifying which family situations call for reasonable reunification efforts, and which simply do not. It will provide states with financial incentives to increase the number of children adopted each year. It will ensure that adopted children with special needs never lose their health coverage."

Has the 1997 legislation succeeded in its intent to focus on child safety, permanency, and well-being? What, if anything, has changed in the past five years, and what still needs to be done to improve the status of children who enter the child welfare system?

School of Social Work expertise

For answers to these questions, we turn to two faculty members and a recent graduate of the U-M Joint Doctoral

Program in Social Work and Social Science. William Meezan, the Marion Elizabeth Blue Professor of Children and Families, has made the well-being of children and families involved in the child welfare system his life's work. His current research, being conducted with Bowen McBeath, Ph.D. candidate, focuses on the impact of an incentive-based payment system, a form of managed care on the outcomes of children in foster care in Michigan. Andrew Grogan-Kaylor, an assistant professor who joined the School in 2001, was part of a research team that conducted important research on adolescents in Wisconsin as they age out of foster care, and has studied factors contributing to placement in foster care with relatives (called kinship foster care, kinship care, or kin care). David Crampton (PhD '01), Assistant Professor at the Mandel School of Applied Social Sciences at Case Western Reserve University, conducted his Ph.D. research in Kent County, Michigan on a practice called Family Group Decision Making (FGDM). Currently, FGDM and a similar process, Team Decision Making (TDM), are being piloted in other counties in Michigan.

History

The 1997 Act is the latest in a series of legislative efforts to remedy problems in the child welfare system.

The first major legislation addressing the length of time children were in foster care was the Adoption Assistance and Child Welfare Act of 1980, which encouraged preventative and reunification services, and mandated that agencies engage in permanency planning efforts. While these goals were accomplished initially, from the mid-1980s to the late 1990s there was a dramatic increase (74%) in children in out-of-home care, a rise in the length of time children remained in care and an increase in the number of children who re-entered care. At the same time, the foster care system faced new challenges, such as an increase in the number of very young children and teenagers, a continued but increasing overrepresentation of children of color, a larger proportion of children with emotional/behavioral problems and other special needs, more children infected/affected by HIV/AIDS, and the discharge from care of youths who lacked jobs and housing. More families whose children were entering care were

affected by drugs, mental illness, domestic violence and poverty. Concurrently, there were fewer public adoptions of older children.

In the 1980s and '90s, the prevailing philosophy was to provide more family-centered services to intensify family preservation and reunification efforts. The Family Preservation and Family Support Program was passed in 1993, which added funding for family preservation services and services to reunify families. Despite the legislation and increased funding, the child welfare system struggled, and the number of children in out-of-home care continued to increase. According to the Voluntary Cooperative Information Service of the American Public Human Services Association, the number of children in the U.S. foster care system increased from 262,000 in 1982, to 400,000 in 1990, 507,000 in 1996 and 560,000 in 2001.

Family preservation vs. adoption

Changes in legislation over the past twenty years reflect shifts in the ideological debate between those who favor family preservation and those who favor adoption. At its most simplistic, the debate pits the rights and needs of parents (family preservation) against the safety and welfare of children (adoption). Family preservationists argue that the child welfare system should be focused on rehabilitating the parent(s) so family reunification can occur, because children belong with biological parents. The adoptionists disagree, claiming that once a child goes into care due to parental/familial abuse or neglect, the parents' rights should be terminated quickly and efforts undertaken immediately for adoption, so as to avoid the damage caused by children moving between placements. The 1997

legislation shifted the emphasis towards those who favor adoption, because it "clarifies which family situations call for reasonable reunification efforts and which do not."

Further complicating this debate is the growing likelihood that when a child is removed from the home, s/he will be in the care of other biological family members. In 2000, Grogan-Kaylor published an important article on kinship foster care that examined reasons children were placed with relatives, rather than some other form of child welfare placement. The 1997 legislation encouraged placements with relatives as a more home-like alternative to out-of-home care. Anecdotal evidence suggests that children who are placed with relatives often are able to remain with siblings, live in the same neighborhood and/or attend the same school, thereby decreasing the trauma created by removal from the parental home. Grogan-Kaylor also found that children removed for reasons of neglect were more likely to be placed with kin than those removed because of physical or sexual abuse.

Kinship care has increased in popularity because of a philosophical shift that emphasizes placing children with foster parents who share the child's cultural background. In addition, there are financial incentives for family members to care for children. The Supreme Court ruled in *Miller v. Youakim* (1979) that if kinship foster parents meet the state standards, they are eligible for the same Title IV-E payments.

Service delivery

Meezan and McBeath have been studying and evaluating the changes in child welfare service delivery in Michigan in response to the 1997 Act. Starting in

1998 in Wayne County, the Michigan Family Independence Agency contracted with six private nonprofit agencies to provide services using a performance-based, managed care foster care model.

Meezan and McBeath are conducting two interrelated studies: a process evaluation of the reimbursement system and an output evaluation on its impact. The process evaluation examines the impact on the organizational functioning of nonprofit providers who deliver social services. Interviews have been conducted in both pilot and non-pilot agencies with agency personnel. The output evaluation studies how the movement to managed care impacts the placement status of children in foster care and their families. Underlying the output perspective is the belief that effective child welfare policy is synonymous with a reduction in the time children spend in foster care.

Meezan disagrees with this belief, asserting that, "What is wrong with child welfare at this point is that it is driven by how effectively the system moves children through the system, as opposed to how the family and child are functioning and the condition of the child and family when a case is closed." From Meezan's perspective, the managed care model is primarily a cost containment effort that values movement through the system, but tells you little about the well-being of the child and his or her family. However, he is quick to admit that "well-being" is a difficult construct to define.

Well-being

Meezan and Grogan-Kaylor believe that the 1997 Act may have had some positive consequences, but they concur that no one is doing a good job looking at well-being, in no small measure because there is no universal definition of what

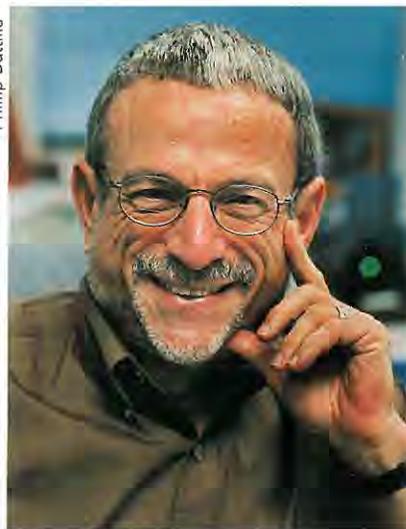
constitutes well-being. There is a long list of factors that comprise well-being, including attention to physical, emotional, and psychological needs; feelings of security; healthy attachments and good bonding; resilience and coping skills; and access to quality health and mental health care.

For Meezan, the need to focus on well-being is part of his push to study program outcomes, rather than outputs. He would like to see more research on the impact of permanency decisions on children, parents, parent-child interactions, family functioning and social support networks.

The twenty-two month clock

Meezan is particularly concerned about one feature of the 1997 legislation that mandates a twenty-two month clock that is set in motion when a court order removes a child from the home. If a child is in care for fifteen of the past twenty-two months, the state must move to terminate parental rights, regardless of the age of the child or the parents' efforts at rehabilitation. The clock was established to move children out of foster care and into permanent families—a laudable goal, but the impact has been to create what Meezan calls “system orphans,” children whose parents lose rights to them after this artificial twenty-two month period but the children have not yet been adopted.

Grogan-Kaylor cites statistics that demonstrate that, in many states, the point at which half of all children return home between one-and-one-half and two years. Therefore, if a child is out of the home for fifteen of the last twenty-two months, and parental rights are terminated, many children are prevented from going home. As Meezan notes, “If parents are making progress in their efforts to reunify the family, that’s important. When you start bringing seven- and eight-year olds into the child welfare system, and they are ten when



William Meezan

“What is wrong with child welfare at this point is that it is driven by how effectively the system moves children through the system, as opposed to how the family and child are functioning and the condition of the child and family when a case is closed.”

those twenty-two months have passed, who will adopt them? Parents lose their rights and children remain in foster care. They are not coming out of the system in a timely or acceptable way because they are not adoptable. They are not adoptable because we do not do a good enough job of recruiting families for them. These children tend to be minority children, they are older, and they end up growing up in care.”

Transition out of foster care

As a Ph.D. student in social welfare at the University of Wisconsin-Madison, Grogan-Kaylor was involved with the Foster Youth Transitions to Adulthood Study, which explored the post-care experiences of youths who had aged out of the foster care system. The first of three waves of interviews was conducted in 1995, before the youths had exited care. The second was in early 1998, after they had been out of care about twelve to eighteen months. The third was completed last year, but that data has yet to be tabulated and analyzed.

The key findings from the first and second waves included that neglect

was the most common type of maltreatment both prior to and during placement, and 40% of the primary caregivers for children in care abused drugs or alcohol. Most troublesome were findings that foster youths reported more psychological distress than the norm for their age group and were more likely to be involved with the criminal justice system than their peers. They had difficulty finding and keeping jobs, paying for medical care and experienced housing instability and homelessness.

What Grogan-Kaylor’s research team learned was, “Children enter out-of-home care under difficult circumstances, with the deck often stacked against them. If one intent of the out-of-home care system is to prepare foster youth to compete with their more traditionally domiciled peers in society, that intent is far short of realization. The experiences of the young adults in the study suggest that the child welfare system might be able to improve the passage of youths through independent living by building on family strengths while minimizing negative family impact, providing an improved transitional safety net for those with the fewest life skills, and ensuring that former foster youth have access to health and mental health care during their move to self-sufficiency.”

Turning research into practice

The results of the Foster Youth Transitions to Adulthood study have affected both policy and practice. The findings were cited in one of the Senate drafts of The Foster Care Independence Act of 1999 that allocated additional funding for transitional services for youth between eighteen and twenty-one. School of Social Work alumnus Alfred Perez (read his article on p. 16) advocated for this legislation and spoke at the President’s signing ceremony at the White House in 1997.

Family Group Decision Making (FGDM) is another example of turning



Andrew Grogan-Kaylor

research into practice. Originating in New Zealand, the theory behind it is that biological relatives, fictive kin (church members, friends), and support people (public health nurses, teachers, and ministers) can work together to determine the best plan for the care and protection of children.

In 1994, Michigan's Kent County piloted FGDM as a possible solution to the overrepresentation of minority children in foster care and the lack of meaningful family and community member inclusion in the care of maltreated children. With funding from the W. K. Kellogg Foundation's Families for Kids Initiative, Kent County undertook a community visioning process to create a comprehensive strategic plan for the child welfare system, and developed the Family and Community Compact (FCC). This voluntary program targeted children of color who were referred following substantiated maltreatment. With the agreement of the parents, the FCC staff organizes a meeting with the biological relatives, fictive kin and support people. The protective services worker and other staff present their case and concerns.

Following that, they leave the meeting and the family members and others attempt to develop a plan for placement. If they can agree to a plan, FCC members work with the family to connect them with community services. If they cannot agree to a plan, the children are placed in foster care, after which the FCC staff meets with the family every three months, with a goal of reaching a decision of whether or not to return the children home or to another permanent placement within one year.

Crampton was involved with the FGDM program in Kent County from its inception. He and Deborah Willis, another student in the Joint Doctoral Program, were hired by the Grand Rapids Community Foundation in 1995 to evaluate several child welfare

"If one intent of the out-of-home care system is to prepare foster youth to compete with their more traditionally domiciled peers in society, that intent is far short of realization."

programs in Kent County. They worked with the staff in determining how the program would work, how they would measure the steps in the process and provided them with evaluation data over a five-year period.

The Kent County FCC has been successful, reducing admission of children of color into foster care by over 20% between December 1995 and December 1998. These results were used to secure a federal grant that allowed the program to expand and serve all Kent County children, regardless of race or ethnicity. Most parents want to try FGDM because they wish to reunify their families. However, if reunification is not possible, some children remain in kinship care, but others end up in out-of-home placements.

According to Crampton, more children in Michigan could remain with kin families if the state provided subsidized guardianships to caregivers who do not want to go through the cumbersome bureaucratic process of becoming licensed foster parents.

With a grant from the Annie E. Casey Foundation's Family to Family

Initiative, Michigan is piloting Team Decision Making (TDM) in Macomb and Wayne counties. TDM has the same underlying philosophy as FGDM, but has a shorter time line, uses Family Independence Agency staff to facilitate the meetings (rather than private agencies) and does not include private family meeting time. Crampton has recently started evaluating how TDM is used in Cleveland, Ohio. It will be several years before evaluation data is available to compare the two approaches.

Where do we go?

According to Grogan-Kaylor, "Poverty is implicated in so much of families' involvement with the child welfare system. I believe that we need to think a lot more broadly, and that is beyond the purview of the child welfare system." Grogan-Kaylor and Meezan note that neglect, maltreatment, domestic violence and substance abuse are highly correlated with poverty. If researchers and practitioners really want to prevent children from going into foster care, then the fundamental issue of poverty must be addressed.

Fortunately, these connections are being studied at several centers at University of Michigan, including the School of Social Work's National Institute of Mental Health-funded Center on Poverty, Risk and Mental Health. The goal of this center is to develop knowledge about the relationship between poverty and mental health that will inform practice and policy.

It is our hope that the research being conducted at these centers will have an impact across the spectrum of child welfare policy and will lead to new solutions to the issues surrounding foster care.

—Robin Adelson Little is a freelance writer living in Ann Arbor. She is a past editor of Ongoing.

U-M Names THIRTEENTH PRESIDENT

U-M Photo Services, Martin Vloet



M

Mary Sue Coleman is in her first year as president of the University of Michigan. She is professor of biological chemistry in the U-M Medical School and professor of chemistry in the College of Literature, Science, and the Arts. Coleman served as president of the University of Iowa for seven years before becoming Michigan's 13th president on August 1, 2002.

Coleman has served as provost and vice president for academic affairs (1993–1995) at the University of New Mexico and as vice chancellor for graduate studies and research

(1992–1993) and associate provost and dean of research (1990–1992) at the University of North Carolina at Chapel Hill. She served for 19 years as a member of the biochemistry faculty and as a Cancer Center administrator at the University of Kentucky in Lexington, where her research focused on the immune system and malignancies.

Elected to the National Academy of Sciences' Institute of

Medicine in 1997, Coleman is a Fellow of the American Association for the Advancement of Science and of the American Academy of Arts and Sciences. She co-chairs the Institute of Medicine's Committee on the Consequences of Uninsurance.

Her extensive leadership positions in higher education include serving on the Association of American Universities (AAU) executive committee, the American Council on Education (ACE) board of directors, the National Collegiate Athletic Association (NCAA) board

of directors, and the Knight Commission on Intercollegiate Athletics.

Coleman also has served on the board of trustees of Grinnell College, board of trustees of the Universities Research Association, ACE Task Force on Teacher Education and Commission on Minorities in Higher Education, Business-Higher Education Forum, Imagining America Presidents' Council, AAU Task Force on Research Accountability, NCAA Standards for Success Advisory Board and Presidents Leadership Group of the Higher Education Center for Alcohol and Other Drug Prevention.

She earned her bachelor's degree in chemistry from Grinnell College and her doctorate in biochemistry from the University of North Carolina. She did postdoctoral work at North Carolina and at the University of Texas at Austin.

Coleman is married to Kenneth Coleman, a political scientist specializing in Latin America. Their son, Jonathan, is a portfolio manager in Denver, Colorado.

—U-M News Service

FACULTY NEWS

The Social Work Library needs your assistance! In the summer of 2000, Social Work Library staff created a special browsing collection, the Faculty Authors Collection. This is an evolving collection of books authored or edited by past and present faculty in the School of Social Work.

Because books published five to ten years ago are out-of-print and difficult to obtain, library staff need your assistance to build this unique collection. If you have copies of books by School of Social Work faculty, please consider donating them to the Social Work Library.

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Mowbray Named Director

Professor Carol Mowbray was appointed the new director of the NIMH Center on Poverty, Risk and Mental Health replacing Professor Sheldon Danziger, who is now on sabbatical leave. Some new staff have also been appointed to assist with the Center's operations: Lori Stark is the center administrator and Becky O'Brien is the center administrative assistant. Other research staff, doctoral students, postdoctoral fellows, and faculty continue, including Senior Research Associate Dr. Kristine Witkowski, postdoctoral fellow Dr. Julia Hastings, doctoral student Amelia Gavin, Center Associate Director Professor Kristine Siefert, and professors Mark Holter, Mike Spencer, Rich Tolman and Mieko Yoshihama. Two new faculty have joined the Center, professors Jorge Delva and Briggett Ford.

Mowbray served as the School's associate dean for research for five years. Her research focuses on community integration and recovery for adults with serious mental illnesses, especially women; homeless persons; and those with co-occurring substance use disorders. She has

developed and evaluated the effectiveness of interventions for disadvantaged mentally ill populations, including a homeless outreach/linkage project in Flint and Ann Arbor, a hybrid case management/vocational program in Grand Rapids, the Michigan Supported Education Program in Detroit and consumer-run services around the state.

Nathalie Drews, 76, Associate Professor Emerita of Social Work, died on August 26, 2002.

Drews was an alumna of the School of Social Work, having received her MSW in 1951. Following graduation, she worked for the City

of Detroit Department of Public Welfare and the American Red Cross, which allowed her to satisfy her love of travel through social services provision in Europe.

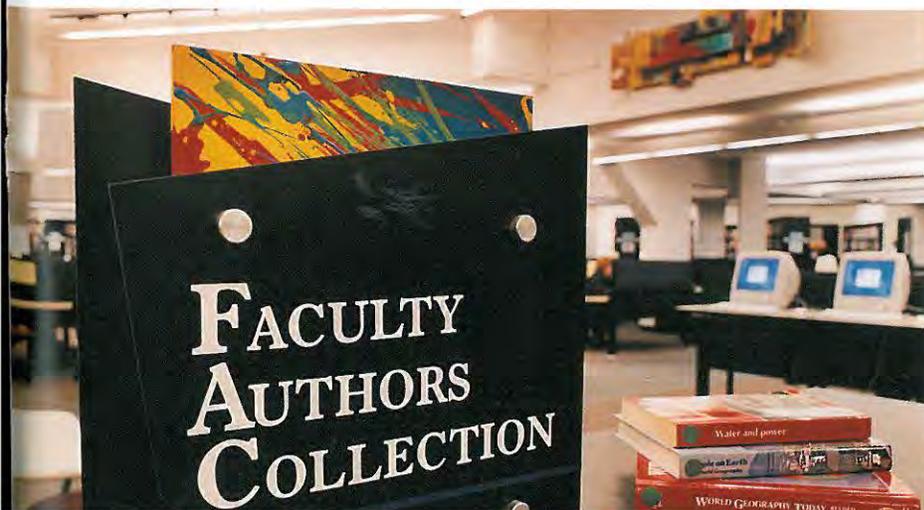
She joined the staff at U-M's University Hospital in 1956, and joined the School of Social Work as an assistant professor shortly thereafter. She was a distinguished and well-loved teacher, mentor to many students, founding member of the Turner Geriatric Services Advisory Committee, research scientist at the Institute of Gerontology, and assistant dean for student services at the School of Social Work.

Drews retired in 1992. She is best known for her pioneering research in the areas of death and dying, and will be remembered most vividly for her devotion to students and her years of dedication to the School.

A funeral was held on August 30, with interment in Holland, Michigan. Drews is survived by friend Leona Jacobs, brother and sister-in-law John and Lily Drews, and several nieces and nephews.



Gregory Fox



Phillip Dattilo

Recent Publications by SSW Faculty

- Burton, D., Miller, D., & Shill, C.T. (2002). A social learning theory comparison of the sexual victimization of adolescent sexual offenders and non-sexual offending male delinquents. *Child Abuse and Neglect*, 26, 893-907
- Faller, K.C. (2003). *Understanding child sexual maltreatment*. Thousand Oaks, CA: Sage.
- Haberstroh, S., Oyserman, D., Schwarz, N., Kuhnen, U., & Ji, L. (2002). Is the interdependent self more sensitive to question context than the independent self? Self-construal and the observation of conversational norms. *Journal of Experimental Social Psychology*, 38, 323-329.
- Hernandez-Josefowicz, D.M., & Allen-Meares, P. (2002). Poverty and schools: Intervention and resource building in home, school, and community. *Special issue: Children and Schools*.
- Hollingsworth, L.D. (2002). Transracial adoptees in the media: 1986-1996. *American Journal of Orthopsychiatry*, 72, 289-293.
- James, S., & Meezan, W. (2002). Refining the evaluation of treatment foster care. *Families in Society*, 83, 3, 233-244.
- Jayaratne, S., Croxton, T., & Mattison, D. (2002). Race, practice behaviors and the NASW Code of Ethics. *Journal of Social Service Research*, 28, 65-89.
- Kransdorf, M., Doster, B., & Alvarez, M.A. (2002). Interaction between pre-service teachers and school social work interns in an urban school setting. *Urban Education*, 37, 4, 497-532.
- Mattison, D., Jayaratne, S., & Croxton, T. (2002). Client or former client? Implications of ex-client definition on social work practice. *Social Work*, 47, 55-64.
- Oyserman, D., Terry, K., & Bybee, D. (2002). A possible selves intervention to enhance school involvement. *Journal of Adolescence*, 24, 313-326.
- Spencer, M.S., Kalil, A., Larson, N.C., Spieker, S.J., & Gilchrist, L. (2002). Multigenerational co-residence, family processes, and parenting stress among adolescent mothers. *Applied Developmental Science*, 6, 157-170.
- Spencer, M.S., Kohn, L.P., & Woods, J.R. (2002). Labeling vs. early identification: The dilemma of mental health service utilization among low-income African American children. *African American Perspectives*, 8, 1-15.
- Tolson, E., Reid, W., & Garvin, C. (2003). *Generalist practice: A task centered approach* (2nd ed.). New York: Columbia University Press.

Recent Presentations by SSW Faculty

- Robin Axelrod was the keynote presenter at Careers that Count at the University of Michigan Hillel. She was also a panelist for *National Teleconference 2002: Managing Your Career in Jewish Communal Service*, sponsored by the Jewish Communal Service Association.
- Letha Chadiha presented *The Association of Family Functioning with Rural-Urban African American Women Caregivers' Participation in a Family Reunion* with Julie Miller-Cribbs, Portia Adam, Robert Pierce, and Swapna Kommidi, at the 2002 National Council on Family Relations Conference. She also presented *Rural-Urban Black Women Caregivers and Depression: A Contextual Analysis* with Nancy Morrow-Howell and Enola Proctor at the 2002 Annual Scientific Meeting of the Gerontological Society of America.
- Ruth Dunkle and Lily Jarman-Rohde were invited to present *Old Before Your Time* at the Council of Michigan Foundations Annual Conference.
- Kathleen Faller presented *Allegations of Child Abuse in Divorce and Expert Testimony in Child Abuse Cases* at the Massachusetts Summit on Children and the Courts. She also presented *Forensic*

Interviewing in Child Abuse Cases to the Commonwealth of Kentucky Office of the Attorney General.

William Meezan has been listed in the 2003 edition of *Who's Who In America*, and elected secretary of the Society for Social Work and Research.

The SE-CAG/GLASER project, directed by Carol Mowbray, recently published the proceedings of their spring conference, *Shifting the Lens—The First National Conference on Supported Education*. The project promotes supported education for adults with psychiatric disabilities, and is funded by the Center for Mental Health Service/Substance Abuse, Mental Health Services Administration.

Michael Spencer presented the poster *Discrimination and Mental Health Service Use Among Chinese Americans* to the Jacobs Foundation Ethnic Variations in Intergenerational Discontinuities in Psychosocial Features and Disorders Conference.

Diane Kaplan Vinokur was the keynote speaker at the 5th Anniversary Celebration of the Community Service Building in Wilmington, DE, a rehabilitated office building housing over 60 nonprofit organizations.

Honors Awarded to SSW Faculty

- Paula Allen-Meares has been named a Senior Fellow in the Michigan Society of Fellows for a four-year term.
- Robin Axelrod has been named to the Leadership Conference Planning Team for the 2003 Wexner Alumni Institute.
- Letha Chadiha has been named a National Advisory Committee Member for the newly created Institute for Geriatric Social Work at the Boston University School of Social Work.
- Lydia Li has been selected as a Hartford Social Work Faculty Scholar.
- Daphna Oyserman has been named consulting editor for *Social Work Research 2002*.

EMERITA PROFESSOR SALLIE CHURCHILL

When Sallie Churchill retired in 1995, the School invited alumni and colleagues to contribute memories for a book to be presented to her. An avalanche of cards, letters and even poems was submitted, testifying to her stature as a beloved professor. In turn, Churchill demonstrated her affection for her students by suggesting that donations in her honor be made to the School's Student Emergency Aid Fund.

Initially a chemistry major and math minor at the University of Minnesota, Churchill took a sociology course that had a sequence in pre-social work. Placements at a settlement house, residential treatment center and child guidance clinic convinced her to continue her studies in social work, focusing on children. Following completion of her MSW at Minnesota, she worked at the Pittsburgh Child Guidance Center with emotionally disturbed children, at a treatment home for African American teenage women and taught group process at a University of Pittsburgh program for child-care workers.

Her work and research with children, particularly those adopted or in foster care settings, were gaining a national reputation. In 1962, she was invited to speak at the Michigan Child Guidance Center on group work with children. Churchill joined the SSW faculty shortly thereafter, enhancing the already distinguished group work program. She recalls, "I didn't think anything could replace the pleasure of group work, but teaching did. I found a population at the School in Social Work that was as wonderful as the children I had worked with."

After three years, Churchill left to attend the Ph.D. program at the University of Chicago. She said she would "finish in three years, or quit;" her orals took place after three years and one day.

Dean Fedele Fauri contacted Churchill as she was completing her degree to find out when she was returning, which amazed her, because she had resigned before starting her studies in Chicago. She returned to the School in 1970 and plunged back into teaching, supervision, research and liaison work with her characteristic enthusiasm and energy.

According to colleague Sheila Feld, as a teacher Churchill was "very knowledgeable about her subject matter, from both conceptual and practical perspectives. I was always impressed with how deeply she thought about pedagogy and how innovative she was in trying to organize her classes and behavior in ways that would reach the students." When teaching supervision, Churchill admitted to using behavior modification techniques that she had figured out when working with troubled children. She enjoyed being a liaison and visiting agencies so that she could help them improve their service delivery to children. Churchill wrote several important articles on group work and adoption, and edited *No Child Is Unadoptable*.

She credits her student Kathleen Faller, now a professor at the School, with piquing her interest in child abuse and neglect that dominated the last ten years of her career. Faller recalls, "In 1985, I asked her to consult with the Family Assessment Clinic, and we worked together until she retired. She provided assessment services, did treatment, mentored MSW and doctoral students and testified in court. One of the remarkable things about Churchill as a social work professor is that she always

had her priorities right—first clients, second students, and third her own advancement. Because of this, her career was quite remarkable and should be a model for us all."

Churchill also has a strong sense of service. At the School, she coordinated the Interpersonal Practice Program and served on the Executive Committee. She also served on many nonprofit

boards, including as president of SAFE House in Ann Arbor. Most recently, the U-M Medical School appointed her to the Washtenaw County Health Organization Board. She was honored for her service to the School of Social Work in 1995 when she was given the

Distinguished Faculty Award by the Alumni Board of Governors.

According to colleague Charles Garvin, "Churchill stood steadfastly for several things that made her, at times, the conscience of the School. She stood for an emphasis on defining and teaching good practice, which she based on her many years of working with individuals and groups. She was rightly skeptical of research that did not in some way lead to better service to people. And she was always ready to reach out to students and faculty when they experienced personal crises."

In retirement, Churchill has made a clean break from academia and devoted her energies to her church, friends and travel. When asked what she misses most, she answered simply: "the students."

—Robin Adelson Little is a freelance writer living in Ann Arbor. She is a past editor of *Ongoing*.



AROUND THE SCHOOL

New Faculty Join School

Associate Professor Letha Chadiha and Assistant Professor Jorge Delva joined the faculty in Fall 2002.

U-M Photo Services, Marcia L. Ledford



Letha Chadiha

Professor Chadiha has focused her research on the family relations of African Americans. Her prior research has included early marriage relations of African American and White couples and the informal post-hospital home care of African American and White

older persons. Within the past five years, she has concentrated on the family caregiving of African American women to older African Americans.

Professor Delva's work involves using multi-level statistical techniques

U-M Photo Services, Paul Jaronski



Jorge Delva

to study the effect of individual risk and protective factors on substance use while considering neighborhood and other contextual level factors with a particular focus on racial and ethnic differences.

This line of research will serve to inform the

substance abuse prevention field by identifying individual and contextual level variables, and their interaction, that can be targets of prevention efforts. A parallel area of interest is outcomes research.

NPM Doctoral Research Program Extended

The Nonprofit Management Center (NPM), a collaborative effort between the Schools of Social Work and Business, has received funding to extend the NPM Doctoral Research Award Program for a second year. The pro-

gram supports doctoral students who are conducting research on nonprofit, voluntary, philanthropic, and public organizations.

Sherraden Presents Fauri Lecture

Michael W. Sherraden (MSW '76, PhD '79), Benjamin E. Youngdahl Professor of Social Development at George Warren Brown School of Social Work at Washington University, and founding director of the Center for Social Development at Washington University, presented *Assets, Poverty, and Children*, the 2002 Fedele F. and Iris M. Fauri Memorial Lecture in Child Welfare in November.

The Fauri Lecture is presented annually in recognition of former University of Michigan Dean and Vice President Fedele F. Fauri and his wife, Iris. The lecture series is made possible by gifts from alumni, faculty, and friends, and serves as a forum for the discussion of ideas and proposals to enhance further the well-being of young people.

Henry J. Meyer Award Winners Announced

Luke Bergmann (PhD candidate in Social Work and Anthropology) and E. Summerson Carr (PhD candidate in Social Work and Anthropology) are this year's Henry J. Meyer Award winners.

The Henry J. Meyer Award is given in honor of the original and long-time director of the Joint Doctoral Program in Social Work and Social Science. This year it carries a value of \$5000 to be split equally between the winners. The purpose of the award is to acknowledge and support students whose work exemplifies the integration of social work and social science.

Bergmann's award-winning paper is *Of Holy Names and Rights: The Hidden Politics of 'Community' in a Detroit Neighborhood*; Carr's is *Secrets Keep Us Sick: Narrative Practices at a Drug Treatment Program for Homeless Women*.

Rainbow Network Awards Now Available

Rainbow Network Awards are intended for any University of Michigan MSW student who has demonstrated leadership, support or involvement in organizations, activities, issues or scholarship that promote responsible and informed social work practice with LGBT individuals and/or communities. This year's award winners are Carla Pfeffer and K. Foula Dimopoulos.

If you would like to contribute to these awards, please email ssw.sc@umich.edu for information.

The School congratulates the following recent Ph.D. recipients:

Edna Brown, *The Effects of Caregiving Factors and Sense of Control on Elderly Care Recipients' Depressive Symptoms*

Debra Jozefowicz, *Why Do They Leave? Why Do They Stay? A Quantitative and Qualitative Examination of High School Dropouts*.

Sang Kyoung Kahng, *Psychological Factors Involved in the Operation of Mental Illness Stigma*

Yunju Nam, *Is America Becoming More Equal for Children? Changes in Intergenerational Economic Mobility*

Lynn M. Nybell, *Remaking Children's Mental Health: On Children, Community and Care in Reform*

Drachler Program Hosts Alumni Institute

I have had the good fortune to wear several “hats” during my tenure with the School of Social Work since 1991: staff, student, alumna and now director of the Sol Drachler Program in Jewish Communal Leadership (formerly Project STaR). The alumni “hat” is the one most akin to the magical hat of *Harry Potter* and Hogwarts school fame. That hat, once it is placed upon an individual’s head, immediately fits, “speaks” to the hat-wearer and announces the student’s Hogwarts’ house. While, thankfully, we do not have “houses” here at the SSW, what strikes me about the magical hat is how well it fits each and every wearer. In *Harry Potter*, the magical hat knows each person who enters Hogwarts. In 2000, the only ones who knew each of the STaR/Drachler alumni were Armand Lauffer (the program’s previous director) and me—a situation that required an immediate remedy. What we needed was a type of Drachler alumni hat that utters not Gryffindor or Slytherin House when placed upon one’s head, but one that proudly declares, “Drachler Alumni!” We now have such a “hat,” a one-size-fits-all that allows alumnae/i to meet each other and to learn from one another’s experiences.

In October 2000, I served as the chair of the inaugural Drachler Alumni Institute which brought together two-thirds of our graduates from around the world. The institute’s goal was to promote a collegial as well as intensive learning environment. Through the generosity of an anonymous donor, we held the institute at the U-M Business School’s Executive Residence, with a special event in Metro Detroit honoring Armand Lauffer upon his retirement



The Reeds painting by Dale Chihuly serves as the cover image for the new brochure promoting the Sol Drachler Program in Jewish Communal Leadership. To request a copy, email drachler.program@umich.edu. Reeds reprinted with the permission of Habatat Galleries, Chicago, Karen Echt, owner.

and a closing reception in the SSW Commons. Larry Moses, President of the Wexner Foundation, served as the institute’s keynote speaker and scholar-in-residence. Larry inspired alumni to pursue their professional dreams, and urged communal leaders to continue to support the Drachler Program’s vital work training future leaders in Jewish communal service.

Institute sessions focused on both professional and personal challenges of leadership. John Tropman opened the institute with the well-received session entitled, “Professional Challenges: Surviving and Thriving in the Workplace.” In addition to sessions with Larry Moses, alumni presented their own learning opportunities, addressing such issues as “Evaluation of Professional Practice” and a panel discussion entitled, “Balancing the Personal and the Professional.”

The success of the 2000 Alumni Institute motivated a group of alumni to plan a second alumni institute held in June 2002. The committee included David Contorer ('95), committee chairperson; Kari Grosinger Alterman ('97); Joanie Berger ('95); Andrea Freedman ('98); Debra Barton Grant ('95); Amy Gross ('99); Jeff Levin ('93); Renanit Levy ('99); Hila Reichman ('99); Dana Rhodes ('93); Sue Waldman Roether ('99); Jim Rosenberg ('95); Stefanie Pessis Weil ('99) and Julie Zuckerman ('01). Once again, an anonymous donor

afforded alumni from throughout the world the chance to create a special slice of time as a community.

Shifra Bronznick, founding president of Advancing Women Professionals, and partner in Bronznick & Associates, LLC, facilitated the first session entitled, “Why Our Work Matters.” Nearly all sessions were planned and implemented by alumni and included “Board Development/Relations,” “Supervision: Giving and Receiving” and “Public Speaking, Working a Room, and Living Life in the Public Eye.” The institute concluded with a technologically impressive slide show (complete with music!) of our two days together, compiled by Adam Tennen ('02).

The results of these alumni institutes are invaluable. Drachler is now developing an entirely new component of the program devoted specifically to alumni, spearheaded by an evolving alumni council. Now that Drachler alumni know one another, it will be easy to form mentoring relationships with veteran professionals and those just entering the field.

Finally, through the generosity of alumni giving back to the program and support from a Detroit-area benefactor, current Drachler students will experience a week of study and social action in Kiev, Ukraine in early 2003. I am tremendously satisfied to see our graduates support to the Drachler Program as community leaders, mentors, colleagues and financial contributors. Their example influences current students to don the “alumni hat” following their own graduation.

—Robin Axelrod ('97) is the Director of the Sol Drachler Program in Jewish Communal Leadership at the University of Michigan School of Social Work.

FORGOTTEN TEENS: Social Workers Can Make A Difference

High-school graduation signifies a rite of passage celebrated by most teens as a time of independence and opportunity, when teens move from their parents' homes into college residence halls, enlist in the military or gain employment. When teens take the leap into the adult world, their families often provide financial and emotional support. While most young adults have the support of family members through their early 20s, this is not the case for young people aging out of our nation's foster care system. Foster youth must exit care by 18 (in some cases 21), whether they are ready or not. Social workers play a vital role when a young person transitions from foster care to independence.

The U.S. Department of Health and Human Services (HHS) reports that there are 565,000 children in our nation's foster care system on any given day. Each year 20,000 teens age out of foster care without returning home to their birth parents. In contrast, the U.S. Census Bureau reports that many American teens remain at home well into adulthood or return after trying to make it on their own.

Realistically, how many young people are ready to live on their own at age 18, with sufficient skills and resources to obtain and pay for their housing and all other needs?

Many former foster teens, especially those who have been in foster care for an extended time, have difficulty establishing themselves as self-sufficient, independent adults. They often lack the educational preparation, work experience and support networks to make a successful transition from being wards of the state to being on their own.

I was one of those youths who the foster care system cut loose one week after I graduated from high school in 1995. I

spent 11 years moving between California group homes, foster homes and children's shelters. My experiences often left me feeling angry and lonely. Can you imagine moving 11 times in four years? I internalized each move, social worker and group home as rejection.

Despite the bleak situation, there was a turning point in my life. My social worker looked beyond my immediate needs and empowered me to start thinking about my future. She referred me to a federally-funded program aimed at preparing foster youth for self-sufficiency when they leave care.

The program Independent Living (IL) offers services to teens in foster care such as budgeting, apartment hunting, job readiness, educational counseling, and interpersonal skills. One of the most crucial components of the IL Program was being connected to a caring adult who became my mentor, filling gaps that otherwise might have been filled by an older brother, uncle, cousin or father—all those people missing in my life.

Studies have documented that many former foster-care children have poor educational outcomes, difficulty obtaining and maintaining employment and experience homelessness after leaving foster care. These dismal outcomes reached Congress's attention in the late 1980s and resulted in funding of the IL Program. However, the condition of foster youth did not improve with the IL Program, which was severely underfunded and not promoted effectively. Congress took additional action by passing the Foster Care Independence Act of 1999.



Alfred Pérez

I worked on implementing the 1999 Act through my field placement at the HHS Administration for Children and Families, Children's Bureau in Washington, DC. My contributions included writing a status report of IL for Congress, assisting with the national program instructions and assisting with a memo of understanding regarding the Chafee Foster Care Independence Program. I also served on a standing work group for the National Evaluation of Title IV-E Foster Care Independent Living Programs. These activities allowed me to learn first-hand how national policy is enacted and gave me the opportunity to influence and shape a national program that affected my life personally.

Social workers are on the front line with teens in foster care every day, and they can have the greatest impact on the critical move to independence. They are the information brokers who can empower teens with the information and resources they need to transition from foster care to the adult world successfully. Social workers can make the difference between a young person floundering and failing, or striving and succeeding.

— Alfred Pérez ('01) is a Research Associate at Westat (a social science research firm in Rockville, MD), where he works on the National Head Start Impact Study and *Creating a System of Accountability for the Federal Chafee Foster Care Independence Program*. He also serves on a national committee studying the over-representation of children of color in the child welfare system.

MICHAEL W. SHERRADEN



When Michael Sherraden (MSW '76, PhD '79) was in undergraduate school at Harvard, he had little inkling of the directions that his life would take. "While being in college in the '60s really shaped my interests, it wasn't until well after that that I really understood the intellectual enterprise," he says.

After completing his bachelor's degree, he directed a child-care facility in Arkansas. "I wasn't thinking much about my future, at that point. But then I met Margaret, who would later become my wife, while directing a summer camp in Nova Scotia. It's because of her and her family that I became aware of social work as a profession." Margaret's father had been a professor of social work at the University of Chicago, and she was completing her master's degree there as well.

It's to the great benefit of the profession that Sherraden pursued his interest in social work. "Initially, I was wait-listed as a pre-MSW doctoral student by U-M," he remembers. "John Tropman, who was a student of Margaret's father, was a great help to me. He advised me on where to apply, how the process worked. I owe him a great deal of thanks."

Sherraden believes that while he has been "privileged to be part of great educational institutions for my whole life," it was not until he began his doctoral studies that he was truly engaged in the process, and finally understood what he calls "the intellectual enterprise. I loved the whole process of doctoral education. The work becomes your work, you own it, which is very exciting. I learned how to be engaged in issues, how to ask questions, and how to do research."

Some of Sherraden's most profound influences were gained while he was a student at U-M SSW—he cites Robert Vinter, Rosemary Sarri and the late Henry Meyer, calling them "pillars in social work research and education. It's such a great doctoral program, and is the genesis for bringing together social work and social science. My training here allowed me to think in a way that has helped me understand and frame issues; I understand the practical applications and can raise key questions from the theory and research. Theory is fundamental to the applied work—it's a mistake to think that an empirical agenda can be very successful without a theoretical foundation.

"I was recently invited by Dean Allen-Mearns to deliver the Fauri Memorial Lecture, and I was so pleased to be asked to give a talk at the School that has been so important to me!"

He is best known for his work around asset building, believing that it is an institutional phenomenon, and that poor people don't have access to the structures that facilitate asset building. In 1994, Dean Shanti Khinduka finally persuaded Sherraden to found and direct the Center for Social Development. "I had avoided it for years," Sherraden says, "but I finally said yes because the work around assets was too large for it to remain a solitary endeavor. I needed a staff, and the Center has really moved the work."

Some of his most influential and groundbreaking work to date is regarding asset building for poor people through Individual Development Accounts (IDAs), which are structured in much the same way that 401(k) accounts are. It's a program that's received national attention and implementation, including garnering mention from President Bill Clinton during two State of the Union addresses; George W. Bush included IDAs in his platform during his campaign for the Presidency, and Al Gore endorsed them, too. For more information on IDAs and other work at the Center for Social Development, visit <http://gwbweb.wustl.edu/csd/>

"With good fortune, I have another ten to twenty years of research to do in assets, service (organized service, such as the Peace Corps or Senior Volunteer Corps) and other areas. After that, it's my hope that others will use the Center for their studies' social development."

—Terri D. Torkko is the
Editor of Ongoing.

Sex Really Does Matter for Women

When the birth control pill became available to women in the early 1960s, a new revolution was set to give women more control of their sexuality. And since then, women have continued to make great advances in education and in their professions. But when it comes to their sexuality, most women are still behind the times.

Now, 40 years after that revolution started, sex experts at the University of Michigan Health System want to help women discover what they need to make comparable advances in their sexuality to have a healthy, satisfying sex life.

With the publication of a new book, *Sex Matters for Women: A Complete Guide to Taking Care of Your Sexual Self*, three U-M sex experts—Sallie Foley, MSW ('78), Sally Kope, MSW ('83), and Dennis Segrue, Ph.D.—hope to empower women to make “sex matter” for them in spite of busy schedules and even illness.

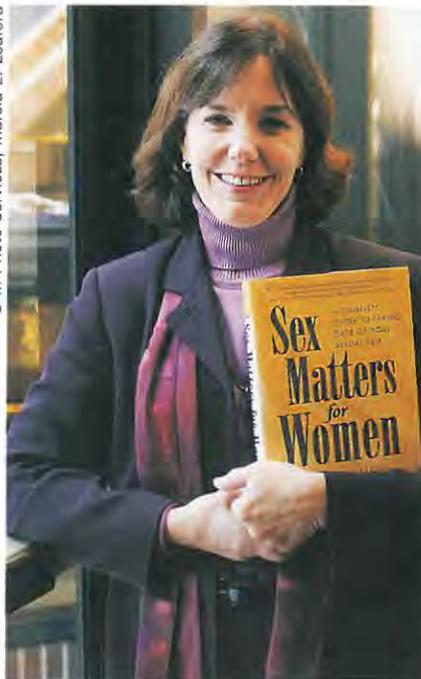
“Sex matters, and sex matters for women,” says co-author Sallie Foley, a certified sex therapist and adjunct professor in the School of Social Work. “From the moment people are born until they die, they actually have sexual responses and a sexual identity.”

Uncovering that sexual identity is the first step to building sexual knowledge and self-confidence. A woman’s sexual identity is greatly based upon the events throughout her life: how she was raised, how sexual information was presented to her and what messages she has received from the culture and the media.

Often, these messages create some common sexual roadblocks for women, which may get in the way of mental and physical pleasure, and a relationship.

“Early on, women are taught not to enjoy sex or to be cautious about the problems it can cause like unwanted pregnancy and sexually transmitted diseases,” says Foley. “Because of these messages, it

U-M Photo Services, Marcia L. Ledford



Sallie Foley

“From the moment people are born until they die, they actually have sexual responses and a sexual identity.”

isn’t until much later in life, if at all, that women discover the positive and fun side to sexuality.”

While messages of caution are necessary, Foley says it’s equally important to follow them up with information about the positive aspects of sex.

A lack of sexual education may also create other obstacles as a woman’s body ages or she is faced with illness. But these obstacles can be overcome.

First, Foley recommends that women invest in books and take the time to look at educational websites to build their sexual understanding. These tools can provide insight into what happens to the body during menopause or after having a baby, when either low desire or low arousal can affect sexuality.

Many women also experience

changes in their bodies due to a disease or after surgery.

“Sex during a disease or after surgery is an area that only now we’re beginning to talk about,” says Foley. “The idea is that it’s not enough to just survive a disease. Survival is about wanting to lead a normal life, and that life should include sexuality.”

But one thing to keep in mind in any of life’s situations is that creating a sexually healthy life takes work. Foley encourages women to put the same effort into their sexual selves as they would any good friendship or an exercise program.

Women also need to accept themselves for who they are—both physically and mentally. Being comfortable with your body is an important step in gaining sexual self-confidence. In addition, women should try to avoid measuring themselves against images in magazines.

“Ultimately, it’s not what the media does to a woman, it’s not what magazines do to a woman, it’s what we do to ourselves,” Foley says. “If we start changing our viewpoint about how we see other people in their aging or their body, we’ll change our own self-perceptions.”

And if women need advice or are experiencing any type of sexual difficulty, Foley strongly recommends that they make an appointment with their health care provider or ask questions during a routine examination.

For more information about the book, “Sex Matters For Women: A Complete Guide to Taking Care of Your Sexual Self,” visit www.guilford.com.

— Krista Hopson is a writer in the Department of Public Relations & Marketing Communications at the University of Michigan Health System.

Complex Adoption and Assisted Reproductive Technology: A Developmental Approach to Clinical Practice. Shapiro, V., Shapiro, J., & Paret, I. (2001). New York: Guilford.

This book addresses the unique issues that arise for parents and their children when families are formed through complex adoption and assisted reproductive technology (ART). The emergence of complex adoption and ART as pathways to family formation has occurred during a time of great social and political change regarding the definition of who is a "parent" and what constitutes a "family."

These new pathways to parenthood are being traveled by more couples and single adults, including many who face medical and/or social barriers to having children. For example, single intentional parents and gay and lesbian couples are joining with intentional parents in more traditional family structures in building their families through complex adoption and ART.

Complex adoption, as defined in this book, involves two broad adoption contexts. First, more adoptions are "non-traditional" in that older infants and children are adopted from settings such as foster placement and/or institutional care. Often, post-foster placement adoptions, international adoptions and skipped-generation kinship adoptions involve children who have experienced family disruption, often child abuse and/or neglect, and multiple shifts from one caregiver to another. Second, "open adoptions" are increasing, meaning that the doors between the birth parent(s), their biological child and the adoptive parent(s) remain open to some degree. These new forms of adoption raise critical questions about the core meaning of family, the nature of resiliency in childhood, the importance of early care-giving experiences and the kinds of support required by parents and children as they form new attachments and family identities.

ART's emergence has altered the

ways in which we think about conception, birth and the meaning of family, and the recognition of biological and psychological parentage as distinct roles in the life of a child.

While families formed through complex adoption and ART share much in common with all parents and children, there are ways in which these family narratives are unique and compelling. By studying the experiences of complex adoption and ART from the perspectives of both parents and children, clinicians and researchers can develop a better understanding of the strengths, special challenges and intervention needs related to these new forms of parentage. A primary goal of this book is to consider the similarities and differences between various types of complex adoption and ART, and the importance of these differences for the development of collaborative interventions designed to support children and families.

Themes of attachment, loss and identity formation reverberate across the lifespan of families formed through complex adoption and ART. While these developmental tasks are central for all families, complex adoption and ART may present altered sequences of attachment and loss. For some parents, the process of resolving social and medical barriers to parenthood may include experiences of loss related to their anticipated identity of biological parent. Children in complex adoption may experience loss of parental figures and multiple family disruptions occur prior to the emergence of a more secure family environment. Both parents and children may have to bridge important discontinuities in their lives. The need to rebuild a sense of personal and family coherence is an important part of clinical work.

The conceptual basis of this book reflects the integration of a broad knowledge base that includes multiple theoretical perspectives on child development and family life. Integrating developmental,

ecological and ethnographic perspectives provides a foundation for considering the many individual, familial and social factors that combine to particularize the experience of complex adoption and ART for children and families.

This book is perhaps most directly addressed to those practitioners who work with children and parents in child guidance and therapeutic contexts. However, many other professionals and educators may benefit from the broad development perspective presented on a wide range of psychological and social issues that are discussed as they relate to complex adoption and ART. Moreover, we believe that the central themes discussed in this volume are relevant to a



broader set of children and families whose experience may be outside the mainstream model of family formation and structure, and that the study of complex adoption and ART provides important opportunities to study anew the processes by which children and families grow and develop across time.

—Vivian Shapiro and Janet Shapiro

Vivian Shapiro, Ph.D. (MSW '70), is a Professor Emerita of the School of Social Work. Currently, she is in private practice. Janet Shapiro (MSW '85, PhD '92) is an Associate Professor and Director of the Center for Child and Family Well-being at Bryn Mawr College Graduate School of Social Work and Social Research.

Class Notes

1944

Winifred Bell is retired and is moving back to Michigan.

1956

Wesley Urch retired in 1988 after 20 years as executive director of United Way of Neenah-Menasha. He lives in the Fox Cities area of Wisconsin and is very active in the local Rotary Club.

1957

Jake Terpstra was chosen as the recipient of the NASW – Michigan Chapter's Lifetime Achievement Award for 2002. He was honored at the 26th Annual NASW Conference in Detroit.

1968

Linda Turner Henny was honored recently for 30 years of service at the University of Michigan, where she is a senior social worker in Child and Adolescent Psychiatry.

1969

Carol Hoffer has been named "Outstanding Volunteer" by the Northwestern Mutual Foundation for her work with Jewish Family Services (JFS) of the Jewish Federation of Washtenaw County. In honor of her achievements with the JFS, a \$10,000 check from Northwestern Mutual Foundation will be presented to the organization, which will allow JFS to create outreach programs with off-site services, such as meals-on-wheels and in-home counseling.

1973

David P. Brigham is a clinical social worker in a public health hospital for 10 years and with the State of Massachusetts for 20 years. He received an

advanced certificate in individual psychotherapy at Smith College in 1990. David and his wife, Pam, have three children.

1975

Brenda McGadney-Douglass recently returned to Michigan after living in Accra, Ghana,



Brenda McGadney-Douglass and Nana Apt.

West Africa, for about nine months, where she was a visiting scholar in the Department of Social Work at the University of Ghana in Legon. Her husband and son accompanied her.

McGadney-Douglass is involved in conducting two field studies in Ghana—one studying the impact of family, particularly grandmothers, on the survival of adolescents diagnosed with childhood Kwashiorkor (severe protein malnutrition); in the other, she's working with Professor Nana Apt to assess indigenous approaches to intervention in and management of local ethnic and cultural conflicts in Northern Ghana.

McGadney-Douglass is currently a visiting scholar for the World College at Eastern Michigan University.

1976

Victoria Kovari recently received a Leadership for a Changing World award from the Ford Foundation. The program

"seeks to raise awareness that leadership comes in many forms and from diverse communities." The award provides financial and other support, as well as bringing winners together periodically over a two-year period. Kovari was nominated for her direction of Metropolitan Organizing Strategy Enabling Strength (MOSES), an urban-suburban coalition that is working toward the creation of an expanded public transportation system to serve Metropolitan Detroit.

1978

Eileen Heisman is president of the National Philanthropic Trust (NPT) in Jenkintown, PA, and was profiled in the September/October 2002 issue of *Advancing Philanthropy*. She has two children and is recently remarried. Currently, she is a fellow at the University of Pennsylvania's Wharton School of Business, studying applied business principles, corporate governance, e-business and related topics.

1982

Mary Kay Brennan is a clinical assistant professor and field director for the Social Work Program at Seattle University. Over the past 20 years, her clinical social work practice has been in mental health agencies, public school settings and private practice. Her areas of interest include sexual abuse treatment, trauma response, culturally competent service provision and psychological disorders in children and adults.

Judy Stone is now in private practice as a nutrition and wellness consultant after 20 years of private practice in psychotherapy. In September 2002, her first book, *Take Two Apples and Call Me in the Morning: A Practical*

Guide to Using the Power of Food to Change Your Life, was published.

1986

JoAnne O'Rourke is directing a project based at the U-M Institute for Social Research (ISR) that is developing a national archive for substance abuse and mental health research data. Prior to that, she worked in program evaluation and survey research while living in Washington, DC, and Michigan.

1987

Christina Montague has been selected to go on a fact-finding trip to Taiwan to promote understanding of Taiwan's political and economic development. Democratic National Committee Vice Chair Lottie Shackelford recommended Montague for this trip.

1988

Terry W. Mason is in Africa on mission work and is involved in community self-help projects, including a literacy school for Herdboys. For the next two years, five new staff members will come to study cross-cultural ministry with him and his wife.

1993

Kathryn A. Kozaitis is an associate professor of Anthropology with tenure and chair of the Anthropology Department at Georgia State University. She is doing research on urban educational reform, and giving seminars on "The Cultural Imperative to Health, Education, and Welfare". Also, with Conrad Kottak she co-authored the book *On Being Different: Diversity and Multiculturalism in the North American Mainstream*.

1995

David Contorer is the director of Donor Development at the Jewish Federation of Metropolitan Detroit.

Janell Horton is living in Rochester, NY. She works in Batavia at the Catholic Charities as a multisystemic therapist for troubled families and youth.

Michelle Reckman-Davenport supervises the Custody Evaluation Unit of the Family Court Services Division for the 17th Judicial Circuit (Broward County) in Fort Lauderdale, FL. She specializes in assessment/evaluation of families and children as they relate to family law cases.

1996

Marsha Armstrong is the coordinator of outpatient services at St. Elizabeth's Medical Center in Boston, MA. She will be married this August in El Paso, TX, to an electrical engineer from Massachusetts.

Michelle Avery Ferguson is working as a clinical supervisor at a residential program for severely emotionally disturbed children.

Joe Ryan recently received his Ph.D. at the University of Chicago and is now an assistant professor at the School of Social Work at the University of Illinois, Urbana-Champaign.

1997

Molly Dollahan is working on a Master's in Divinity with a major in Intercultural Studies at Grand Rapids Baptist Seminary. She is still working as a medical social worker at the Disability Resource Center and spent July 2002 in Spain as a translator for her church.

Rosalind King has left Ford Motor Company to launch a business and personal coaching practice.

1999

Melissa Sandler has a new appointment at Jewish Family Services in Los Angeles, CA.

Brad Zebrack has won the 2002 Oncology Social Worker Research Award from the Association of Oncology Social Work (AOSW). He is a research fellow at UCLA's Jonsson Cancer Center in the Department of Pediatrics.

2001

Kelly Hamilton is currently working at Miami Valley Hospital in Dayton, OH, as a medical social worker in the neonatal intensive care unit. She also covers one of the regular maternity floors, labor and delivery and perinatal ICU.

Sarah McDonald is enjoying her work as a hospice social worker. She is finding her work both personally and professionally challenging.

Alfred Pérez ran the Marine Corps Marathon in Washington, DC, in October 2002, in 4:44:07, on behalf of Big Brothers/Big Sisters of the National Capital Area, where he volunteers as a Big Brother mentor. He raised over \$3,000.

Hayley Warshaw has been promoted to the position of Community and Financial Development Associate with the Austin, TX, Jewish Community Association.

2002

Tami Elliott has been appointed as the Jewish Family Educator at Adat Shalom Synagogue in Metro Detroit.

Lisa Lochner is currently serving as a post-MSW Fellow at the Yale Child Guidance Center.

IN MEMORIAM

1974

Charlene Anderson died at home on August 27, 2002 after a 17-year battle with cancer. A resident of Ann Arbor for more than 30 years, she worked as a clinical social worker at St. Joseph Mercy Hospital and had an extensive psychotherapy private practice. She co-founded the Michigan Center for Groups and taught a course at the U-M SSW. Charlene was an avid gardener and received the Ann Arbor Golden Trowel award in 2002 for her beautiful home gardens. She was devoted to her work and her patients.

Patricia "Pat" Walpole of Grove City, OH died unexpectedly in November 2001. She received her undergraduate degree from West Liberty College in West Virginia and worked for Franklin County Children's Service prior to attending U-M. After receiving her MSW, she worked for North Central Mental Health and later for Southwest Central Mental Health, establishing a clinic branch office in Grove City and a successful private practice there. She was a dedicated social worker whose passion was working with children, adolescents and their families.

Pat was instrumental in organizing a continuing round-robin letter among nine graduates from the class of '74; at the time of her death the "chain letter" had been continued for 27 years. She had a wonderful gift for celebrating life and commemorating important moments in the lives of her friends and family.

Funds donated to the School of Social Work in Pat's memory have been earmarked for a scholarship to a current student. She is survived by her mother, sister, brother-in-law, nephew and a multitude of friends who shared her warmth, humor and heart.

The Regents of the University

David A. Brandon, Ann Arbor; Laurence B. Deitch, Bingham Farms; Olivia P. Maynard, Goodrich; Rebecca McGowan, Ann Arbor; Andrea Fischer Newman, Ann Arbor; Andrew C. Richner, Grosse Pointe Farms; S. Martin Taylor, Grosse Pointe Farms; Katherine E. White, Ann Arbor; Mary Sue Coleman, (ex officio)

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