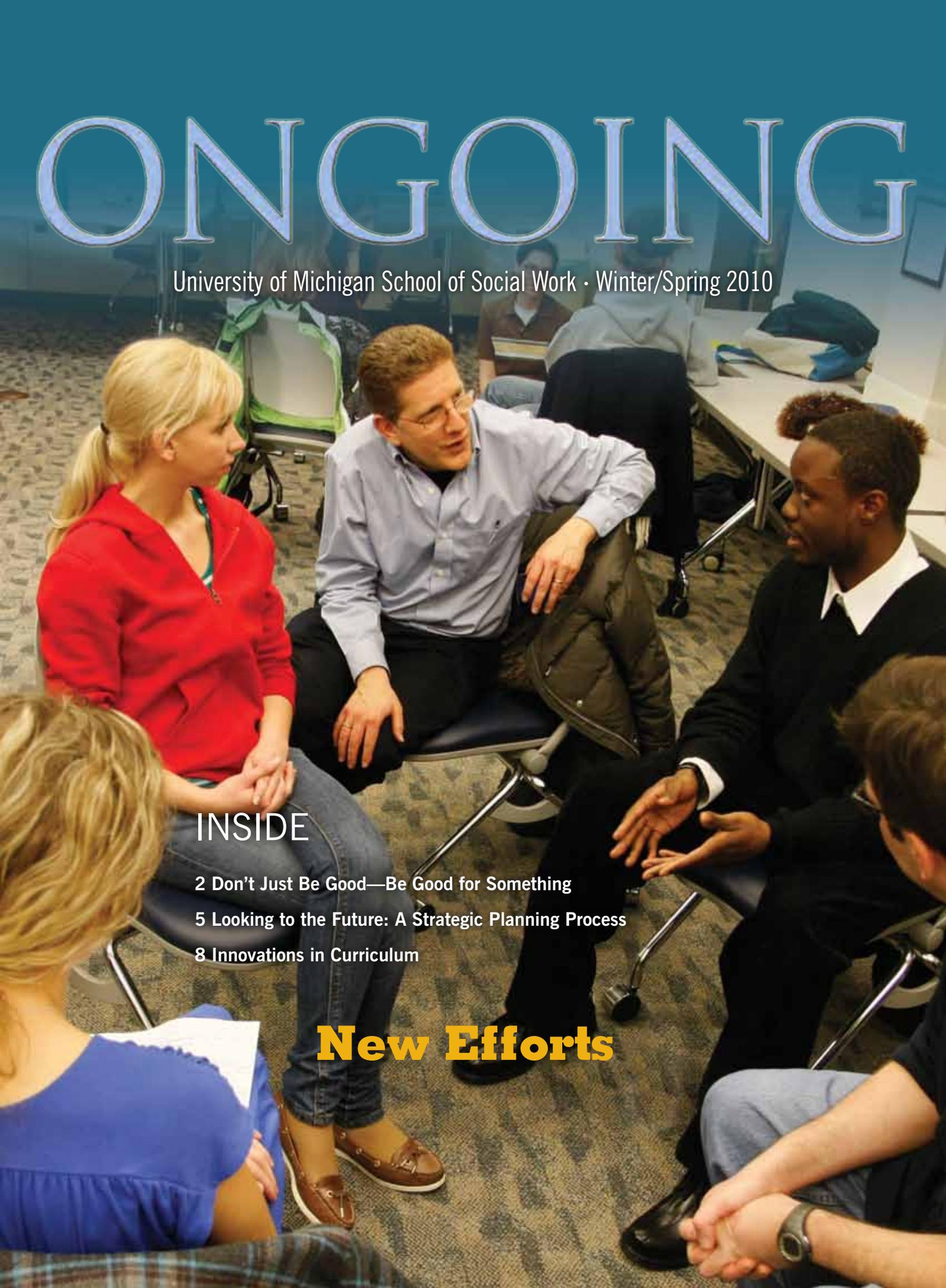


ONGOING

A group of people are sitting in a circle in a meeting room, engaged in a discussion. The room has a carpeted floor and several tables with chairs. In the background, there are people sitting at tables, some looking at books or papers. The overall atmosphere is professional and collaborative.

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New Efforts



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Front cover photo: Lecturer Scott Weissman (center) speaks with a small group in the new role play and client simulation course. See page 8. Photo by Gregory Fox.

Back cover photo: Students relax in McGregor Commons. Photo by Peter Smith.

SAVE THE DATE

Winkelman Lecture

Tuesday, April 13, 2010, 3:30 p.m.
SSW Educational Conference Center
“Journal of the Movement of the World:
Frontotemporal Dementia and
What it Tells Us about the Brain”
Presented by Rhonna Shatz, DO, director
of behavioral neurology at Henry
Ford Hospital and assistant professor
of neurology at Wayne State University

Health Policy Forum

Friday, April 16, 2010, 11 a.m.
School of Social Work Building
“Creating Health Care Policy that Works
for Michigan’s Low-Wage Working Women”

Reunion Weekend and Homecoming Tailgate

October 15-16, 2010
School of Social Work Building

*Check the School’s Facebook page for updates and
other events.*



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From the Dean

DEAR COLLEAGUES AND FRIENDS,

Over this past year, we have made new starts in a variety of areas, both in generating ideas and in implementing changes. In an effort to dialogue on big ideas, in my inaugural presentation I provided an overview of where I see social work going as a profession. See pages 2–4 for an excerpt.

Before I came on board as dean, the School community—faculty, staff, students, alumni, community partners—under the direction of Interim Dean **John Tropman**, began to engage in strategic thinking about where the School has been, where it is now, and where it is going. I am grateful to the 2008–2009 Strategic Thinking Committee for its efforts in beginning this process. The present committee is continuing the process by helping to implement the generated ideas. See pages 5–7 for details.

The strategic thinking process led to an effort at restructuring the MSW curriculum. Although such an undertaking is a long process, some short-term changes are already underway. We are offering an undergraduate interdisciplinary minor, called Community Action and Social Change. The first course, Theories and Practices for Community Action and Social Change, is being offered during the winter term 2010. Read more about the minor and other new courses on pages 8–10.

Another change is in the appointment of a new administration team. Associate Professor **Mary Ruffolo**, Professor **John Tropman**, and Professor **Lorraine Gutiérrez** were willing to extend their positions as associate dean of educational programs, associate dean of faculty affairs, and director of the doctoral program, respectively. Each postponed well-deserved sabbaticals after their years of important and effective administrative service to the School of Social Work.

In January Associate Professor **Mike Spencer** assumed the role of associate dean for educational programs, Professor **Ruth Dunkle** assumed the role of associate dean for faculty affairs, and Professor **Berit Ingersoll-Dayton** agreed to direct the doctoral program.

In addition, Professor Emeritus **Siri Jayaratne** joined the Office of Global Activities as co-director beginning January 1, and he will assume the role of director on July 1. He has a great deal to offer in the development of global activities at our School. Research Assistant Professor **Frank Zinn**, the office's first director who will be stepping down in June, has been instrumental in developing this program and making it part of our School of Social Work.

I have deep gratitude to both those who have contributed so much through these roles and those who are assuming them. I feel privileged to work with this new talented administrative team.

Part of the strategic thinking initiative has involved looking at where we have been, and Dean Emeritus **Phillip Fellin** has aided us in that endeavor by recording the School's history in his new book, *A History of the University of Michigan School of Social Work*. See page 16 for more about his many contributions to the School.

Other expansions include the Continuing Education Program, which has launched a Sexual Health Certificate Program and a Multidisciplinary Institute on Child Sexual Abuse. Online registration is also a new feature. See page 20 for more information on this program.

Last fall we welcomed our first visiting executive/practitioner, Tony Rothschild (MSW '72). Tony has been teaching courses, visiting classes, and meeting with the faculty to provide his perspective as CEO of a nonprofit. Our School, faculty, and students have all benefited from this collaboration. I invite you to read Tony's alumni profile on page 29.

With all these new efforts and more in the works, we are well-poised to continue to offer our students, alumni, and community the tools needed to address the issues of our time.



Laura Lein, Dean
Collegiate Professor of Social Work

U-M Photo Services: Scott Galvin



**Don't Just
Be Good—**

**Be Good
for Something**

I first heard the phrase “don't just be good—be good for something” decades ago in a Quaker meeting. An elder in the meeting described a young long-distance runner in training who had been told that he could train by running up and down a staircase with a weight strapped to his back. One day as he ran up and down the staircase with this burden strapped to his back, he thought to himself, “I might be good at this, but am I good for something?” He then remembered a friend who had lost his legs telling him that once in his life, he would like to see the mountains. With this in mind, the young runner strapped his friend to his back and did his running up and down the mountains: “Now I'm good for something.”

This story has been in my mind in considering new directions for this School and for the social work profession as we enter the 21st century. I envision our School building on four related themes:

1. The promises and challenges of this transformative time in our country's economic and political history.
2. The need to continue to address the deep divisions in our country by race, wealth, and other factors.
3. The promises and challenges of developing a new social contract that incorporates different ideas of basic rights and responsibilities.
4. And the unique perspective that social work brings to work in a host of interrelated areas ranging from gerontology, to childcare, to community organization.

It is an exciting, demanding, and compelling time to be in social work, particularly in Michigan and particularly with this community of faculty, students, and staff. In the aftermath of an historic presidential election, in this economy—with the severe recession heavily evident here in Michigan—and socially as our world contracts and our profession becomes globalized, social workers are involved with micro-enterprise worldwide; we are engaged in both rural areas and urban centers; we are active in community labor and organizations; we provide services informed by the most recent experimentation and research.

WORKING IN A TRANSFORMATIVE TIME

As our efforts continue, we in social work are called upon to examine the assumptions on which our current policies and practices are based. Even the metaphors by which we define the problems we deal with may need to be reconsidered. In one presentation, Mark Rank at Washington University looked at the metaphors by which we describe our economy: In some ways we think about our economy as a game of musical chairs, and when the music stops, someone is left out. We then spend a lot of our intellectual and other resources identifying who is left out, why they're left out, and what we can do so that they won't be left out again—rather than asking why our economy is a game of musical chairs and what we can do to change that.

Social work provides a critical perspective for the examination of our social services, policies, and institutions and the ideas on which they are based. Terms like “responsibility,” “accountability,” and “eligibility” can control and constrain our human service programs. For example, welfare reform, with its increased pressures on single mothers, has reduced the welfare rolls but left families previously on welfare in poverty and struggling with reduced resources. Working mothers, with wages often below the poverty line, struggle to acquire housing, health insurance—particularly for themselves—and child care. Subsidies for both housing and child care (which can cost as much as one-third of a low-income family's income) have long waiting lines, often measured in years. Working mothers without employer-assisted medical care often have no option but to do without. In each of these arenas, we as social workers have to re-examine policies that affect these mothers and their families.

Further inquiry could examine how our policies in housing, medical care, education, and employment combine to exacerbate the conditions under which we arrest and incarcerate members of various communities and under which they must live after their release. Are children from families receiving minimal services more likely to be arrested? And when those convicted of crime reenter their communities, what are the implications of their lack of eligibility for student loans, public housing, most federally supported job training programs, other advance training, and many jobs?

DIVISIONS IN OUR SOCIETY

Transformation of our social systems requires attention to the divisions in our society: to race and racism, class and the growing divide between rich and poor, and other divides of language and culture. Social work is positioned to explore the ways in which these deep political and social divisions in our country motivate and constrain us at all levels—from the individual to the larger society. These categories are imbedded in our history, beginning with the de-humanization of Native Americans, as well as the

introduction of slavery almost at the time of the first settlement. Today African American children are disproportionately likely to live in poverty as children and to be incarcerated as adults. Native American children continue to face barriers of poverty and low levels of education. The struggle to understand and address the continuing threads of history for these and other groups is a core component of the social work endeavor.

A NEW SOCIAL CONTRACT

Consideration of a new social contract draws us to examine how our human services reflect our ambivalent attitude towards the poor and how we define who deserves help. Across this country, certainly in the rural areas I have visited on the border as well as in large cities, the complexity of our services, the ways in which we use eligibility criteria to control access to services, and the overall shortages of services in many places lead to increased need and often perverse experiences of destitution.

SOCIAL WORK IN MANY AREAS OF NEED

Some support systems not only fail to meet needs but may exacerbate and extend poverty and suffering along the human life course. Interviews I worked on with a random sample of over 100 panhandlers in the Austin area found that about fifteen percent of our panhandlers had been emancipated from the foster care system. About twenty percent came from families that had been homeless in the panhandler's youth. Over thirty percent had served in the military, with most receiving less than honorable discharges, leaving them without military benefits. Our social contract did not extend to them. Social workers need to work to more immediately meet human needs in a host of interrelated areas, and we are active in these and a host of other areas.

Across our country, impoverished people receive their food differently from others. They stand in line at food kitchens and pantries, wait in line for food stamps, and their children stand in lines for food at schools and recreation centers. Low income working parents struggle with our chaotic and somewhat limited child care system. Subsidized child care, Head Start, and in many areas, pre-kindergarten have eligibility requirements and are limited in supply. Families have to find their way through a maze of choices and applications. In the end, children who aren't placed on waiting lists or deemed ineligible are placed in care based on what their parents could discover rather than on any particular match of program with their own or their family's specific needs.

The neighborhoods and the kinds of housing in which people live can be predictive of their health, as well as their access to jobs, services, groceries, and recreation. Where they live can put them in harm's way. In New Orleans, we saw that the poorest



neighborhoods were the lowest neighborhoods. They flooded more deeply and were more likely to be near the levees where the breaks released forceful torrents twisting houses off their foundations. The poorest residents were most likely to have remained in New Orleans, to have been evacuated under emergency conditions, and to have remained the longest in emergency shelters. Months later, as evacuees struggled to stabilize themselves, there was still little left standing in their neighborhoods. In Austin, evacuee families remain housed in the only low-cost housing that was available immediately, often positioned on the outskirts of the city, removed from public transportation, medical help, employers, and often even grocery stores.

Even for those not in acute danger, our current system has complex Medicare and Medicaid rules and regulations and leaves many people struggling to apply. Jobs simultaneously are retrenching in what they offer in terms of insurance. Mental health care, although becoming increasingly more available, remains somewhat stigmatized and compartmentalized and is rarely covered by insurance to the degree that physical health care is covered.

The structure of work is also changing in our country. Employees experience more part-time work, multiple jobs, and greater mismatches between employment schedules and available child care. Work is often insecure. Workers with seasonal jobs, flexible part-time jobs, and service jobs have little security about the number of hours they will work, the wages they will receive, and the continuity of the job itself.

These all are difficult problems embedded in the structure of our society, in its public and private functioning. Social work is now situated to illuminate not only the problems and their root causes; social work is also in a position to develop solutions, test them, and implement them for positive change.

Transformation in our society requires work on (1) the values and the metaphors that should guide our thinking, (2) the partnerships with individuals and communities at the intersections of the great social divides in our country, (3) the social contract for all Americans, and (4) the development of best practices and the best delivery mechanisms in the areas of basic human needs.

Our School is already involved in groundbreaking work in these areas and in the kind of strategic thinking that can carry us forward. We will be examining not only the nature of our teaching, research, and service, but also the ways in which we can reach out beyond our School to students who might become social workers in the future, to social workers engaged in these issues in the field, and to the broader local state and national communities that need as much wisdom as we can together generate. I look forward to getting on with the work. **M**

—Laura Lein is dean of the School. This excerpt is taken from her inaugural presentation given in February 2009.

Looking to the Future

A Strategic Planning Process

When an institution undergoes a major change in leadership, it has an opportunity to take stock and to plan strategically for the future. The University of Michigan School of Social Work underwent just such a change in 2008 when **Paula Allen-Mears** stepped down after serving as dean of the School for fifteen years. A comprehensive national search led to the appointment of Dean **Laura Lein** in January of 2009.

In anticipation of Dean Lein's arrival, Interim Dean **John Tropman** invited several faculty members to participate in an effort to engage in strategic thinking about the School of Social Work—where it has been, where it is now, and where it is going. The members of this new Strategic Thinking Committee were Professors **Liz Gershoff**, **Lorraine Gutiérrez**, **Robert Ortega**, and **Mary Ruffolo**, along with Interim Dean Tropman. The committee first met in September 2009 and met once or twice per month throughout the academic year.



From its beginning, the committee vowed to make the strategic thinking process as inclusive and transparent as possible. In order to be inclusive, the committee sought feedback and ideas from the entire SSW community—including staff, students, alumni, and community partners—in two separate surveys. Transparency was promoted by providing updates to the governing faculty at several faculty meetings throughout the year and by creating an internal website to which all committee reports and materials were posted and to which all faculty and doctoral students were given access.

To begin the process of strategic thinking at the SSW, the committee organized two faculty meeting discussions in the fall. At the first meeting, the faculty was invited to discuss what it means for the School to be “a leader” and to discuss potential areas for innovation broadly. At a second faculty meeting, the committee asked faculty to divide into groups based on their interests (teaching and curriculum; research; diversity and inclusiveness; social work practice; resources and technology) and generate ways in which the School might innovate in that area. The faculty was also asked to discuss the climate of the School and to generate ideas for enhancing relations among faculty, between faculty and staff, and between faculty and students.

The committee then solicited ideas from the larger SSW community through an online survey that asked for their thoughts about what the SSW should look like and be known for in 2020, as well as about what aspect of the SSW makes them most proud. Several hundred responses were received from faculty, MSW students, doctoral students, LEO instructors, adjunct faculty, and field instructors. These responses were grouped into themes by the committee, which then developed a set of guiding principles out of the themes from this survey. The ten guiding principles, presented in the box below, continue to guide the strategic planning process.

During the winter 2009 term, the committee initiated a second online survey to generate proposals for specific innovations that would fulfill one or more of the guiding principles. Surveys were sent to the full faculty, staff, doctoral students, MSW students, alumni, community partners, and field instructors. Over 100 innovation ideas were submitted through these surveys. The committee then organized these ideas into four topical areas, namely areas of emphasis, curriculum, supports and structure, and SSW community.

UNIVERSITY OF MICHIGAN SCHOOL OF SOCIAL WORK

Guiding Principles for Strategic Thinking and Future Innovation

1. **Acting for Justice.** Identifying injustice, oppression, and exclusion in our society, and advocating for justice, empowerment, and inclusion through our curriculum, including our fieldwork, as well as through our research, practice, training, and service to the field and to the community.
2. **Expanding Knowledge Development.** Expanding the high caliber research and knowledge development conducted by faculty, staff, and students at the U-M SSW and collaborating with and supporting our community partners as they create knowledge.
3. **Promoting Knowledge Application.** Building strengths-based exchanges with practitioners, community partners, alumni, policymakers, and the community that promote reciprocal knowledge development and application.
4. **Continuing the Highest Caliber Graduate Education.** Continuing our commitment to professional graduate education in social work, doctoral education in social work and the social sciences, and continuing education.
5. **Investing in Innovation.** Pursuing innovation in research, practice, and teaching.
6. **Fostering a Working/Learning Community.** Fostering a school community and environment that is a great place to work and to learn.
7. **Providing Acceptance and Challenge.** Ensuring that the school community and environment is welcoming and intellectually stimulating to students, faculty, staff, and visitors of diverse backgrounds and abilities.
8. **Leveraging U-M Strengths.** Connecting with and building upon the strengths and uniqueness of the University—its interdisciplinary emphasis, its strong professional schools, and its robust liberal arts school.
9. **Cultivating a Global Focus.** Enhancing our emphasis on global aspects of social work in our curriculum, practice, and research.
10. **Enacting Leadership.** Assuming leadership positions and performing leadership activities in university, community, state, national, and international organizations and venues.

The innovation ideas were the focus of the SSW faculty retreat at the end of the winter term. Faculty participated in an informal vote of which proposals should be implemented first and engaged in in-depth discussions of the four topical areas. The faculty recommended a variety of exciting ideas for both short- and long-term innovations for implementation. The committee continued to meet after the end of the winter term to decide upon a few immediate, intermediate, and long-term innovations that could be initiated in the next few months. Dean Lein has been instrumental in this process and is committed to fostering these innovations over the coming year.

Although the School made great progress in this strategic thinking effort this past year, the upcoming year will be important for translating this “thinking” into “doing.” Some of the innovations that arose from the committee’s work, such as the faculty–doctoral student colloquium, are underway; and steps are being initiated on longer-term efforts, such as a restructuring of the MSW curriculum.

The 2009–2010 committee—made up of **Lorraine Gutiérrez, Laura Lein, Robert Ortega, Larry Root, Michael Spencer, Karen Staller, and John Tropman**—is picking up where the 2008–2009 committee left off. They are reviewing progress on the current efforts and outlining steps for selecting and implementing additional innovations. As part of this effort, the committee will have continued communications with faculty, staff, students, and alumni, as well as draw upon benchmarking data to help set directions for change.

The Strategic Thinking Committee is extremely grateful to all of the members of the SSW community who took the time to respond to online surveys and to generate ideas for how the School might innovate in the future. Although with so many voices comes a wide variety of opinions about what the School should or should not do, the mere fact that so many have lent their ideas to this effort is testament to a shared consensus that the School has been, and should continue to be, an excellent institution at the forefront of social work education and research. **M**

—*Elizabeth Gershoff was an associate professor of social work at the University of Michigan until July 2009 and served as chair of the Strategic Thinking Committee from 2008 to 2009. She is now an associate professor of human development and family sciences at the University of Texas at Austin.*

—*Lawrence Root is a professor of social work at the University of Michigan and serves as the current chair of the Strategic Thinking Committee.*



FALL STRATEGIC THINKING SURVEY:
ANONYMOUS RESPONSES TO THE QUESTION

“Of what aspect of the U-M School of Social Work are you most proud?”

“Quality and diversity of both faculty and students.” (*MSW student*)

“Our interdisciplinarity. Our strong linkages through the University. I’d like to see us have more of an advocacy role in disseminating research, and identifying implications of research for policy and practice.” (*Field instructor/adjunct faculty*)

“The part that I am the most proud of is asking the students for input on what the school should look like in the future. The school needs to take this information and use it to help the school to realize its full potential.” (*MSW student*)

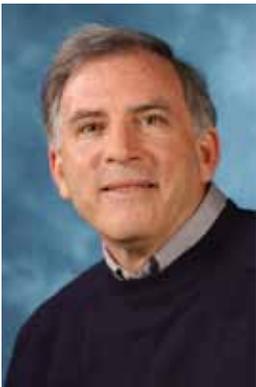
“That we try—really try—to honor the profession, challenge the profession, and define the profession. We try to develop the best students we can for the mission and times ahead.” (*Faculty member*)

U-M Photo Services: Marcia L. Ledford



Elizabeth Gershoff

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Lawrence Root



Gregory Fox

New Courses Keep Curriculum “on the Cutting Edge”

- A returning soldier adjusting to life shows signs of posttraumatic stress
- A laid-off autoworker faces losing her home to foreclosure
- A teenage boy ponders how to “come out” to his conservative parents

The kinds of clients and crises that social workers might encounter in the work world are now part of the classroom experience through Developing Practice Skills through Role-Play and Client Simulation. Professor **Rich Tolman** and Lecturer **Scott Weissman** launched the new 3-credit course in which social work students portray authentic characters who use the diverse services that social workers provide.

“We have always known simulations and role-play are effective teaching tools,” Tolman says. “But in the past, we’ve focused almost exclusively on the practitioner’s behavior. This is the first time we’ve emphasized what can be learned by reflecting on the client perspective.”

Students “become” the character they choose for the entire semester and research what it is like to be—for example—someone who is homeless, mentally ill, or a victim of domestic violence.

They interact with the instructors and with the class as a whole, responding to questions ranging from “what do you eat for breakfast?” to “who is your family of origin?” “How did you get into these circumstances?” says Weissman, a psychotherapist whose background combines social work and theater arts.

As Professor Rich Tolman (front) pretends to drive a bus, students in the new simulation class role-play a character on the bus. Lecturer Scott Weissman, back left, observes.

The course draws upon acting technique, psychodrama, and social theater approaches like Boal's *Theater of the Oppressed*.

"Unlike working with real clients, the simulations present no privacy restrictions," Tolman points out. "We can videotape the performances and use them as a basis of thoughtful reflection and group discussion. We are hoping some of our alumni might participate in the paired simulations, playing the experienced practitioner role."

Other faculty members have expressed interest in having the students visit some of their own classes as simulated clients, he added. Plans are underway to collaborate with Associate Professor **Joseph Himle's** Interpersonal Practice with Adults class. This collaboration will give students experience with the evidence-based models that Himle emphasizes. Most of the students will portray clients with depression, anxiety, or substance abuse disorders for these simulations.

"By deeply exploring the characters they create, students will also gain insight into their own beliefs and motivations. It's an amazingly rich learning experience."

CROSS-UNIVERSITY COLLABORATION

The simulation course is one of a number of innovations designed to "keep the curriculum on the cutting edge, giving social workers the tools they need as they move beyond the classroom," according to Associate Professor **Mary Ruffolo**.

"The term that's emerged is 'adaptive expertise'—the skill of knowing how to act in a specific moment in time, whether you are working with a client, an organization, or a community."

Associate Professor **Michael Spencer**, who succeeded Ruffolo as associate dean of educational programs in January, explains, "We're trying to prepare students with this integrative knowledge that incorporates skills, theory, and research. Social workers are looking for very specific models of practice that they feel confident in applying in a practice setting."

To this end, the faculty has developed a number of 15-hour, one-credit mini-courses in an intense, condensed format on very specialized topics.

One is Comparative Social Policy Seminar: Examining Social Welfare Policy in the U.S. and Singapore, in which masters-level students in the two countries compared national policies on such issues as health care, family violence, and juvenile justice.

"They were able to do this through new technology such as virtual meetings, video conferencing, and chat rooms," says Ruffolo, who created the course with Professor Emerita **Rosemary Sarri** and Irene Ng ('04, PhD '06), a former U-M doctoral student and currently an assistant professor at the National University of Singapore.

"What is really exciting is that the students became so invested that they set up extra meetings, working around the 12-hour time differences," Ruffolo relates. "The two groups shared and compared the U.S. and Singapore perspectives, culminating in joint presentations on their findings. They gained a greater appreciation of the way different cultures respond to human needs. For example, we learned about Singapore's health care system, which was timely since America is going through its struggles with health care reform."

"They really got to know one another as people, as social workers in two different countries," Ruffolo concluded. "It was a very positive experience for all of us."

"One of the School's priorities is to take on a more global perspective," notes Spencer. "This cross-university collaboration also fits with our emphasis on issues related to diversity and culturally appropriate practices, as well as social justice."

NEW ACADEMIC MINOR

Recognizing that many U-M undergraduate students are committed to social justice and civic engagement, the School has collaborated to create a new multidisciplinary academic minor in Community Action and Social Change (CASC).

"This is a major initiative, formed in collaboration with the College of LS&A and several programs and departments, and funded by the Provost's Office," Ruffolo notes. "It's a departure for us, since we've been mostly focused on graduate education."

"U-M students have a strong tradition of community service. The new minor is geared toward students who are interested in social justice issues and concerned about improving the communities they are connected to," explains **Katie Richards-Schuster**, director of the CASC minor. "Many students interested in the minor are engaged in community work already and see the minor as a way to capture their commitment and interest through their academic work."

A new 3-credit course, Theories and Practices for Community Action and Social Change, serves as the core foundation of the new academic minor. It is being taught by an interdisciplinary team of Dean **Laura Lein**, Project Community director Joseph Galura, course consultant Adrienne Dessel, and Richards-Schuster.

"The course prepares students to be informed and active participants in the process of community building and change. It draws on multidisciplinary frameworks to learn about community action and social change. In the course we are utilizing innovative approaches to learning, including experiential exercises, in-depth discussions, multi-media technology, community guest speakers, and skill-building activities," Richards-Schuster says.





“One of the benefits of a multidisciplinary minor is that it brings together students from different academic backgrounds to think about how best to approach the needs and issues facing society. To date, the minor has attracted interest from students from across the university—from the areas of psychology, sociology, and political science to theater, engineering, kinesiology, organizational studies, business, public policy, and more. The wide-reaching interest suggests the importance of a minor that supports the ability for students to understand frameworks and develop strategies and tools for addressing the social needs of society. Although many of the students are interested in social work as a future career path, many others have interest in using their skills to promote community change whether it be through business, medicine, or policy.”

“TIP OF THE ICEBERG”

“In social work education, we are addressing many levels of interest,” Ruffolo points out. “The clinicians want to know, how do I engage more successfully with a diverse group of consumers? how do I best intervene in a school or a health care setting, and what are the best interventions out there?”

“A second group is interested in management and organizational change. They are seeking the best practices in supervisory skills, program development, fundraising for nonprofits.

“A third set of students is interested in policy development, so they have to learn how to convey information to constituents and move legislation forward. A fourth group is focused on community action: how do you build up strengths within communities? how do you get members to engage in a particular change effort?”

“In other professions you can say, ‘This is what a teacher does; this is what a therapist does.’ Social work is so much broader,” she continues. “Students as well as professionals are coming to the School to enhance their skills in one or more of these areas. The client simulations course, to use one example, is helpful not just to the clinicians but also to those in organizational development and community change.”

“Evidence-based courses incorporate the best we’ve learned from research, address the preferences and perspective of the consumer, and build on the clinician’s expertise. The mini-course format allows us to bring people in to teach to their strengths. The student response has been very positive. It works.”

The field of social work is changing, influenced by technology and a current economy that is producing new client populations, Spencer notes. “We, as a faculty, have been engaged in strategic thinking about our whole curriculum, thinking outside of the box (that box being the 3-credit, 3-hour once-a-week course).

“We will continue to brainstorm around what is core, what do social workers need to know at the clinical but also the macro and research level. It’s all woven into our idea of strategic thinking, focus on faculty strengths, innovative courses.

“This is the tip of the iceberg,” he concludes. “It’s also the beginning of discovering what the rest of the iceberg looks like.” **M**

—Pat Materka, a former U-M staff member, is a freelance writer who owns and operates the Ann Arbor Bed and Breakfast.

Professor Emerita Rosemary Sarri (third from left), Associate Professor Mary Ruffolo (far right), and their class meet with students at the National University of Singapore via video conferencing.

New Faculty Profiles



U-M Photo Services: Scott Soderberg

Marilyn Sinkewicz

Marilyn Sinkewicz studies the mental and physical health of men and the spillover effects on their families. She is particularly interested in populations at the bottom of the distribution of health and economic indicators. With a focus on gender as a determinant of health, Dr. Sinkewicz's work takes account of the underlying historical, social, economic, and political factors that contribute to male-specific conditions and barriers to care. Further, she has a methodological interest in strategies that deal with missing data and non-response bias. Her practice work includes several social welfare initiatives in the United States.

Sinkewicz earned an MSSW in social policy (2001), an MA in philosophy (2005), and a PhD in social work and social policy (2005), all from Columbia University in New York City. She was a Robert Wood Johnson Health and Society Scholar at the University of Wisconsin Medical School, Madison, and a postdoctoral researcher in psychiatric epidemiology at the Columbia University School of Public Health. She joined the School as assistant professor in fall 2009.



U-M Photo Services: Scott Galvin

Daphne Watkins Jacobs

Daphne Watkins Jacobs, assistant professor of social work, joined the faculty in fall 2009. She has devoted her professional career to health promotion and disease prevention among underserved individuals and communities. Broadly, her research interests are gender disparities in mental health and mental illness, health education and behavior, and intervention/prevention research. Her work considers how gender role socialization influences mental health over the life course—particularly among Black Americans. She is interested in using quantitative and qualitative methodologies to increase the knowledge on mental illness and how it impacts the health and health behaviors of Black Americans. Specifically, she is devoted to culturally appropriate and gender-specific health research and practice for Black American men.

Prior to joining the School of Social Work, Watkins Jacobs completed an NIMH-funded postdoctoral fellowship at the Institute for Social Research, University of Michigan, as well as a Building Interdisciplinary Research Careers in Women's Health (BIRCWH) career development award at the University of Michigan Medical School. She earned a PhD in health education and health behavior in 2006 from Texas A&M University, College Station.

Taking on the Challenge of Men's Health

Assistant Professors Marilyn Sinkewicz and Daphne Watkins share more than related research interests. They also share the belief that the stars must have aligned just right to allow them to join the faculty of the SSW at the same time. Both professors had the opportunity to complete post-doctoral training opportunities that set them off their original start dates, leading them to be the incoming faculty cohort of 2009. The two have intersecting research interests in the health and mental health of men, and to have two people with these interests and experience in the same program is, in their mind, providence.

Sinkewicz and Watkins have similar ideas on why men's health is both fascinating and challenging. "Gender roles are learned early," Watkins comments. "Young boys are encouraged to 'man up,' with the understanding that seeking help doesn't always fit in with the typical societal view of how men should behave, especially when it comes to mental health issues." So how can society respond to a population that is often reluctant or inarticulate about its own needs?

It is this question, among others, that interests Sinkewicz and Watkins. They both see their work as contributing to the overall picture of health and mental health for all genders.

Sinkewicz, whose interests include gender as a determinant of health—with a focus on men's mental and physical health, as well as the methodological issues of missing data—began as an informal advocate for children and their families. On the street level, she saw firsthand that men's health is intrinsically linked to that of women and children. She has gone on to pursue a research agenda that addresses the intersection of gender, class, race, and health. "Health is more than genes, biology, and access to health care—issues people typically think of when discussing health disparities," she notes. "It is often a complex discussion of factors such as wealth, social support, and political participation."

Her interest in missing data is related to her interest in men's health, in that men are often under-represented in survey data with the result that significant parts of a bigger picture are left blank.

One of Sinkewicz's current projects is investigating the experience of a specific population of war veterans, those from Vietnam who have PTSD. She hopes to gauge the psychiatric cost of a war that still resonates in the American consciousness.

Watkins' interest in men's health developed in part from observing her family and noticing the differences in gender role socialization, stability, power, and psychological well-being between the men and the women. Broadly, her research interests include the symptomatology of mental disorders and how they manifest across marginalized men. Building on this, she says, "I hope to increase awareness of how mental illness affects health and health behaviors among Black men."

Her research agenda aims to use evidence-based strategies to improve the physical and mental health of Black men, and increase knowledge about the relationship between culture, gender, and the development of risky behaviors that place Black men at high risk for poor health status.

Currently, Watkins is working on a series of projects that explore how gender norms influence mental health over the life course for Black men. Using both quantitative and qualitative methodologies, she hopes to isolate social determinants of mental health that reveal age and developmental differences across age cohorts of Black men.

With these parallel interests, Sinkewicz and Watkins are definitely pleased to be in one another's company. Sinkewicz, whose focus has primarily been in psychiatric epidemiology and social policy, is excited by Watkins' background in health education and intervention research. Similarly, Watkins recognizes that most effective interventions are supported by science and is enthusiastic about Sinkewicz's background and training. They both look forward to the potential of collaborating, learning from one another, and pushing the men's health agenda to the forefront. **M**

—Melissa Wiersema is assistant director of administration at the School of Social Work.



Recent Faculty Publications

CHILDREN, YOUTH, AND FAMILIES

Danziger, S. K., & Danziger, S. (2009). Child poverty and antipoverty policies in the United States: Lessons from research and cross-national policies. In S. B. Kamerman, S. Phipps, & J. Ben-Arieh (Eds.), *From Child Welfare to Child Well-Being: An International Perspective on Knowledge in the Service of Policy Making* (pp. 255–292). New York: Springer.

Davies, D., & Boyd Webb, N. (2009). Outpatient counseling for children and youth with life-threatening conditions. In N. B. Webb (Ed.), *Helping Children and Adolescents with Chronic and Serious Medical Conditions: A Strength-Based Approach* (pp. 243–268). New York: John Wiley & Sons.

Faller, K. C., Grabarek, M., & Vandervort, F. (2009). Child welfare workers go to court: The impact of race, gender, and education on comfort with legal issues. *Children and Youth Services Review, 31*(9), 972–977.

Li, L. W., & Sui, Y. (2009). Family: Roles of the elderly. In D. Pong (Ed.), *Encyclopedia of Modern China*. Detroit, MI: Charles Scribner's Sons, Gale/Cengage Learning.

Mincy, R., Hill, J., & Sinkewicz, M. (2009). Marriage: Cause or mere indicator of future earning growth? *Journal of Policy Analysis and Management, 28*, 417–439.

Sinkewicz, M., & Garfinkel, I. (2009). Unwed fathers' ability to pay child support: New estimates accounting for multiple partner fertility. *Demography, 46*(2), 247–263.

Staller, K. M., & Faller, K. C. (2009). *Seeking Justice in Child Sexual Abuse: Shifting Burdens and Sharing Responsibilities*. New York: Columbia University Press.

Staller, K. M. (2009). Social problem construction and its impact on program and policy responses. In S. B. Kamerman, S. Phipps, & J. Ben-Arieh (Eds.), *From Child Welfare to Child Well-Being: An International Perspective on Knowledge in the Service of Policy Making* (pp. 155–174). New York: Springer.

Williams Shanks, T. R., & Destin, M. (2009). Parental expectations and educational outcomes for young African American adults: Do household assets matter? *Journal of Race and Social Problems, 1*(1), 27–35.

Yoshihama, M. (2009). Literature on intimate partner violence in immigrant and refugee communities: Review and recommendations. In Family Violence Prevention Fund (Ed.), *Intimate Partner Violence in Immigrant and Refugee Communities: Challenges, Promising Practices and Recommendations* (pp. 34–64). Princeton, NJ: Robert Wood Johnson Foundation.

COMMUNITY AND GROUPS

Croxtan, T. A. (2009). Liability and risk management in organizational governance. In J. Tropman & T. J. Harvey, *Nonprofit Governance: The Why, What, and How of Nonprofit Boardship*. Lakeville, IN: Corby Books.

Hollingsworth, L. D., Allen-Meares, P., Shanks, T. R., & Gant, L. M. (2009). Using the miracle question in community engagement and planning. *Families in Society, 90*, 332–335.

Ingersoll-Dayton, B., Campbell, R., & Ha, J. (2009). Enhancing forgiveness: A group intervention for the elderly. *Journal of Gerontological Social Work, 52*(1), 2–16.

Oyserman, D., Sorensen, N., Reber, R., & Chen, S. X., (2009). Connecting and separating mindsets: Culture as situated cognition. *Journal of Personality and Social Psychology, 97*, 217–235.

Oyserman, D., & Yoon, K.-I. (2009). Neighborhood effects on racial-ethnic identity: The undermining role of segregation. *Race & Social Problems, 1*, 67–76.

Reed, B. G., Ortega, R. M., & Garvin, C. (2009). Small group theory and social work practice: Promoting diversity and social justice or recreating inequities? In R. Greene & N. Kropf (Eds.), *Human Behavior Theory: A Diversity Framework*. New York: Aldine de Gruyter.

Shaefer, H. L. (2009). The development of an unequal social safety net: A case study of the employer-based health insurance (non) system. *Journal of Sociology and Social Welfare, 36*(3), 179–199.

Shaefer, H. L. (2009). Part-time workers: Key differences between primary and secondary wage earners. *Monthly Labor Review, 132*(10), 3–15.

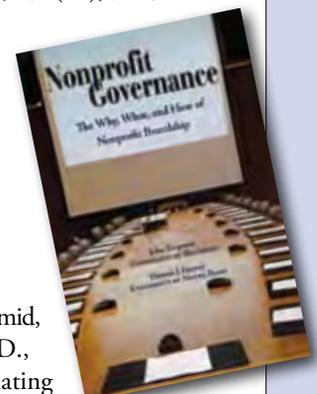
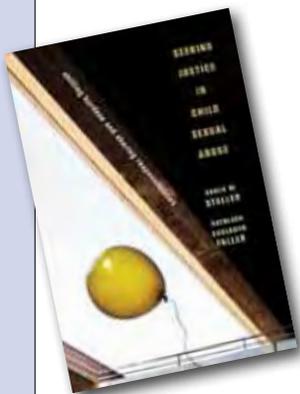
Tropman, J., & Harvey, T. J. (2009). *Nonprofit Governance: The Why, What, and How of Nonprofit Boardship*. Lakeville, IN: Corby Books.

HEALTH

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Burgio L. D., McGuire L. C., Brown, M. R., & Toal, S. (2009). Implementing a community-based program for dementia caregivers: An action guide using REACH OUT. Atlanta, GA: National Association of Chronic Disease Directors. Available at www.iog.umich.edu/reachout/reachout.htm.

Gant, L. R., Heath, K. M., & Goziem Eijkeme, G. (2009). Early motherhood, high mortality and HIV/AIDS rates in Sub-Saharan Africa. *Social Work in Public Health, 24*, 39–46.



Hilgeman, M. M., Durkin, D., Sun, F., DeCoster, J., Allen, R. S., Gallagher-Thompson, D., & **Burgio, L. D.** (2009). Ethnic and racial differences in the stress process model: Exploring discrepancies in REACH II Alzheimer's caregivers. *The Gerontologist*, *49*(2), 248–261.

Perron, B. E., Howard, M. O., Maitra, S., & Vaughn, M. G. (2009). Prevalence, timing, and predictors of transitions from inhalant use to inhalant use disorders. *Drug and Alcohol Dependence*, *100*(3), 277–284.

Perron, B. E., Mowbray, O. P., Glass, J. E., **Delva, J.**, Vaughn, M. G., & Howard, M. O. (2009). Differences in service utilization and barriers among Blacks, Hispanics, and Whites with drug use disorders. *Substance Abuse Treatment, Prevention, and Policy*, *4*(3) (doi: 10.1186/1747-597X-4-3).

Ranjit, N., **Siefert, K.**, & Padmanabhan, V. (2009). Bisphenol-A and disparities in birth outcomes: A review and directions for future research. *Journal of Perinatology*, *29*, 2–9.

Standish, K., Nandi, V., Ompad, D. C., Momper, S. L., & Galea, S. (2008). Household density among undocumented Mexican immigrants in New York City. *Journal of Immigrant and Minority Health* (doi: 10.1007/s10903-008-9175-x).

Xu, X., Grigorescu, V., **Siefert, K. A.**, Lori, J. R., & Ransom, S. B. (2009). Cost of racial disparity in preterm birth: Evidence from Michigan. *Journal of Health Care for the Poor and Underserved*, *20*(3), 729–747.

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

Zebrack, B., Chesler, M. A., & Kaplan, S. (2009). To foster healing among adolescents and young adults with cancer: What helps? What hurts? *Supportive Care in Cancer* *18*(1), 131–135.

Zebrack, B., Foley, S., Wittmann, D., & Leonard, M. (2009). Sexual functioning in young adult survivors of childhood cancer. *Psycho-Oncology* (doi: 10.1002/pon.1641).

Zebrack, B., Hamilton, R., & Wilder-Smith, A. (2009). Psychosocial outcomes and service use among young adults with cancer. *Seminars in Oncology*, *36*(5), 468–477.

MENTAL HEALTH

Gavin, A. R., Holzman, C., **Siefert, K.**, & Tian, Y. (2009). Maternal depressive symptoms, depression, and psychiatric medication use in relation to risk of preterm delivery. *Women's Health Issues*, *19*, 325–334.

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

Merchant, C., Kramer, A., **Joe, S.**, Venkataraman, S., & King, C. A. (2009). Predictors of multiple suicide attempt status in African American and Caucasian suicidal adolescents. *Suicide and Life-Threatening Behavior*, *39*(2), 115–124.

Tolman, R., Himle, J., Bybee, D., Abelson, J., Hoffman, J., & Van Etten-Lee, M. (2009). Impact of social anxiety disorder on employment among women receiving welfare benefits. *Psychiatric Services*, *60*, 61–66.

Woodward, A. T., Bullard, K. M., **Taylor, R. J.**, **Chatters, L. M.**, Baser, R. E., **Perron, B. E.**, & Jackson, J. S. (2009). Complementary and alternative medicine for mental disorders among African Americans, Black Caribbeans, and Whites. *Psychiatric Services*, *60*, 1342–1349.

Recent Faculty Honors and Awards

Paula Allen-Meares, chancellor of the University of Illinois at Chicago, is one of six inaugural fellows of the newly formed American Academy of Social Work and Social Welfare (AASWSW).

Barry Checkoway is this year's recipient of the School of Social Work Distinguished Faculty Award. The award is intended to recognize a current governing faculty member in the School of Social Work who has achieved national recognition in scholarship, demonstrated excellence in teaching and mentoring, provided outstanding service to the School and the University, and/or contributed significantly to the professional community. In addition to his extensive work in community organization and development, as well as youth participation in community work, he served as founding director of the Edward Ginsberg Center for Community Service and Learning and of the Michigan Neighborhood AmeriCorps Program.

Jorge Delva has been elected full member of the New York Academy of Medicine.

Larry Gant discussed the relationship between health care costs and foreclosures with Michigan Radio in July.

Karla Goldman is highlighted in the cover story of *The Jerusalem Report's* August 31 issue on how Jewish lives were affected by Hurricane Katrina.

Andy Grogan-Kaylor was interviewed on spanking by Hirschfield and Kula on Portland, Oregon's News Radio 750 KXL.

Lorraine Gutiérrez was appointed the editor-in-chief of the *Journal of Social Work Education* beginning January 2010.

Joe Himle was interviewed by Patients Against Lymphoma in a webcast regarding the impact of cancer on people's lives, and he gave practical suggestions for managing negative feelings.

Leslie Hollingsworth gave an invited plenary session talk at the 2009 Annual Conference of the National Council on Family Relations on November 13 in San Francisco. Her talk, "'Shared Fate' in Contemporary Multicultural Adoption Context," addressed the applicability of H. David Kirk's "shared fate" theory on adoption for strengthening contemporary multicultural adoptive families, including those in which domestic transracial, intercountry, and embryo adoptions occur.

Sean Joe was awarded a Governor's Citation from the State of Maryland in recognition of his commitment and service in Maryland's youth suicide prevention efforts. The citation was presented at the 21st Maryland Annual Suicide Prevention Conference in Baltimore.

Sean Joe is a new member of the Psychosocial Development, Risk and Prevention Study Section of the NIH Center for Scientific Review. Also, in November he was inducted as a member of the New York Academy of Medicine.

Bob Miller, lecturer, is recipient of the National Association of Social Workers (NASW)—Michigan chapter's Lifetime Achievement Award. He was selected based on his demonstration of repeated outstanding achievements, as well as recognition beyond the social work profession, contributions of lasting impact, and outstanding creativity.

Daphna Oyserman received a Best Scholarly Contribution Award from the Society for Social Work Research (SSWR) for the following article: Oyserman, D., Fryberg, S., & Yoder, N. (2007). Identity-based motivation and health. *Journal of Personality and Social Psychology*, 93, 1011–1027.

Luke Shaefer wrote an op-ed printed in the *Detroit News* on October 10 about the proposed cuts to Michigan's Department of Human Services: "Michigan can't afford social services cuts."

Marilyn Sinkewicz earned the annual Vernon Memorial Prize by the Association for Public Policy Analysis and Management (APPAM) for best research paper published in the *Journal of Policy Analysis and Management*. Citation: Mincy, R., Hill, J., & Sinkewicz, M. (2009). Marriage: Cause or mere indicator of future earning growth? *Journal of Policy Analysis and Management*, 28, 417–439.

John Tropman and Thomas J. Harvey, director of the Master of Nonprofit Administration Program at the University of Notre Dame's Mendoza College of Business, are guest columnists for *Nonprofit Director* magazine. Their first column, "Member, Director, Trustee? Terminology May Be More Important Than You Think," appears in the November 2009 issue, and they will have four columns in 2010.

David Tucker was awarded best paper for 2008 by the Council on Social Work Education (CSWE) for his paper "Interdisciplinarity in Doctoral Social Work Education: Does It Make a Difference?" published in the *Journal of Social Work Education*, 44(3), 115–138.

Daphne Watkins was quoted in an October 26 NPR article on colleges prioritizing mental health.

Michael Woodford was a visiting professor at the University of Toronto's Factor-Inwentash Faculty of Social Work for the fall 2009 term.

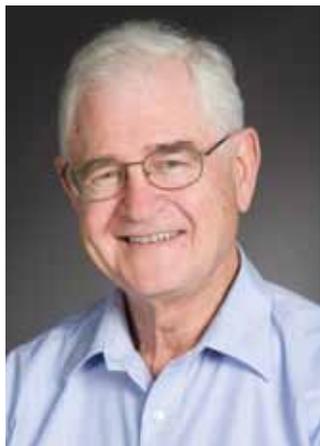


Professor Siri Jayaratne (third row, far right) stands with Sri Lankan psychologists at a conference to plan an organization for psychology.

Siri Jayaratne spent seven months in Sri Lanka through a Fulbright scholarship. His primary appointment was with the Sociology Department at the University of Colombo. He taught a seminar to undergraduates on thesis preparation, gave a series of lectures on ethics in research to graduate students, facilitated a workshop on social work ethics, collaborated with faculty on research projects, and worked with an NGO and the University of Colombo on developing social work programs. In addition, he gave a seminar on basic statistics to a United Nations Operations unit and participated in a conference of psychologists planning to develop an organization for psychology in Sri Lanka.

"I strongly encourage faculty and students to apply for these awards," Jayaratne says. "It is hard to imagine anything that would surpass the opportunities for learning and sharing of knowledge, experience, and culture that is offered by the Fulbright Program."

Pioneer Profile: Phillip Fellin



U-M Photo Services: Lin Jones

Dean Emeritus Phillip Fellin recently completed *A History of the University of Michigan School of Social Work*.

The nearly 400-page undertaking is a comprehensive look at the School's faculty, programs, and accomplishments from its founding in 1921 to 2008. Fellin has been working on the book since his retirement in 1999, and he brings a wealth of first-hand knowledge to the project, often recounting snippets about the School like they are his own personal history.

"I personally knew early faculty like Freud, Crane-field, Dunham," Fellin says, "but the more I learned, the more impressed I was at how they built the School. I became acquainted with Michigan's strengths in practice and how the faculty incorporated social science into practice."

Fellin's own history takes an unlikely path to Michigan and the School of Social Work. His father was a grocer in Marshfield, Missouri, but, as Fellin says, "he wanted me to go to school, so I followed his advice and went." After college, Fellin was drafted into the Army and was "fortunate" to get assigned to Fitzsimons Army Medical Center in Denver. "There I first met and observed social workers. As an enlisted man with the rank of corporal, I worked the wards. When I got out, I went and got my MSW at St. Louis because it was close to home." Fellin had to decide whether to enter the workforce or pursue a PhD. "I saw a poster for the University of Michigan, and my mother helped guide me there because her Italian family had settled in Michigan."

In 1962 Fellin was the first PhD graduate of the U-M School of Social Work, in the same class as Professor Emerita Rosemary Sarri. After earning his PhD, Fellin returned to St. Louis to teach, but it was not long before Michigan came calling again. Fellin joined the Michigan faculty as associate professor and director of the Office of Field Instruction in 1965. He taught community organizing and social welfare administration and research courses. His writings focused on teaching in four areas: policy analysis and development, diversity in American communities, homelessness and mental illness, and sexual orientation from a community context. Fellin fondly recalls his work with Fedele Fauri and Henry Miller and cites the two as his main influences and collaborators. "Henry and I published together," Fellin says, and jokes, "he edited."

On a few occasions Fellin received offers to teach at other schools. He recalls going to tell Dean Fauri about his offers. "Fauri said, 'No, you should stay here.' Then he just walked away. He was very serious and it influenced me to stay." Fauri's insistence proved prophetic because Fellin later was appointed dean of the School, serving in this position from 1971 to 1981.

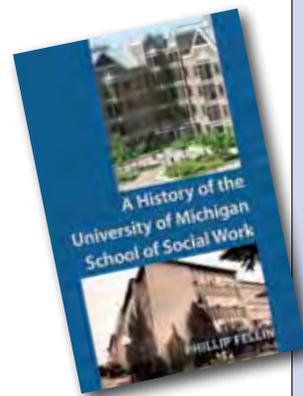
As dean, Fellin's main focus was to empower the faculty both in governing the School and in greater involvement around campus, which led to joint appointments and cross-pollination at the University. Fellin developed a reputation as an authority on curriculum development and social work accreditation, having served as chair of the Commission on Accreditation of the Council on Social Work Education (CSWE) and as consultant to schools of social work throughout the United States and abroad. "My involvement on CSWE was important. The travel kept me linked in to what other schools are doing," he says. Fellin continued on the faculty as professor until his retirement in 1999.

With the book now complete, Fellin has "nothing in the hopper," except to spend time with Phyllis, his wife of French ancestry. "She doesn't think I do enough, so I tease her I'm going to write more. We both know full-well I won't." Fellin's presence at the School is always evident, however. "I enjoy visiting the new faculty. They've been very receptive. It's a joy to see such a fine group of young minds working," he says, happy to "pass the torch."

"To all of the faculty," Fellin says, "and Phyllis, *ma femme* [my wife], I say, *un tres grand merci*." A very big thank you. **M**

—Timothy Chilcote is web content administrator.

Copies of *A History of the University of Michigan School of Social Work* are available, while supplies last, through the Office of Development and Alumni Relations, 734-763-6886 or ssw.development@umich.edu.



Needs of Child Welfare Workers: Fauri Lecture

What credentials and competencies are needed for child welfare best practice? The Fauri Lecture on October 27 addressed the transformation of Michigan's child welfare workforce.

This year's Fauri Lecture took the form of a symposium, with two keynote speakers and a panel of presenters. Joan Zlotnik, PhD, ACSW, director of the National Association of Social Workers Foundation's newly formed Social Work Policy Institute, spoke on social work education and child welfare practice. Carol Siemon, JD, director of the Child Welfare Training Institute, Michigan Department of Human Services, spoke on the skills and knowledge needed by child welfare workers.



U-M Photo Services: Austin Thomason

James Henry, Robert Ortega, Cassandra Bowers, Kathleen Faller, Carol Siemon, and Joan Zlotnik listen to Gary Anderson present at the Fauri Lecture on child welfare.

To view a video of the event, visit www.ssw.umich.edu/events/fauri.

Dialogues have occurred since the mid-1960s on the role of social work education and needed competencies in child welfare practice, said Zlotnik. Some issues to consider, she said, are the relevance of education and training, availability of social workers, practice outcomes, retention, attraction to the field, career ladders, and professional growth opportunities. Retention issues include work environment, levels of compensation, safety, and outsourcing of functions.

"What does it take to develop and retain a competent, committed workforce?" Zlotnik asked, citing better salaries, reasonable workload, coworker support, supervisory support, and opportunity for advancement. Studies show that retention of child welfare workers is higher if they received their education in social work with a child welfare specialization.

Carol Siemon focused on the skills that child welfare workers need. Relationship building in social work practice is important, such as working with those in other disciplines. Siemon also cited writing skills and critical thinking skills. In addition, students should focus on knowing themselves so as not to impose biases and prejudices on others. "Meet families where

they're at," she advised. Workers will measure progress differently if they have respect for the families, a combination of compassion and pragmatism.

The panel presenters were from Michigan schools of social work. **Robert Ortega**, PhD, associate professor of social work at the University of Michigan, addressed the need for the child welfare workforce to have "cultural humility." Three keys to cultural humility are (1) self-awareness, objectively appraising one's abilities and limitations; (2) openness to new ideas and ways of knowing; and (3) transcendence, or the capacity to exceed one's usual limits so that one can accept perspectives beyond one's own.

Trauma-focused interventions in child welfare were the focus of the address by James Henry, PhD, professor of social work at Western Michigan University School of Social Work. The impact of trauma on children is great. When children undergo a trauma, their brains change, becoming wired for danger versus nurture. Even while trying to help a child, we can exacerbate the trauma. One of his goals is to get people to see children through a trauma lens.

Gary Anderson, PhD, LMSW, professor and director of the Michigan State University School of Social Work, focused on the role of child welfare traineeships. Traineeships encourage competent social workers; attract new, talented people to the field; and build a solid experience in students. Three challenges are making sure the education is relevant to the child welfare field, helping trainees feel they are not alone but part of a team, and providing good mentors. "The child welfare area is the most challenging and rewarding field of social work," he concluded.

Cassandra Bowers, PhD, assistant clinical professor of social work at Wayne State University, addressed the overrepresentation of children of color in the child welfare system. Studies show that African American families are no more likely to abuse or neglect children than White families. Investing money has not improved outcomes for children of color, and usually enacting policies has not helped either. Part of Bowers' solution is to consider our norms and values that determine who goes into care.

Kathleen Coulborn Faller, PhD, ACSW, DCSW, Marion Elizabeth Blue Professor of Children and Families and director of the Family Assessment Clinic at the University of Michigan, chaired the session.

The Fedele F. and Iris M. Fauri Memorial Lecture in Child Welfare is presented annually in recognition of former University of Michigan Dean and Vice President Fedele F. Fauri and his wife. **M**

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

Author addresses challenges of child welfare reform

Reforming child welfare is hard, but it is not impossible to make a difference, says Olivia Golden, an author and child/family expert who spoke on the topic October 14 at the School of Social Work.

The challenge for child welfare agencies is balancing parents' autonomy and children's safety, she says.

Vivek Sankaran, a clinical assistant professor of law at the Law School who led a discussion during the lecture, says parents are essential as partners in child welfare reform.

"Successful reforms all across the country have been based on the notion that most parents want what is best for their children and are truly the experts on their children's needs," says Sankaran.

Golden is a fellow at the Urban Institute—a nonpartisan economic and social policy research group—and was director of the Child and Family Services Agency of the District of Columbia from 2001 to 2004. She served in two presidentially appointed positions in the U.S. Department of Health and Human Services, first as commissioner for children, youth, and families, and then as assistant secretary for children and families.



U-M Photo Services: Martin Voet

She also served in 2007 as director of state operations for New York, overseeing the management of all state government agencies and founding the children's cabinet.

Another reason reform is hard, Golden says, is that some families face devastating problems, like depression, substance abuse, domestic violence, and poverty.

Child welfare systems nationwide have improved in recent decades, such as nearly doubling of foster care adoptions—to nearly 50,000 a year—and "conscience steps" by elected leaders to provide resources to adoption parents for special needs kids, Golden says.

The best solution for children entering the system is finding permanent homes and not having them indefinitely in government care, Golden says.

In her new book, *Reforming Child Welfare*, Golden points to how children in Alabama, Utah, and Washington, D.C., are much better off in measurable ways. Social workers in those states visited children more frequently, knew children and families better, and worked closely with them and people important in their lives to develop plans for their futures, she says. **M**

—Excerpted from *U-M News Service*, Jared Wadley, October 2009

Addressing poverty in troubled times

Mary Jo Bane, academic dean at Harvard University's John F. Kennedy School of Government, spoke at the School on November 12. Bane is also the Thornton Bradshaw Professor of Public Policy and Management, as well as chair of the Management and Leadership area at Harvard's School of Government.

Bane focused on three concepts: the poverty of poor places, the poverty of bad patches, and the poverty of chronic conditions.

"Poor places" are areas with a lack of economic development. Studies show a tight relationship between measures of poverty and GDP per capita.

"Bad patches" is what Bane calls temporary periods of hard economic times. Some factors that precipitate short-term poverty are droughts and floods; the laying off of industrial employees; and death, accident, or sickness of the breadwinner. Short-term poverty is widespread and short-lived. Two-thirds of the poor are poor for fewer than two years, a study in the United States shows, and more than half of Americans are expected to have short-term poverty at least once in their lifetime.

As assistant secretary for children and families, U.S. Department of Health and Human Services, in the Clinton Administration and commissioner of the New York State Department of Social Services, Bane sought to further safety nets through U.S. government policy. She has learned that different policy designs—from food stamps and Social Security to unemployment compensation and health insurance—are required for different unanticipated consequences for different groups.

Those who fall into the final type of poverty—chronic poverty that occurs in rich- or middle-income countries—are poor as a result of a variety of difficult circumstances and make up a small proportion of the poor. Chronic poverty is harder to deal with than short-term poverty, Bane said, calling for such solutions as education and small- to medium-sized businesses that create jobs.

Bane's lecture was sponsored by the School of Social Work, the Gerald R. Ford School of Public Policy, the St. Mary Student Parish, and the U-M National Poverty Center. **M**

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



U-M Photo Services: Scott Galvin

Social Science, Social Work, and Schizophrenia: Curtis Center News

What do rocket scientists say when they get frustrated working on a difficult problem? They say, “Well, at least we are not doing social science!”

So began Professor John Brekke on November 4 in a lively morning discussion on “Science and the Profession of Social Work” with a number of social work professors and doctoral students. Brekke, who is the Frances G. Larson Professor of Social Work and the associate dean of research of social work at the University of Southern California (USC), gave the first University- and community-wide talk sponsored by the Vivian A. and James L. Curtis School of Social Work Research and Training Center at the U-M School of Social Work.



Professor Brekke believes that social scientists and social work researchers confront some of the most intellectually challenging problems of our day and that there is a seriously important need for science in social work. The group who met with him agreed that policies, practices, and interventions need to be based on evidence that supports their effectiveness. The need for science in social work curricula struck a chord with many of the participants,

including Assistant Professor **Brian Perron** who asked, “How do you become a good consumer of the research that is out there? You need a skill set to develop an evaluation. You need a skill set to appraise the literature.”

In an afternoon talk, “Schizophrenia and Community-Based Treatments: Biology and the Social Environment,” Brekke described one of his studies that examined how closely linked neurocognitive change is to functional change for persons with schizophrenia. The findings of his study indicate that that baseline scores on measures of cognitive functioning are predictive of outcome in community-based psychosocial rehabilitation programs for persons with serious mental illness. These findings are of high relevance to social workers and other professionals involved in planning and delivering interventions for persons suffering from schizophrenia and other persistent mental illnesses. Brekke’s findings suggest that seriously mentally ill persons with high levels of cognitive impairment may benefit from the addition of specific rehabilitative interventions targeted at cognitive impairments in addition to standard psychosocial rehabilitation strategies.

Dr. Brekke also presented findings from a study of ecological validity of various measures of cognitive ability. This line of research investigates the relationships between community functioning and performance on commonly utilized measures of cognitive ability. Brekke has worked with psychiatrists and anthropologists at the University of California, Los Angeles, to develop an ethnographic approach to understanding cognition and functioning for persons with schizophrenia.

Brekke co-directs the USC School of Social Work Hamovitch Center for Science in the Human Services. His research is widely published in leading academic journals in social work, psychology, and psychiatry. Brekke serves on several editorial boards, has been the principal investigator on numerous longitudinal studies funded by the National Institute of Mental Health (NIMH), and has also received a prestigious NIMH mid-career “K” award to support his research on the improvement of community-based services for persons with several mental illnesses. Prior to his academic appointment at USC, Brekke held a number of clinical positions and worked directly with persons diagnosed with schizophrenia, bipolar disorder, and other severe and persistent mental disorders.

The Vivian A. and James L. Curtis School of Social Work Research and Training Center offers an opportunity for faculty and students in the School of Social Work and other units on campus to develop cutting-edge research targeted at mental health and substance use intervention. The center was originally funded by a generous grant from U-M alumni Vivian Curtis ('48) and Dr. James Curtis. **M**

—*Shari Grogan-Kaylor is the coordinator of the Curtis Center.*

Professor Jorge Delva and Associate Professor Joseph Himle are co-directors of the Curtis Center. For more information about the Curtis Center’s activities and pilot and student funding, go to www.ssw.umich.edu/public/currentProjects/curtis/index.html.

The Continuing Education Program Continues to Grow

The Continuing Education Program continues to expand its offerings, from a new certificate to online registration.

SEXUAL HEALTH

The University of Michigan Sexual Health Certificate Program, offered in partnership with the U-M Health System's *center for sexual health*, began in July 2009 as the only social work postgraduate training program in sexual health. With Lecturer **Sallie Foley**, LMSW, director of the *center for sexual health*, at the helm, twenty-nine students enrolled in the 2009 program, including MSWs, MDs, and RNs.

Why is this area such an important one to study? Foley says, "Social workers are at the forefront in the field of human sexuality—including sexual education, sexual health, and sex therapy. This certificate program offers social workers and other professionals the opportunities for comprehensive training in a field that needs and welcomes well-trained professionals."

The certificate is "the right program at the right time," says Dennis P. Sugrue, PhD, past president of the American Association of Sexuality Educators, Counselors, and Therapists (AASECT). "While there is a growing appreciation for the importance of sexual health, few clinicians or educators have the training or experience to provide service in this area. Program Director Sallie Foley, a highly respected author, educator, and sex therapist, has pulled together a top-notch, post-graduate training program for educators and clinicians interested in human sexual behavior."

The 20-month program begins in July each year, with the sessions and courses all held at the U-M School of Social Work. Applications for the 2010 program are due on May 21.

CHILD SEXUAL ABUSE

The School has also established the Multidisciplinary Institute on Child Sexual Abuse: Assessment and Intervention. This institute is unique in that it takes a child-centered approach to child sexual abuse allegations, examining assessment procedures, case decisions and actions, and treatment through the eyes of the child.

During a five-day course the week of June 28, Professor **Kathleen Coulborn Faller**—along with Associate Professor **Robert Ortega**, Lecturer **Tony Alvarez**, and guest speakers—will lead participants through interviewing children and parents, learning of a trauma-informed approach, and gaining strategies for testifying in court. Participants will be questioned by lawyers in front of a judge in a moot courtroom experience.

ADVENTURE-BASED THERAPY

Lecturer **Tony Alvarez**, LMSW, is heading adventure-based therapy efforts at the School. He and Lecturer **Gary Stauffer**, LMSW, are co-owners of Adventures in Training, Inc. Alvarez is active in state, national, and international organizations promoting adventure-based practice and has written several articles on the practice of adventure therapy.

On April 16 Alvarez and Stauffer are holding a workshop that will demonstrate the use of the facilitation model in actively engaging individual, group, and family client systems. Participants may earn six continuing education hours.

EVIDENCE-BASED PRACTICE WORKSHOPS

As part of the winter term offerings, the School held three workshops on evidence-based practice. The first gave a comprehensive overview of co-occurring mental health and substance use disorders. The second workshop offered an overview of the evidence-based practice of family psychoeducation for schizophrenia and bipolar disorder. The third introduced the assumptions, consultation team agreements, functions, modes, and skills modules of dialectical behavior therapy.

ONLINE REGISTRATION

Individuals may now register and pay for continuing education courses online.

MORE INFORMATION

A large selection of continuing education workshops and courses are available. For more information, go to www.ssw.umich.edu/programs/ce. **M**

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



WHAT ARE PARTICIPANTS SAYING ABOUT THE SEXUAL HEALTH PROGRAM?

"The program offers an intense concentration of excellent courses not easily available in any one setting. The instructors are among the leaders in sexology in Michigan and in some cases nationally. The quality of the students in the 'inaugural' class has been exceptional, offering a wonderful opportunity for collegial support and learning. I am honored to be among them as we pursue our various professional goals."

—Lauri Palmer, LMSW, School Social Worker, Garden City Public Schools, Burger School for Students with Autism

"As clinicians and health care providers, it's critically important that we are both well-trained and able to address issues of sexuality with our clients just as readily as we address more familiar presenting problems in our practice settings. The University of Michigan Sexual Health Certificate Program is staffed by a remarkable group, with excellent administrators as well as professors and board members who are nationally and internationally known sexual health researchers and clinicians."

—Deborah Adams, LMSW, Clinical Social Worker, Eisenhower Center, Adjunct Faculty, Eastern Michigan University

Honoring Dr. Martin Luther King, Jr.



As part of the University of Michigan's January 18 MLK Symposium, the School of Social Work hosted the Health Sciences Lecture at Dow Auditorium in the Towsley Center. Keynote speaker Dr. Lisa Newman, surgical oncologist and director of the U-M Breast Care Center, presented on "Breast Cancer Awareness, Treatment and Transformative Health: A Catalyst for Change."

Newman's presentation addressed how breast cancer affects women of all races and ethnicities, why certain groups are more at risk for particular cancers, and why



U-M Photo Services: Scott Galvin

there are disparities in outcomes for different patient populations. Focusing on a particularly aggressive type of the disease, triple negative breast cancer, which affects African American women twice as often as White women, Newman regularly travels to Ghana to seek answers and a cure. In addition, Newman works to find

solutions to potentially related health care concerns such as disadvantages in screenings, access to treatment and clinics, co-morbidities, delivery of care, and health care workforce disparity. She is working to find a solution to minority populations who are "woefully underrepresented in the health care workforce," making up just two percent of workers.

Newman opened with a quote from Dr. King: "Of all the forms of injustice, inequality in health care is the most shocking and inhumane." She pointed out that not everyone has the vision of Dr. King, but "each and every one of us has the potential to identify some area of life where we can make change in a positive direction."

In selecting Newman as the keynote speaker, Dean **Laura Lein** and Professor **Larry Gant** "looked for someone on the verge of 'blowing up' in the very near future," Gant said, referring to Newman's groundbreaking research. Newman insisted that her address include young people in the community, and she invited local students to contribute essays. Lauren Phillips, a senior at Pioneer High School in Ann Arbor, read her first-place essay, which discussed the need to provide care early to improve quality of life, instead of simply prolonging life at the end.

Later in the afternoon, the School hosted another MLK event in the School's Educational Conference Center, which included a short film, informal panel discussions, and information on how to get involved in the upcoming United States Social Forum (USSF)

2010 in Detroit, June 22-26. Following the legacy of Dr. King, the USSF provides a voice for underprivileged populations. The proximity to Ann Arbor presents a unique opportunity for the School of Social Work community to get involved in Detroit. Associate Professor **Michael Spencer** encouraged grassroots action. "This is a unique period in time," Spencer said. "To save the world, we must first save ourselves."

Among the special guest speakers was Emery Wright from Project South in Atlanta, who encouraged the audience to get involved, saying, "The only thing required to make the social forum work is people." Other guests came from the East Michigan Environmental Action Council and Detroit's Hush House. The speakers stressed Detroit's ability to survive during hard times and the new possibilities to rebuild southeast Michigan families and the local community.

For more information on the United States Social Forum 2010 in Detroit, visit www.ussf2010.org. **M**

—*Timothy Chilcote is web content administrator.*

Changes to the Social Work Library

In an effort to consolidate the graduate collections around campus to Hatcher Graduate Library, the University of Michigan Library has incorporated the books and stacks from the lower level of the School of Social Work into the larger library collections. Though the School of Social Work Library no longer operates as a separate unit within the University Library system, the University still provides a designated social work librarian and library service for our students, faculty, and staff.

The lower level is being redesigned to support other activities of the School. The lower level planning committee has been gathering information from students, faculty, and staff about principles to guide the renovation of this space. Plans include designated quiet areas, areas for small groups to meet, a space with tables and chairs where students can eat or gather, and a multi-use space where classes or meetings can be held.

For help with social work research at the University of Michigan, visit www.lib.umich.edu/social-work-library.

Dr. Lisa Newman, at the U-M Breast Care Center, presents on breast cancer awareness for an MLK event.

Exploring the Outback: The Australian Adoption System

For three months in the summer of 2009, advanced standing MSW student Emily Besancon worked in the adoption arena in Australia through a partnership with the University of Melbourne. Her field liaison was Phillip Swain ('81), an Australian alumnus of the U-M School of Social Work. Until retirement in 2007, he was associate professor at the School of Social Work, Melbourne University, where he also served as head of school from 2001 to 2003. (See Class Notes, page 30, for more information.)

Swain comments, "Emily was an enthusiastic and capable student, who consistently examined her own practice and that of her colleagues and was keen to develop her social work skills. As I understand it, she would have been very welcome to remain in the agency as a beginning social worker in their adoption team—perhaps the best endorsement of her beginning practice skills and her warm personality!"

Ongoing: What did you do during your field placement?

Emily: I worked with the Adoption, Kinship, and Permanent Care Team in the Department of Human Services (DHS), which did work roughly equivalent to an adoption agency in the United States. I completed assessments with a lot of potential parents who were interested in permanent care. I completed home visits, interviews, and paperwork, and then I presented the applicants to a panel of government workers if I felt it appropriate to recommend them for permanent care.

Ongoing: What stands out to you most in what you learned?

Emily: Those panels, more like roundtable discussions, were one of the most enlightening experiences that I had with DHS. Applicants come in for a meeting, are asked some questions, and are given the opportunity to ask their own questions. After they leave, a discussion among the panel members ensues. Discussions include impressions of the applicant, responses to questions, history of the applicants, how factors would impact the placement of the child in that family (such as age), and, sometimes, how a potential child waiting for adoption would match up with potential applicants. This aspect of the work was where I re-

ceived the best opportunities to learn about and experience collaboration in social work and the benefits that it can have from the Australian perspective.

Ongoing: Can you compare and contrast American and Australian ways of adoption care?

Emily: The most noticeable difference between the American and Australian adoption systems for me was the difference in affordability of adoption. There are no fees for adoptions or permanent care in Australia. Both countries, however, provide financial assistance to adoptive parents and those performing permanent care. One other difference, which could partially explain the issue with fees, is that all adoptions and permanent care orders are processed through the Department of Human Services in Australia, compared with the United States, where private brokers, agencies, or governmental agencies can process adoptions.

Ongoing: What case stands out to you the most?

Emily: I spent a lot of time working with one child who was living with a single mother and her biological son, awaiting their permanent care order to be processed. There were challenges for this family, of course. The woman's biological son and the child had the same name; the solution to this was for the son to be called by his nickname. The child had a complicated history and was exhibiting several challenging behaviors, one of which was binge eating from the garbage. Through DHS, I transported the child to various activities, assisted with meetings between the family and other professionals, and listened to concerns or milestones raised by the mother.

Around the end of my time with DHS, I checked in with the mother to see if she still felt that caring for this child was within her capabilities. Without hesitation, she replied, "He's part of the family." It was really amazing to see that this family had bonded so solidly and that they planned to stand by and support each other.

Ongoing: What are your impressions of your international field placement?

Emily: I had an amazing experience. The Department of Human Services was supportive, and Professor Phillip Swain and I met regularly for supervision. Because I had a lot of responsibility, I felt that I needed to live up to it and so excelled. **M**

—Tanya C. Hart Emley is editor of Ongoing.



Emily Besancon

Dissertations Defended

Pilar Horner

SOCIAL WORK AND SOCIOLOGY

*Labor control and worker identity transformation:
Gender and sexuality in a home party sex toy company*

Laura Wernick

SOCIAL WORK AND POLITICAL SCIENCE

*How young progressives with wealth are leveraging their
power and privilege to support social justice: A case study
of social justice philanthropy and young donor organizing*

This dissertation explores the organizing model of Resource Generation (RG), an organization of young (ages 18-35), progressive, wealthy people committed to using their access to wealth and elite institutions to support social justice. Based upon participant observation, informal and semi-formal interviews, and an online survey, I found that RG drew from existing feminist, intersectional anti-oppression models of organizing. They created a space for young people with wealth to work together to develop their critical consciousness around power, privilege, and oppression and the skills to take action. They also incorporated a cross-class team of movement organizers into their staff, board, and facilitation teams. By applying this modified community organizing model to engage issues of philanthropy and wealth redistribution, these young people not only are moving more money toward social justice, but they are also transforming the traditional role of people with wealth within larger social justice movements—from donor to donor organizer and social justice activist.

Doctoral Student Awards

Adriana Aldana was selected by Rackham Graduate School to receive a Student Research Grant.

Elizabeth Armstrong, Alice Gates, Megan Gilster, Shayla Griffin, Claudette Grinnell-Davis, Dana Levin, John Mathias, Tam Perry, and Ash Siegel were awarded Rackham Travel Grants.

Jennifer Bowles presented a paper at the Unsettling Decadence: Crises in Latin America conference held at Johns Hopkins University for her ethnographic research on rural poverty in Argentina.

Rosalyn Campbell was awarded the first ever Curtis Center Trainee Affiliate Travel Award to attend the Faces of a Healthy Future: National Conference to End Health Disparities II in North Carolina.

Elizabeth Dunbar was selected as a Center for Faith and Scholarship Fellow for the 2009–10 academic year.

Cathryn Fabian was awarded the Barbara A. Oleshansky Memorial Award from the U-M Department of Psychology.

Teresa Granillo had an abstract accepted to SSWR and to the National Hispanic Science Network (NHSN) Conference. She also received a travel grant to present her abstract at the NHSN Conference.

Laura Heinemann was selected to receive the Henry Meyer Award for her paper entitled “Transplantation, Local Moralities, and Reciprocal Webs of Care: How Negotiated Values Can and Could Shape the Practice of Biomedicine in the U.S.” The Henry Meyer award is given annually to the student, or students, whose paper makes an original contribution to empirical or theoretical literature in a manner that integrates social work and social science.

Sarah Jirek was awarded a Bodine Research Grant through the U-M Department of Sociology.

Athena Kolbe’s survey in Haiti in the summer of 2009 was cited in a January CNN article after the devastating earthquake in Haiti.

Lamia Moghnie was selected by Rackham to receive an International Student Fellowship for 2009–10.

Tova Neugut was selected for the 2010 Teaching Fellows of the Global Intercultural Experience for Undergraduates (GIEU) Program.

Heather Tidrick received a Critical Difference grant from the U-M Center for the Education of Women.

Amanda Tillotson was awarded a grant from the U-M Center for the Education of Women.

MSW Student Awards

Onna Solomon won the *Beloit Poetry Journal’s* annual Chad Walsh Poetry Prize for her poem “Autism Suite.”

Denise Stinson, a geriatric scholar, wrote an article, “This Ain’t Something You Can Pray Away: Grandparents Raising Grandchildren, A Photovoice Project,” published in the *Journal of Health Care for the Poor and Underserved*, February 2010.



Laura Wernick

Book Discussion on Poverty and Inequality Connects University Members

During the fall semester of 2009, the U-M Interdisciplinary Group on Poverty and Inequality (IGPI) sponsored the first “One School, One Book” program, which invited students, faculty, and staff to read a common book, Michael Harrington’s 1962 classic *The Other America: Poverty in the United States*.

This book became the basis for a series of interdisciplinary discussions about poverty and inequality. Over sixty individuals from across the University signed up for the program, which included a dinner and discussion event on November 9 and an interdisciplinary faculty panel on December 8.

Over seventy students, faculty, and staff attended the December 8 event, which related Harrington’s themes to the current economic crisis. The faculty panel featured **Laura Lein**, dean of the School of Social Work; Sheldon Danziger, Henry J. Meyer Distinguished University Professor of Public Policy; Greg Markus, professor of political science; and Alford Young, Jr., professor in the Department of Sociology and the Center for Afro-American and African Studies.

Panelists framed a wide-ranging discussion. Professor Danziger stated that, given the current absence of an effective safety net, poverty rates will continue to remain high without specific policy changes.

Dean Lein discussed poverty in the context of her ethnographic studies of homeless panhandlers in Austin, Texas, emphasizing the connections between individual circumstances, such as involvement with foster care and dishonorable military discharge, and homelessness.

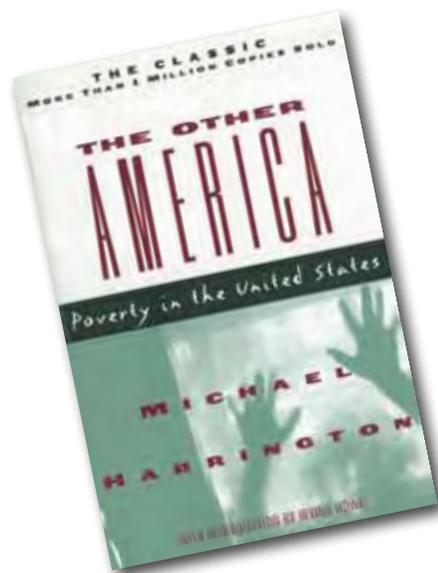
Professor Markus indicated that his poverty research involves organizing and advocating for Detroit residents who are in poverty. He pointed out that since the early 1960s when Harrington wrote his book, African American poverty has dropped by about twenty percent, while more people are covered under minimum wage laws. “Public policy can really move mountains if you’re intending to do that,” he noted.

Professor Young addressed the connections between culture and poverty. His talk emphasized both the need to understand the ways in which culture and poverty are related and the danger of viewing poverty solely as the product of a “defective” lower-class culture.

Established in 2007, the Interdisciplinary Group on Poverty and Inequality was first funded by Rackham’s Interdisciplinary Workshop program in 2008–09. It is currently coordinated by joint doctoral students Jessica Wiederspan, Amanda Tillotson, and Kerri Nicoll.

IGPI provides an interdisciplinary, University-wide forum for graduate and professional students and faculty to discuss literature and to present original research on broadly defined issues of poverty, inequality, and disparity. Presentations address domestic and international concerns and utilize a variety of research methodologies. **M**

—*Jessica Wiederspan (social work and sociology) and Amanda Tillotson (social work and political science) are students in the Joint Doctoral Program.*



Alumni at Reunion Events Learn about Poverty Research



U-M Photo Services: Marcia L. Ledford

Associate Professor Sherrie Kossoudji researches immigration and immigrant workers.

During the 1959, 1984, and 1999 graduate reunion events on September 26, Dean **Laura Lein**, Professor **Sandy Danziger**, Assistant Professor **Luke Shaefer**, and Associate Professor **Sherrie Kossoudji** reported on their poverty research.

In her early work, Dean Laura Lein listened to women discussing life opportunities they could not take advantage of, such as a raise or promotion at work, since they would lose their child's health insurance through Medicaid, housing subsidy, or food stamp allotment. Since then, research has been more systematized in this area. "There is an assumption that people have to be forced to work, and people would not work if they could get out of it. But people show that they see they would have a better life if they worked. They just need to be enabled."

Professor Sandy Danziger shared that 20 million children were on Medicaid and 13 million on food stamps in 2007 compared with a small number on Cash Assistance/TANF. In 1979, according to Census data, 25.4 percent of the income of one-parent families came from government sources, while in 2006, the proportion decreased by half, to only 13.0 percent. Though families have multiple and complex needs such as mental health and child health issues, programs have focused on pushing people into the workforce rather than getting issues addressed such as earning GEDs.

Assistant Professor Luke Shaefer reported that in response to welfare reform and other policy changes in the 1990s, low-skilled single mothers left welfare and joined the labor force at unprecedented rates. Using nationally representative data spanning 1990–2004, Shaefer reported that while single mothers who fall into a spell of unemployment are far less likely to receive cash assistance than previously, there has been no apparent increase in receipt of unemployment insurance (UI). He proposed two changes to boost UI reciprocity among this group: (1) changing the requirement that one must be laid off in order to access UI and (2) requiring states to inform individuals if they are potentially eligible for UI.

Associate Professor Sherrie Kossoudji explained that the 2009 Birthright Citizenship Act denies citizenship to children born in the United States if they do not have at least one parent who is a citizen, legal permanent resident, or an undocumented immigrant serving in the military. A 2007 study reveals the percentage of adults and children who are below the poverty level in the following categories: U.S.-born (10 percent adults, 18 percent children), legal immigrants (13 percent adults, 17 percent U.S.-born children, 29 percent immigrant children), and unauthorized immigrants (21 percent adults, 34 percent U.S.-born children, 32 percent immigrant children). A comprehensive immigration reform is the solution.

Kossoudji also gave a separate session on "The Current Economic Crisis and its Affect on Vulnerable Populations." Financial panic has led to great increase in unemployment, she said. As of September, 14.9 million were unemployed, 9.1 million were employed part-time but wanted full-time employment, and one-third were unemployed for over 26 weeks (half a year).

Kossoudji named several vulnerable populations, including the state government, which has had to make cuts in social services and transportation. Also affected are workers in the state of Michigan, which had a 15.2 percent official unemployment rate in August and 19–25 percent actual unemployment rate. Children's doctor and dentist appointments are delayed, students' absenteeism increases as families move for jobs, and layoffs are affecting marriages. Only 12 percent of nonprofits expect to operate above breakeven this year. A bright spot in the crisis, she said, is the toleration by cities of homeless camps ("tent cities").

The financial crisis that began with the banks has progressed to personal financial crisis by the following steps: unemployment, falling housing prices, foreclosures, stress and health problems, and finally poverty. **M**

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

Join Us for Reunion Weekend in 2010!

Save the dates of October 15 and 16. Special programs will be held for School of Social Work graduates from the classes of 1960, 1985, and 2000. Some events, including our annual homecoming tailgate party, will be open to SSW alumni of all classes. It will be two days of fun, food, and friends. More details are coming this summer.

50th Reunion Volunteers Needed!

If you graduated from the School of Social Work in 1960 and would like to serve on the University's Reunion Advisory Committee, contact Laurie Bueche at ssw.alumnioffice@umich.edu or 734-763-6886. This is an opportunity to represent the School of Social Work, support the University of Michigan, and serve as an ambassador to the entire campus-wide Reunion Weekend experience.

Alumni Gather to Serve, Relax, and Learn

The Office of Development and Alumni Relations has had a busy schedule of events these past few months. In addition to the many lectures and reunion activities, the office has hosted a number of alumni events including receptions in Detroit and Grand Rapids, professional

development events in Chicago and Ann Arbor, our annual homecoming tailgate, and a fall service day co-hosted by the U-M SSW Southeast Michigan Alumni Club. We enjoyed reconnecting with our alumni and look forward to another busy year!



LEFT: Members of the U-M SSW Southeast Michigan Alumni Club volunteer at Detroit's Gleaners Community Food Bank.

BOTTOM: Members of the U-M SSW Southeast Michigan Alumni Club volunteer at Ann Arbor's Food Gatherers.

Coffees Hosted by Alumni Clubs

The U-M SSW Alumni Clubs will be hosting alumni coffees over the next few months. See the dates below for both Southeast Michigan and Chicago. For information on the Southeast Michigan coffees, contact ssw.alumnioffice@umich.edu or 734-763-6886. For information on the Chicago coffees, contact ssw.chicagocluginfo@umich.edu.

SOUTHEAST MICHIGAN	CHICAGO
April 15	April 17
May 20	July 17
June 17	October 16
July 15	





TOP: Professor Emerita Rosemary Sarri (left) chats with some of our alumni guests at the homecoming tailgate.

RIGHT: Alumna Martha Purdy Stein ('80) and Associate Dean John Tropman seem perplexed by the many delicious food options at the homecoming tailgate.

BOTTOM: Betsy Voshel, director of the U-M SSW Field Office, presents a course on ethics at the professional development event on October 19.



Connect with the U-M SSW through LinkedIn and Facebook, and follow us on Twitter!

Look for the icons on the School's home page, www.ssw.umich.edu.

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"We know a good deal when we see one. Charitable gift annuities are a win-win. It is a good way for us to make a gift that will provide support to programs at the University that are important to us. And we will receive guaranteed income for life. Plus, we receive a nice tax deduction."

—Margaret and Howard Fox,
John Monteith Legacy Society
Members

Benefits of a charitable gift annuity with the University of Michigan include fixed income for life, an income tax deduction, and reduced capital gains tax—not to mention the support of students, faculty, and programs! Your age(s) and the current gift annuity rates determine what Michigan can offer you. Please contact us for a personal proposal tailored to your circumstances.

To learn more about charitable gift annuities and other giving opportunities and solutions, visit www.giving.umich.edu/planning or call the Office of Gift Planning at 866-233-6661.

Annual Payout Rates

Example

Effective July 1, 2009

ONE BENEFICIARY		TWO BENEFICIARIES	
AGE	RATE	AGES	RATE
70	5.7%	70/70	5.2%
75	6.3%	75/75	5.6%
80	7.1%	80/80	6.1%
85	8.1%	85/85	7.0%

M UNIVERSITY OF MICHIGAN
School of Social Work

Alumni Profile: Anthony "Tony" Rothschild, '72



U-M Photo Services: Scott Soderberg

Joining the U-M School of Social Work last fall as CEO-in-residence through a McGregor Fund fellowship seems a logical step for Tony Rothschild. He has kept in contact with the School in several ways since graduating—serving on the School's alumni board in the 1980s, attending continuing education courses at the School several times over the years, and meeting with community practice students to share his experiences.

Having grown up in Los Angeles, "a product of the anti-war struggle," Tony credits the Vietnam War with his coming to Michigan and working in crisis intervention. The year he graduated from the University of California, Irvine, was the first year of the draft lottery.

"I didn't want to avoid service; I wanted to provide service," he says.

So he signed up with Volunteers in Service to America (VISTA), and he and his new bride were sent to Detroit. His VISTA experience initiated his interest in social work, and he majored in community practice at the U-M SSW.

After graduating, Tony worked at a community mental health center, educating the community about mental illness. He then worked for a neighborhood service organization in northwest Detroit, helping business associations and block clubs to organize and change their community.

Tony served as special assistant to U.S. Congressman George W. Crockett Jr. from 1980 to 1990. He dealt with constituent service, unclogging bureaucracy and addressing problems. Four times he accompanied a delegation to Guatemala and El Salvador, which were embroiled in civil war and difficult elections.

Occasionally Tony would need to call U.S. Congressman John Conyers' office, and his main point person was Rosa Parks. Once Conyers' office challenged Crockett's office to a bowling tournament. "It was Rosa Parks' first time bowling and Conyers' office was very competitive, so they wouldn't let Rosa bowl on their team," he remembers. "So my daughter (age 11), who had come with me, and Rosa played in the lane next to us!"

When Tony was first hired as executive director of Common Ground, an Oakland County-based non-profit that provides crisis intervention services, the board was concerned that he would be bored after working in a representative's office. The evening of the Royal Oak post office shooting, Tony was called in to see the crime scene before giving the post office staff a debriefing the following day. Seeing the blood on desk and floor, with yellow tape cordoning off the area, he thought to himself, "No, this isn't boring!"

As CEO, Tony helped build Common Ground from 20 staff members and a \$750,000 budget in 1990 to 200 people and a \$11.5 million budget. Among other services, the organization determines eligibility for the public mental health system and provides a 24-hour crisis telephone hotline, psychiatric assessment for hospitalization, short-term residential psychiatric care, counseling for youths and their families, short-term housing for runaway or homeless youth, a suicide survivor group, and a homicide survivor group.

Tony helps to manage the strategic plan. "I am engaged in the community and looking for new opportunities at every turn," he says. "What attracted me at first to this job was learning what needs are not being met in the community."

Tony is one of three CEOs selected by the McGregor Fund to be the first Eugene A. Miller Fellows, earning a 15-month sabbatical that he designed himself. At the U-M SSW he is teaching courses and has been a special speaker in classes.

"Tony made a magnificent start as our first visiting executive," declares Professor **John Tropman**, "and he will present a reflective brown bag in the winter term. The School hopes to extend this beginning to a program involving senior practitioners of all methods."

Tony's sabbatical also includes attending a one-week residential program at Harvard University, where he will learn more about board governance, and attending the International Initiative for Mental Health Leadership conference in Killarney, Ireland.

He also plans to take a four-week Spanish immersion course in Guatemala in January 2011 as well as take vacation time in Hawaii to celebrate his fortieth wedding anniversary—and forty years in the Detroit area.

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

Class Notes

1960s

SANDY (KOTLER) LEVINE, MSW '65, has been employed for thirty years at the Professional Center for Child Development in Andover, Massachusetts. She is the director of the center's Early Intervention Program, which serves over 1,000 children aged birth to three years annually. She lives with her husband, Steve, and has three adult children and two grandchildren.



Sandy Levine (right) receives a 30-year recognition award from her agency.

1980s

PHILLIP SWAIN, MSW '81, has practiced as both lawyer and social worker since the early 1970s and received a doctorate in juridical science (law) from the University of Melbourne in 1999. Until retirement in 2007, he was associate professor at the School of Social Work, Melbourne University, where he also served as head of school from 2001 to 2003. His doctoral dissertation examined the contribution of social work members to administrative review tribunal decision-making.



Phillip Swain

For fifteen years he was a member of the Australian Social Security Appeals Tribunal. He has published more than fifty articles in refereed journals around the world, focusing mainly on law–social work issues. The third edition of his principal book—*In the Shadow of the Law: The Legal Context of Social Work Practice* (Federation Press, Australia)—was published in early 2009. See page 22 for more information.

JOYCE M. BRIMHALL, MSW '83, is the developer and owner of GeroTrends Consulting. She has specialized in developing senior programs for health care systems including St. Joseph's Hospital and Medical Center, Phoenix, Arizona; Sacred Heart Health System in Pensacola, Florida; and St. Francis Hospital

in Columbus, Georgia. Joyce specializes in assisting with the development of wellness and clinical programs for older adults. Joyce is the director of Senior Services at Sacred Heart Health System in Pensacola, Florida. In April 2001, Joyce received an award for Best Demonstrated Practice and was named the Best New Senior Membership Program in the country by Catalyst Benefits, Inc. Joyce is a member of the National Association of Social Workers and has presented workshops on issues in aging at the state and national levels.

VICTORIA (TORI) BOOKER, MSW '89, was recognized by the Michigan Governor's Interagency Migrant Services Committee as the 2009 Migrant Advocate of the Year. Tori has worked with Migrant Health Promotion for sixteen years in different capacities to develop and implement community-based health promotion programs and resources for the migrant and seasonal farmworker community. Tori was recognized for her continued commitment to advocacy for migrant and seasonal farmworkers in order that they may receive adequate and competent health care, information, and education through the Community Health Worker or *Promotor(a)* model.

1990s

SALLY A. SCHMALL, MSW '94, was quoted in the article “High School Reunions Fertile Ground for Informal Job Networking” on the *Detroit Free Press's* website, freep.com. Sally is a career coach who runs Academy Coaching in Ann Arbor.

JENNIFER CHAPPELL DECKERT, MSW '98, and her husband Aaron—along with their children Andy, Abby, and Lydia—began three-year work assignments with Mennonite Central Committee (MCC) in Colombia. Jennifer will serve as a human rights documentation coordinator. MCC is a relief, development, and peace organization of Mennonite and Brethren in Christ churches in Canada and the United States.

KATHERINE (KATIE) K. FITZGERALD, MSW '98, was recently named executive director of the Center for Children and Families, Inc., in Norman, Oklahoma. Prior to joining the Center for Children and Families, Katie was the director of the Women's Leadership Initiative at the University of Oklahoma. She has also served as a program director for the Oklahoma Institute for Child Advocacy in Oklahoma City and the W.K. Kellogg Foundation in Battle Creek, Michigan. Katie lives in Norman, Oklahoma, with her husband and three children.

CATHERINE LUZ MARRS, MSW '98, accepted an offer with the University of St. Catherine/University of St. Thomas Joint School of Social Work program in St. Paul, Minnesota. Catherine started in the fall of 2009 as an assistant professor. She is excited to continue with her research in the area of domestic

(cont. on p. 32)

Alumni Profile: Luke Bergmann, MSW '99, PhD '04



U-M Photo Services: Scott Soderberg

“Even if I had to find work as a cop, I wasn’t leaving the Bay Area,” says Luke Bergmann of life after his University of California, Berkeley post-doc. Then the call came from a Detroit acquaintance. “We need you to take this job,” he told me. And as cliché as it sounds, I couldn’t say no. I took so much from Detroit, and [the job] was an opportunity to give something back to the city.” So he traded the pink jasmine and a tenure-track job offer for a position with the Detroit Department of Health and Wellness Promotion.

Not a bad trade, by Bergmann’s reckoning. The city’s west-side Dexter neighborhood—its residents and its places—shared life with him for the better part of three years as he completed dissertation fieldwork that explored the significance of social spaces and spatial categories to young African Americans in the illicit drug trade. The dissertation, which grew out of relationships Bergmann formed during fieldwork at the Wayne County Juvenile Detention Facility, received the University of Michigan’s 2004 Best Dissertation Award.

Both the relationships that developed during the fieldwork and the life of the revised dissertation—published in February 2009 by nonprofit New Press as *Getting Ghost: Two Young Lives and the Struggle for the Soul of an American City*—have shaped Bergmann irrevocably. He hadn’t expected to live, essentially, as a young black drug dealer while a white twenty-something graduate student. “Some of my closest friendships in the world now are with people from my work.” He is a friend, a godfather, a confidant; he grieves their deaths, attends their baby showers, and shares their hopes for the future.

As for the book, its publication and reception have been “a surreal experience. I wrote an unorthodox dissertation that didn’t adhere to social science conventions.” Rather than reading urban sociology or anthropology while writing, Bergmann immersed himself instead in Faulkner and Baldwin—“people who write about racial politics in a sophisticated, beautiful way.” When Bergmann elected to publish the revision as a trade book, he encountered further complexities. Could he craft a narrative that spoke to both academy *and* lay reader?

Apparently so. *Getting Ghost*—while not storming the *New York Times* bestseller list—is generating serious conversation among academics and lay audiences. Professors from Columbia to the University of California are adding the book to their required reading lists. And Bergmann has appeared on countless radio programs, from NPR’s *Marketplace* to regional and local stations, and *Getting Ghost* has earned favorable reviews in venues ranging from personal blogs to the *Wall Street Journal*.

How, though, would his friends, those who shared their lives with him, receive *Getting Ghost*? “Everyone in the neighborhood in the dope game knew what I was doing; while many became like family, there was always some lingering wariness about me,” he explains. “I was nervous about those I wrote most about. What would they think about my portrayal?”

Bergmann received the feedback he had been hoping for in summer 2009, when introducing a documentary film crew to the young adults he had written about in *Getting Ghost*. “There were maybe fifteen people on the porch, talking with the film crew; they passed the book around as they talked. I showed them snippets while writing, but never the whole thing. And they liked it. Like I had given them a forum.”

His work also prepared him for subtle challenges of his current position as director of Resource and Research Development in the health department’s Bureau of Substance Abuse Prevention, Treatment, and Recovery. Detroit city government “can be delicate, and the ways I need to negotiate my whiteness are complex. The fieldwork helps me navigate those waters.”

Catch Bergmann on any given weekday and he is kind, but strained, mobbed by meetings, phone calls, crises, and politics. It’s okay, he says. These comprise just one aspect of his dream job—one that permits him to create rather than just observe, to be part of building the city that has given him so much. **M**

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

violence and to teach graduate students to become the next MSWs in the field. She thanks all of her professors at the University of Michigan School of Social Work who taught her how to be an outstanding social worker.

2000s

CHRIS WILTSEE, MSW '01, was appointed as the executive director of the Recording Academy's San Francisco chapter. Established in 1957, the Recording Academy is an organization of musicians, producers, engineers, and recording professionals that is dedicated to improving the cultural condition and quality of life for music and its makers. As executive director, Chris will develop and execute outreach programs, advocacy initiatives, professional education, and events for the San Francisco chapter. For more information about the academy or the San Francisco chapter, visit www.grammy.com.

WILLIAM (BILL) D. CABIN, MSW '04, wrote a chapter in *Understanding Emerging Epidemics: Social and Political Approaches*, which is part of the Advances in Medical Sociology series published by Emerald Group Publishing (2010). Bill was credited for his analysis of data for the "How Much Can New Jersey Families Afford to Spend on Health Care?" study. He has also been selected to present at the 2010 Aging in America Conference, March 15–19, in Chicago.

DONNA M. WANSHON, MSW '05, formerly of Dundee, Michigan, was promoted to the rank of captain in the United States Air Force on October 6, 2009. Her husband, Edmund H. Wanshon, Jr., and daughter, Megan Elizabeth Graham, participated in the pinning-on ceremony. Captain Wanshon and her family reside in Navarre, Florida. She is stationed at Hurlburt Field Special Operations Base. Captain Wanshon deployed as a fully licensed clinical social worker to a combat zone for six months beginning in January 2010.

SCOTT (DAVID) THARP, MSW '07, wrote an article, "Perspectives: The Role of Privilege in Diversity Education," which was published in *Diverse: Issues in Higher Education*. He is associate director of the Office of Diversity Education at DePaul University in Chicago.

JENN SANDERS, MSW '08, is currently employed by the State of Michigan as a departmental analyst in a macro social work capacity with the Center for Forensic Psychiatry (CFP) in Saline, Michigan. CFP is a state psychiatric hospital that treats patients who are found not guilty by reason of insanity or incompetency to stand trial. Her work revolves around reviewing internal policies, improving patient safety within the hospital through incident trend analysis, and maintaining accreditation on a national level.

AMANDA BOSWORTH, MSW '09, is a corps member of Teach For America in New York City and currently teaches eighth grade social studies and English language arts in the Bronx. Amanda graduated from the School of Social Work in May 2009 with a focus on Interpersonal Practice with Children and Youth. Amanda resides in New York City.

JENNIFER LOMBARDI, MSW '09, is working as an Intensive In-home Child and Adolescent Psychiatric Services (IICAPS) clinician with Community Health Resources in Manchester, Connecticut. IICAPS is a model of therapy created by Yale University, in which the client's psychiatric issues are addressed from four domains: the client, the family, the school, and the physical environment/community.



Chris Wiltsee



Donna M. Wanshon



Amanda Bosworth

In Memoriam

Mary B. Barron MSW '77 October 4, 2009	Walter H. Robinson, Jr. MSW '05 July 23, 2009
Terrence M. Flynn MSW '78 September 21, 2009	Donna F. Schulze MSW '93 September 25, 2009
Helen M. Graves MSW '55 April 21, 2009	Richard Seid MSW '85 January 19, 2010
Norma Jean Haney MSW '66 November 14, 2009	Bridget A. Stover MSW '66 October 18, 2009
Monica M. LaSarge MSW '60 August, 18, 2009	Sara Terry-Moton MSW '70 November 6, 2009
J. Herbert Mueller MSW '60 June 10, 2009	Patricia A. Thurston MSW '62 July 14, 2008
Mary E. Reeber MSW '88 July 25, 2009	Leola M. Van Valkenburg MSW '69 September 3, 2009

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