

ONGOING

University of Michigan School of Social Work • Winter/Spring 2011



THE FUTURES OF SOCIAL WORK

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SAVE THE DATE

CSWE Alumni Reception

October 27–30
Atlanta, GA

50-, 25-, 10-, and 5-year reunion activities

October 27–30
School of Social Work

Homecoming Tailgate

Saturday, October 29
School of Social Work

Fauri Lecture and Conference

November 11
9 a.m. to 4 p.m.
SSW Educational Conference Center
“The Color of Children in the Child Welfare System”

90th Anniversary Commencement

November 18

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



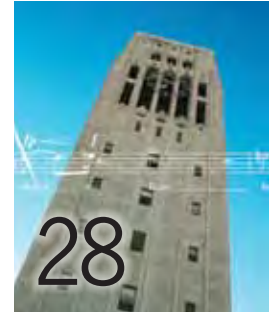
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Front cover photo: Burton Memorial Bell Tower with a line from the cantata *Reach Out, Raise Hope, Change Society*. See page 28. Photo by Martin Vloet, U-M Photo Services.

From the dean

DEAR COLLEAGUES AND FRIENDS,

During our 90th anniversary year, we are celebrating “The Futures of Social Work: Innovation and Invention in the 21st Century.” The University of Michigan has played a critical role in shaping the character of social welfare and the social work profession. The theme of this issue, “The Futures of Social Work,” highlights the different threads of our past contributions and our possibilities for social work efforts to come.

At both the MSW and doctoral levels, the faculty is assessing our strengths and exploring areas of future development. The Strategic Thinking Task Force (**Robert Ortega, Mike Spencer, Karen Staller, John Tropman**, and me), led by Professor **Larry Root**, is guiding the School’s self-assessment. The MSW Curriculum Restructure Committee is reviewing curriculum structure and envisions more integrative learning. See pages 4-5 for more thoughts regarding the futures of social work education at U-M.

As part of our rethinking, I have encouraged the faculty to gather together into learning communities. So far, faculty are developing three learning communities—Community Organization (see page 8), Child Welfare (see page 16), and Global Social Work—and several others are under discussion. The learning communities comprise several faculty members and groups of students, develop curriculum, engage in collaborative research (often with community partners), and help make scholarly work broadly accessible.

Both doctoral and MSW students have joined in the conversations on the futures of social work. At the Society for Social Work and Research (SSWR) conference in Tampa in January, the School hosted a “Future of Doctoral Education” day, in which doctoral students, faculty, and alumni met to discuss several issues. We discussed how to increase the influence of social work on the social sciences. We also considered how to better prepare joint doctoral students with the knowledge and skills they will need for a variety of academic and non-academic positions.

A group of MSW students has created a peer-reviewed journal, *Michigan Journal of Social Work and Social Welfare*, which promotes the knowledge, values, and skills within the student body. The spring 2011 issue focuses on the anniversary theme. In addition, several students coordinated a social justice community organizing conference in March that centered on the futures of social work in the region. See page 18 for more details on both stories.

We have also asked our alumni how the field of social work has changed and what they see in the future. On pages 21-26, you will find reflections of two students and seven alumni from various practice areas and perspectives. These discussions will continue at our alumni summer gatherings (www.ssw.umich.edu/90). I hope you can join in the discussion this summer.

I am passionate about increasing field placement grants and scholarship opportunities for our students. In support of future School of Social Work students, we have created a Million Dollar Challenge to increase financial support for scholarships and field placements. I invite all of you to accept the challenge and donate to our new matching fund. This new fund will help alleviate our students’ debt as they graduate from school and go out to make a difference in society. See page 27 for additional information.

This winter we were saddened by the death of Katherine (Kay) Reebel, professor emerita of social work. She worked at the School of Social Work for 22 years, teaching classes in practice methods, health and rehabilitation, alcoholism, and gerontology. Kay and I had a chance to meet each other some months ago when I was able to tell her that my collegiate chair would be named after her. (See page 26.)

One alumna has contributed particularly creatively toward our 90th anniversary celebrations. Joan Fisch ('67) commissioned composer Bruce Adolphe to write a cantata entitled *Reach Out, Raise Hope, Change Society*, the SSW tag line. (See page 28.) It will be performed by U-M music students at our 90th anniversary commencement on November 18. Please join us as we celebrate our past and look toward shaping the future of social work.

Laura Lein, Dean
Katherine Reebel Collegiate Professor of Social Work
Professor of Anthropology

UM Photo Services: Scott Galvin



90th anniversary kick-off generates energy

The School of Social Work kicked off its 90th anniversary on November 19 with a day of celebration in Ann Arbor and a Worldwide Day of Service on November 20. The School hosted performances and lectures in the “atrium,” the now transformed former lower library space, and the Educational Conference Center. More intimate presentations and faculty-led discussions occurred in classrooms throughout the building. In addition, computer and personal video stations were set up around the School to capture people’s personal memories and stories about the School.

Alumni, current students, faculty, and staff all contributed to the festivities and enjoyed a day of mingling with old cohorts for an educational and celebratory day. The two-day event promoted social change and social justice through excellence in research, education, and practice “to pay homage to our past while looking forward to the futures of social work.”

THE MORNING WAKE-UP

The morning kicked off with a high-energy performance by the Mosaic Youth Theatre of Detroit, which performed a candid play about race and hope, *Speak for Yourself! Young Detroiters Talk about Race*. The student performers, hailing from local Metro Detroit communities, rapped, sang, acted, and danced for an eager audience. Mosaic’s message was sometimes light-hearted but always poignant, with observations about the national dialogue on race.

The play presented Arab, Asian, African, and Latin American teenagers engaged in an honest dialogue with the audience about racial stereotypes in Detroit; it imagined a future where people accept one another not on the basis of race but on the strength of understanding, tolerance, and mutual respect.

A TOUR OF THE SCHOOL’S ART COLLECTION

Following Mosaic’s performance, Richard H. Axsom presented “The Caring Spirit,” an explanation of the School’s extensive art collection. Axsom, curator of collections for the Madison Museum of Contemporary Art

in Wisconsin and past curator of the U-M School of Social Work’s art collection, expressed admiration for the School’s art collection.

Axsom’s slideshow and lecture presented a walking tour of selected works throughout the School of Social Work building, including the area outside the dean’s office, which houses an untitled lithograph by 20th century American artist Robert Rauschenberg. The work is a representation of “third-world plight” as told through youth soccer players and is, as Axsom said, part of “an art collection in support of the excluded.” Axsom described many of the School’s works as metaphors for social justice, the underprivileged, diversity, family, and the “caring spirit of social work.”

Now 12 years old, the School of Social Work’s museum-quality art collection was initiated by former dean **Paula Allen-Meares** and organized by a committee of School and U-M faculty, a student representative, and outside members. The collection was made possible by generous contributions that, Axsom pointed out, were “earmarked specifically for the acquisition of art.” For a complete video footage of Axsom’s presentation, visit www.ssw.umich.edu/90.

A POWERFUL KEYNOTE ADDRESS

Keynote speaker Michael Sherraden, a U-M School of Social Work alumnus and one of *TIME Magazine’s* 100 Most Influential People of 2010, took center stage to discuss his asset-based policy to fight poverty in the United States. A panel of discussants, including Assistant Professor **Trina Shanks** and Ismael Ahmed, director of the Michigan Department of Human Services, followed his keynote presentation.

Sherraden opened by congratulating the School for its constant innovation. “At 90,” he said, “the School feels younger than it used to feel at 50” and has “grown more vigorous,” thanks to an “emphasis on learning and knowledge to create social innovations at every level.” His keynote presentation included, among other topics, observations on the field of social work for an audience of faculty, alumni, and graduate students.

Sherraden encouraged the social work community to acknowledge their own accomplishments, saying that sometimes social workers

“underrate themselves” and should be constantly aware—and even proud—that major advancements in the world are not economic or political, as one might expect, but social. “Social,” he said, “is what makes civilization possible.” Sherraden pointed out that at least 50 percent of the expenditures in most countries are social expenditures.

The heart of his presentation focused largely on his applied research on Individual Development Accounts (IDAs), for which he has received widespread recognition. IDAs are matched savings accounts that enable the poor to save money and accumulate assets. “When we began talking about

TOP: Alumni, students, faculty, and staff join to celebrate the School’s 90th anniversary.

MIDDLE: Rick Axsom presents on the School’s art collection.

BOTTOM: Michael Sherraden (’76, PhD ’79) speaks on matched savings accounts while Trina Shanks, Ismael Ahmed, and Laura Lein listen.





Dear Regina and Curt,

Thank you for sharing your time during the hustle and bustle of this busy holiday season to volunteer at The Rainbow Connection office assisting us with the task of adding ribbon to our ornaments and then assembling our annual appeal letter.... Please know that your contribution of time and careful attention to putting this letter together means so very much to all of us here at The Rainbow Connection and will ultimately translate to making a child's dream come true....

With much appreciation,

Mary Grace and Jennifer

—The Rainbow Connection,
Rochester, Michigan

Dear Brandy,

I wanted to thank you again for organizing such an amazing work group on Saturday. Your group accomplished much more than I thought you would and it was a great feeling to pull in this morning and see the grounds ready for winter.... Thank you again and happy holidays.

Helen

P.S. Please pass my thanks along to your group.

—Interfaith Hospitality Network of
Washtenaw County at Alpha House,
Ann Arbor, Michigan



this,” he said, “it was a strange idea to say ‘poor people should have assets.’” IDAs have been tested in rigorous experimental research and are now in demonstration through federal legislation and in more than 40 states. “The research has shown that if we set up conditions for poor people to accumulate something, the results can be promising.”

In her response, Shanks asked, “If the goal is to engage the most vulnerable populations and reduce disparities,” what do we need to do moving forward to “provide the best guidance” to these populations over time in more simple, standardized, and cost-effective ways? In Ahmed’s view, the answer might be to push forward now. “No matter how smart we are in government or academia,” he said, “real meaningful reform comes from the streets.” Ahmed said that social workers are the leaders of these movements and implored the audience that they “*must* lead now.”

Sherraden, it would appear, agrees. “A lot of what makes the world function successfully is social,” he said, “and it’s not automatic—it’s work.” But, he said, “We should say, ‘Look, these social issues have to be resolved.’”

BREAKOUT FACULTY PRESENTATIONS AND DISCUSSIONS

During the afternoon, separate faculty-led discussions were hosted in classrooms around the School. Individual presentations were videotaped and are available to view online.

Topics included using technology to enhance student learning, fighting poverty locally, making better child welfare workers, eliminating health disparities, shaping policy for low-income families, and discovering the role of social work in financial capability.

WORLDWIDE DAY OF SERVICE

Following the day of presentations, lectures, and discussion, the School of Social Work continued the 90th anniversary kick-off with a Worldwide Day of

Service on November 20. Social work alumni, faculty, staff, and friends from around the world donated time and energy to improve their local communities.

In keeping with the anniversary’s theme of “reach out, raise hope, change society,” the organizing committee felt that a day of service would reflect the School’s mission of social justice and be a meaningful way to kick off the yearlong celebration. The Office of Alumni Relations provided shirts and helped organize volunteers and individuals who took the reins at locations across the United States, including Detroit, Ann Arbor, Illinois, and Arizona.

Among other activities, volunteers cleaned up a neighborhood in Detroit, assisted at a parent empowerment program, sorted food and donations, trimmed trees, raked, camped overnight on the Mexican border, and distributed water and food to immigrants.

The School will be hosting another Worldwide Day of Service as a part of the anniversary’s commencement celebration in November 2011. For more information, contact the Office of Alumni Relations at ssw.alumni@umich.edu or 734-763-6886.

SHARE YOUR STORY

Over the course of the day on November 19, visitors and presenters were encouraged to share their story as part of an online scrapbook. You are still invited to share personal stories—memories, photos, or video diaries—as a vital component of the School’s history. Email the Office of Development and Alumni Relations at ssw.alumni@umich.edu, or visit www.ssw.umich.edu/90 for more information on how to share your story. **M**

—Tim Chilcote, freelance writer and Great Lakes enthusiast, lives in Ann Arbor.

TOP LEFT: Several combined efforts to prepare the grounds for winter at Alpha House in Ann Arbor.

BOTTOM LEFT: An alumna and a student sort donated clothes at the Salvation Army in Ann Arbor.

RIGHT: Joint doctoral student Kristina Lopez ('10) helps to pick up trash at the Community Health and Social Services (CHASS) Southwest Center in Detroit.



THE FUTURES OF SOCIAL WORK EDUCATION AT MICHIGAN

BUILDING ON OUR STRENGTH

Celebrating 90 years of leadership and looking toward its centennial, the School of Social Work is forging a dynamic curriculum and a research and service agenda that is both national and global in its vision and cross-disciplinary in its commitment to problem solving.

“I think there are large issues that our School is particularly poised to take on, both because of our size and strength and because we are located at an intellectually rich research university,” Dean **Laura Lein** states. “Social work is becoming more world-focused, both as a profession and in its research on social problems. So our challenge is: how do we become a more globalized educational institution ourselves? How do we sustain and expand our cross-professional training approaches to address the kinds of problems and social causes that loom large in our future? How do we project our research forward to address the new issues of this tumultuous economic and political period?”

The School is looking outward as well as inward as it conducts a year-long self-assessment, looking at such diverse topics as enrollment, integration of practice and research, planning for future faculty expertise, use of emerging technologies, and the role of field instruction.

“As a premiere leadership training program, the U-M SSW has a responsibility to develop knowledge as well as impart and apply knowledge,” declares Professor **John Tropman**, a member of the Strategic Thinking Task Group. “We have a special responsi-

bility to initiate and test new ideas and applications. Some of the ideas may fail, but we can afford to pay that price. These initiatives continue to bring innovations in professional education, which have long been a U-M SSW hallmark.”

TRAINING TOMORROW'S MSWS

Planning for the future of social work education is a three-pronged process in Lein's view: identify future challenges, address research towards them, and train practitioners to engage with them. “Homelessness and unemployment are examples. Another focal point is the traumas caused by floods, earthquakes, and economic upheavals such as factory closings and how they affect individuals and communities,” she explains.

Lein also cites the impact of incarceration, not only on those who are incarcerated but also on their families and communities. Social work needs to engage more actively in the design of alternatives to the current prison system and in remedial work needed to repair the damage to those affected, she contends.

“More broadly, health itself has become a dominant force in the social service economy. The U-M, with its extensive hospital and health care system, presents us with a phenomenal setting in which social workers can access cross-professional training around all aspects of disease prevention, health promotion, and the integration of approaches to mental and physical health.”

Social workers make up the majority of professionals providing one-on-one mental health counseling, Tropman points out. The School must prepare them to address issues that did not exist 20 years ago. For example, medical social workers are helping patients decide among different treatment options, such as lumpectomy versus mastectomy for breast cancer,

or drugs versus surgery in some cases of prostate cancer. Another emerging area is genetic counseling, as clients weigh whether or not to have children based on new information about inherited diseases.

Applications to the MSW program are extremely robust—higher than ever, Tropman reports. “Consequently, we are rich in an abundance of caring, committed, enthusiastic people who are really passionate about wanting to ‘make a difference’ and contribute to social well-being in a significant way. As a field, we need to provide them with the best tools possible and nurture their spirits with ongoing training opportunities, educational resources, and appropriate salaries.”

He is concerned that the burden of paying for higher education has shifted to the student. Although U-M has increased financial aid dramatically, graduates still leave with considerable debt. The same is true for law, medicine, and business graduates, he notes; but in the social services, it takes longer to pay off that debt.

Nonetheless, the job market for social workers is promising, Tropman says. “It’s driven by demographics: the baby boom generation of social workers is entering

practice, while also able to understand the underlying social issues and conduct scientific research?”

One answer: the creation of very successful “bridging courses” (Social Work and Anthropology, Social Work and Psychology, etc.) highlighting the contributions that the fields make to each other. In addition, doctoral students representing each of the degree programs organized a series called “Conversations Across Social Disciplines.” Ingersoll-Dayton attended the workshop entitled “Ethics and Research,” in which students in social work, economics, political science, and psychology talked about the ethical issues they encountered while conducting research abroad. “For example, a \$15 compensation to a research subject is nominal here but equal to a month’s salary in a developing country. Is that an incentive or a bribe?” she asks. “I was impressed by the students’ initiative in grappling with these serious issues.”

Like the dean, Ingersoll-Dayton notes the internationalization of social work and increasing educational exchanges at the master’s and doctoral levels with universities around the world. She sees a growing interest in community-based participatory action research, which engages researchers and citizens in social activism at the neighborhood level.

The economic downturn has also raised interest in issues related to poverty: a U-M doctoral student in social work and anthropology is studying the cultural and political contexts of a homeless camp in the Ann Arbor area. Another doctoral student in social work and psychology is looking at how treatment methodologies developed for soldiers suffering from post-traumatic stress disorder might be applied to people who have lost their homes and livelihood in Haiti.

“Translational research is a form of research that social workers do well,” Ingersoll-Dayton says. “It’s taking interventions that have been shown to be helpful with one population and applying them to a different population.”

And the research—international, translational, and community-based participatory action research— informs the future of social work education.

“I’m encouraged on several fronts,” Lein concludes. “We continue to attract fabulous students. We have a very strong interdisciplinary faculty that is engaged in research, teaching, and service across a spectrum of social issues, as well as committed to the social justice values that underlie our profession and discipline. And finally, our students and faculty are very engaged in the new technology and new ways of thinking that are indispensable components of an innovative education.” **M**

—Pat Materka is a freelance writer and editor specializing in the social sciences. She also owns and operates the Ann Arbor Bed and Breakfast.



Doctoral students, Dean Laura Lein (second from left), and Professor Berit Ingersoll-Dayton (second from right) meet at the Society for Social Work and Research conference to discuss the futures of social work.

retirement, and the population of aging Americans is growing, presenting an ongoing need for many levels and forms of social services.”

REACHING ACROSS DISCIPLINES

While dual degrees are an option for MSW students, they are the hallmark of Michigan’s Joint Doctoral Program in Social Work and Social Science, which draws well over a hundred applicants for nine to eleven positions each year. Graduates hold an MSW and a PhD in social work plus a PhD in one of five disciplines: anthropology, economics, political science, psychology, and sociology.

The joint degree was established in 1957 under the philosophy that social work would be strengthened by social science theory and methods, and the social sciences would benefit from the applications that social work suggests. “Bridging dual disciplines is both our strength and our challenge,” explains Professor **Berit Ingersoll-Dayton**, the program’s director. “We are a profession with a very applied focus. How do we develop people who are competent in the world of

Faculty fashion the future

Our faculty members are offering fresh innovations and inventions as they see the changes and challenges posed to social work and social work education in the 21st century. The following articles reveal creative ideas by three faculty members, and many of their colleagues are working on other pioneering initiatives.

In the first article, Assistant Professor **Luke Shaefer** proposes a way to fill the gap of oral health access. Assistant Professor **Brian Perron** then takes a look at emerging technology and considers how social work can take advantage of it and, moreover, can't ignore it. In the final article, Professor **Barry Checkoway** considers how to prepare students for community practice in a segregated and diverse society.



Closing the oral health access gap in Michigan:

IS THERE A ROLE FOR A MID-LEVEL DENTAL PROVIDER?

Nearly one-third of U.S. citizens lack access to basic preventive and primary oral care services. As a result of my research on public health insurance for children in the United States, I began researching how dental care might be made more accessible to more individuals.

One proposal for addressing these barriers to oral health care is the introduction of a “mid-level dental provider” (MDP, also referred to as an “alternative dental provider”) position within the dental field. MDPs are generally permitted to perform basic preventive and basic restorative dental procedures under the direct, indirect, or general supervision of a dentist, with the goal of extending access to care to underserved populations.

MDPs now practice in a variety of capacities in more than 50 countries, including Great Britain, New Zealand, Australia, and Canada. Alaska and Minnesota are the only two U.S. states that have approved MDPs (Alaskan MDPs are limited to serving Alaska's native population living in remote areas of the state). However, policymakers in a number of other states are seriously considering MDP proposals. In fact, MDP legislation has recently been introduced in Washington State, New Mexico, Kansas, and Vermont.

In a recent report prepared for the W.K. Kellogg Foundation, Professor Burton Edelstein of Columbia University concluded that a majority of dental procedures could be delegated to properly trained MDPs. Implementation of MDPs within the U.S. dental team framework holds the potential not only to increase

access to care, but also to create new jobs and allow dentists to devote more time to advanced oral procedures, which they are best trained to address.

One cause for the oral health access gap is that Medicaid's (and other public insurance programs') reimbursement rates for dental care are low across the United States, leading few providers to participate. Also, dental providers are unevenly distributed geographically. MDPs might be more likely to live in areas that currently have few dental providers, and they could provide much of underserved groups' necessary care at a lower cost than dentists.

Thus, I have been talking with policymakers, interested groups, and individuals about the role an MDP might play in Michigan. I believe this proposal deserves serious consideration by state policymakers.

Since beginning this effort during the fall of 2010, I have met with representatives from the W.K. Kellogg Foundation (which has a long-standing interest in MDPs), the Michigan Dental Association (which has some concerns about the proposal), the Michigan Oral Health Coalition, the Michigan Dental Hygienists Association, and faculty from the Schools of Dentistry at the University of Michigan and the University of Detroit Mercy. I have also met with numerous groups outside of the oral health community and am finding that lack of access to oral health care seriously impacts many of the families that U-M SSW alumni and other social workers serve.

In February, I hosted a meeting at U-M SSW (with funds generously made available by the Nokomis Foundation) for groups and individuals interested in this issue. Over 30 people attended, representing over 25 organizations and government agencies. As a result of this interest, I have decided to partner with the Nokomis Foundation again to host a mini-conference late this summer (date still to be determined) titled “Concrete Proposals for Closing the Oral Health Access Gap in Michigan.” This conference will allow for some vigorous discussion on the role that mid-level providers might play in Michigan, as well as explore some alternative concrete solutions for addressing the oral health gap in the state. If you are interested in more details, please be in touch with me at lshaefer@umich.edu or 734-936-5065.

—*Luke Shaefer is assistant professor of social work.*

All facts are drawn from: *Shaefer, H. L., & Miller, M. (accepted, pending revisions). Mid-level dental practitioners: A policy proposal for improving access to oral health care services among underserved populations in the U.S. Journal of Health Care for the Poor and Underserved.*



Why social workers should use information and communication technologies

There is little doubt that technological advancements in information and communication technologies (ICTs) are leading to sweeping changes in societies across the planet. Facebook has more than 600 million members, while 4.6 billion people use mobile phones. Microsoft, Wikipedia, iPhone, Google, and Blackberry are household words. ICTs are truly revolutionizing social, political, and economic processes worldwide and hold significant promise to do the same for social work practice and education, particularly when closely aligned with social work ethics.

ICTs allow us to communicate through a wide range of tools, including email, SMS text messaging, cloud computing, and video chat. Hardware, such as laptops and smart phones, has given users of ICT tremendous flexibility in where and how they work. Information can now move across the planet virtually at light speed. Although ICTs and the growth of the Internet are not without problems, both will undoubtedly continue to shape social work education and the global community.

A variety of professions recognizes the importance of ICTs and considers them to be a key part of professional development. By contrast, the attention that the field of social work has given to ICTs in research, education, and practice does not match the efforts of other national and international organizations that view ICTs as critical to improving the lives of disadvantaged and disenfranchised persons. Still, some movement toward active recognition and integration of ICTs has occurred in social work. The Association of Social Work Boards and the National Association of Social Workers (NASW) have published a set of 10 standards regarding technology and social work practice as a guide for the profession's incorporation of technology into its various missions. Similarly, the Council on Social Work Education has made calls for the integration of computer technology into social work education, but there are no explicit standards for integration or student learning.

We believe that ICTs are of critical importance to advancing the field of social work. Specifically, they

provide efficient and effective ways to organize people and ideas, offer greater access to knowledge and education, and increase efficiency, flexibility, and collaboration in our work. Moreover, many aspects of the NASW Code of Ethics can be advanced through careful and thoughtful application of ICTs. Thus competencies and literacy with ICTs should be required learning outcomes in social work education and continuing education.

How can social workers align the burgeoning field of ICTs with social work values? Because of the truly overwhelming range of applications of ICTs, social workers can readily adapt such technology to complement many of social work's core values. For instance, workers could be trained in relevant aspects of information security with ICTs to ensure client confidentiality when using electronic records. Social workers are also expected to make reasonable efforts to provide services even when clients have difficulties traveling to an office. ICTs can provide a range of options for clients who are difficult to reach. Similarly, ICTs such as email, conference calls, and distance education pave the way for workers to seek the advice and counsel of colleagues when necessary, advocate for clients within and outside of agencies, and seek continuing education and staff development, all vital social work values. Social workers are also expected to read and critically examine emerging knowledge in social work, another task made easier with ICTs. These are but a few examples of the ways in which ICTs can readily improve client care and outcomes.

The fields of social work education, research, and practice are surrounded by rapid development in ICTs. In order to ensure that social work practice upholds the standards and values of social work ethics, it is vital that social workers are competent and literate with ICTs. This will enable social workers at all levels of practice to help advance the lives of disenfranchised and disadvantaged persons through greater access to education, knowledge, and other resources.

—*Brian Perron is assistant professor of social work.*

This piece is adapted for Ongoing by former SSW doctoral student Chris Jarman from: Perron, B. E., Taylor, H. O., Glass, J., & Margerum-Leys, J. (2010). Information and communication technologies in social work. Advances in Social Work, 11(1), 67-81.

School receives approval for distance learning education

The SSW Office of Continuing Professional Education was recently awarded approval by the Association of Social Work Boards' (ASWB) Approved Continuing Education (ACE) program to provide distance learning education, provider #1212. As part of the application, the school was required to submit a pilot program, for which Assistant Professor **Brian Perron** created a webinar. The school received approval to offer online learning, as well as audio, video, and teleconferencing programming.

The School's Office of Continuing Professional Education will collaborate with faculty to offer distance learning continuing education opportunities covering a vast array of topics. Visit www.ssw.umich.edu/programs/ce for a complete listing of programs, or email ssw.conted@umich.edu to request additional information.



Strengthening diversity

Many metropolitan areas (e.g., Chicago, New York, Jerusalem, Johannesburg) are changing in their racial and ethnic population patterns. Whereas once it was common to view these areas as “segregated,” today they are becoming “segregated and diverse.” As they do, how should we think about “challenging injustice,” “strengthening diversity,” and “creating change”?

For example, metropolitan Detroit is among the nation’s most segregated metropolitan areas according to the 2010 Census, but there also is diversity. The city is 80 percent African American and suburbs are 85 percent White, but there are smaller suburban areas that are increasing in people of African, Asian, Middle Eastern, and Latin American descent.

Young people in metropolitan Detroit are aware of segregation and its injustices. They want to reach out to and connect with those who are different from themselves, but because they attend segregated schools in segregated communities, they are limited in doing so.

In response, a team of faculty members has established Youth Dialogues on Race and Ethnicity in Metropolitan Detroit, a program that brings together young people of African, Asian, White European, Middle Eastern, and Latin American descent.

We work closely with several community collaborators, including Arab Community Center for Economic and Social Services, Alternatives for Girls, Youthville Detroit, Farmington Public Schools, Latin Americans for Social and Economic Development, Michigan Neighborhood Partnership, Peoples’ Community Services, Rosedale Park Baptist Church, and Southfield Community Foundation.

Young people participate in intergroup dialogues and establish new relationships with others across segregated boundaries, often for the first time. They join together for metropolitan tours, campus retreats, and community action projects of their own design. They develop courses in schools, conduct town meetings, and make presentations to city councils. At this writing, they are preparing to deliver 3,000 petitions, calling for changes in educational policies, to public officials in Lansing.

The youth participants also have written a book about growing up in segregation, presented a theater performance in school assemblies and community centers based on their stories, and participated in a PBS television series based on the Youth Dialogues program.

Our faculty and students work together in this program. Faculty members direct the program and incorporate its content into courses (such as a new course on Youth Empowerment), evaluate its effects, and publish the findings. MSW students are program planners and youth organizers through their field placements. PhD students participate too, and a dissertation is on the way.

This program is unique but only one of several school initiatives in metropolitan Detroit. Should “segregation and diversity” affect how we prepare students for professional practice, and, if so, how?

TOWARDS A NEW COMMUNITY PRACTICE

With support from Dean Laura Lein, faculty members—**Laura Lein, Larry Gant, Lorraine Gutierrez, Katie Richards-Schuster, Mike Spencer,** and I—have formed a Community Organization Learning Community to discuss questions like these and some of the educational issues they raise. For example, we have:

- Expressed a goal of preparing students to strengthen “social justice” and “community change” for “diverse democracy,” all concepts that we know are fundamental and contested.
- Reviewed our core competencies in terms of culturally competent and intercultural methods to mobilize around issues, organize action groups, plan local programs, and develop community-based services.
- Established a Community Scholars Program as a signature program placing students with community agencies in Detroit neighborhoods and other areas nationwide—for example, the Mississippi Delta, Central Appalachia, and the San Francisco Bay Area.
- Encouraged faculty members to take intellectual leadership of community organization as a field of practice and subject of study. We are planning a national conference and a series of cutting-edge publications.
- Strengthened our partnerships in Detroit, Flint, and other cities through joint projects that build community capacity and contribute to our core educational mission.
- Created a Saturday Academy offering half-day and whole-day workshops on new practice skills in communities nationwide.

WHAT ABOUT YOU?

What should a social work school do to prepare students for community practice in a society that is becoming more segregated and more diverse?

Questions like this are important to us, as social work educators and as stewards of the oldest and largest community organizations program in graduate education. We respect our tradition and appreciate its high standards.

But we also know that the future will be different from the past and will raise new questions for which there are no single answers. You, our alumni and friends, have experience and expertise, and we hope that you will share what you think. What do *you* think?

Please send your ideas to me at barrych@umich.edu. **M**

—*Barry Checkoway is professor of social work and professor of urban and regional planning.*

Recent faculty publications

CHILDREN, YOUTH, AND FAMILIES

Adams, D., Nam, Y., **Williams Shanks, T.**, Hicks, S., & Robinson, C. (2010). Research on assets for children and youth: Reflections on the past and prospects for the future. *Children & Youth Services Review*, 32(11), 1617–1621.

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Destin, M., & **Oyserman, D.** (2010). Incentivizing education: Seeing schoolwork as an investment, not a chore. *Journal of Experimental Social Psychology*, 46, 846–849.

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Lee, S. W. S., **Oyserman, D.**, & Bond, M. (2010). Am I doing better than you? That depends on whether you ask me in English or Chinese: Self-enhancement effects of language as a cultural mindset prime. *Journal of Experimental Social Psychology*, 46, 785–791.

Oyserman, D., & Destin, M. (2010). Identity-based motivation: Implications for intervention. *The Counseling Psychologist*, 38, 1001–1043.

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Rose, T., **Joe, S.**, & Lindsey, M. A. (2011). Perceived stigma and depression among black adolescents in outpatient treatment. *Children and Youth Services Review*, *33*, 161–166.

Sinkewicz, M., & Lee, R. (2011). Prevalence, comorbidity and course of depression among black fathers. *Research on Social Work Practice*, *21*(3), 289–297.

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Watkins, D. C., Walker, R., L., & Griffith, D. M. (2010). A meta-study of black male mental health and well-being. *Journal of Black Psychology*, *36*(3), 303–330.

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Recent faculty honors and awards

Lou Burgio was appointed to the administrative cabinet of the Outreach, Partnerships, and Implementation Science Program (OPIS) at the Michigan Institute for Clinical & Health Research.

Barry Checkoway received Campus Compact's Thomas Ehrlich Civically Engaged Faculty Award in January. The award is given to one senior faculty member across the country each year for enhancing higher education's contributions to the public good through scholarship that advances students' civic learning while meeting community needs.

Jorge Delva, formerly founding co-director of the Curtis Center, was appointed by Dean Lein as the school's associate dean for research, effective September 2010. His research centers on understanding substance use and mental health disorders among racial and ethnic minority populations, as well as cross-culturally in the United States and Latin America.

Kathleen Coulborn Faller was named an Outstanding Service Award Winner for Lifetime Achievement from the National Children's Advocacy Center.

Karla Goldman was quoted in an October *Jerusalem Post* article, "Whose Money is Kosher?" She commented on the term "self-hating" as a descriptor for Jews.

Joe Himle was quoted in a *Chicago Tribune* article in December regarding his research that shows that moderate doses of alcohol do not directly reduce social anxiety. He was also quoted in *Psychology Today* in January, stating that family history could be a risk factor for combined anxiety and depression. In January ABC News quoted Himle regarding the impact of paruresis, a social phobia commonly known as "shy bladder syndrome."

Berit Ingersoll-Dayton's research on ways in which older people help their adult children was described in the *AARP Bulletin* in January.

Daphne Watkins Jacobs was featured in a *New Connections* article, "Former Grantee Uses New Connections as Launching Pad," in October.

Sean Joe's motivation for research on self-destructive tendencies among African American males was discussed in a December *Chicago Tribune* column highlighting a new book to which he contributed. In addition, he was selected to receive the 2011 Outstanding Educational Opportunity Program Alumnus Award from the Tri-State Consortium of Opportunity Programs in Higher Education.

Robert Ortega was awarded the 2011 National Association of Social Workers—Michigan chapter Lisa Putnam Award for Excellence in Child Welfare.

Daphna Oyserman has received a Humboldt Research Award by the German Humboldt Foundation for fundamental discoveries, new theories, or insights that have had a significant impact on her discipline.

Janie Paul was heard on Minnesota Public Radio's "Midmorning" in December, discussing her work with the Prison Creative Arts Project.

Beth Reed received the 2010–11 Distinguished Faculty Award for the School of Social Work. In selecting the recipient each year, the committee considers longevity of service to the School, national recognition, excellence in teaching/mentoring of students and faculty, outstanding service to the School/University, and contribution to the professional community.

Julie Ribaldo received the inaugural Professor of the Year Award from the SSW Student Union.

Trina Shanks shared findings from her study, "Diverging Pathways: How Wealth Shapes Opportunity for Children," with the *Huffington Post* in April.

Luke Shaefer's 2011 article "Transitions from Private to Public Health Coverage Among Children: Estimating Effects on Out-of-Pocket Medical Costs and Health Insurance Premium Costs" in *Health Services Research* (with Harold Pollack and Colleen Grogan) was featured on www.MDLinx.com, "the world's most up-to-date index of articles that matter in the daily lives of physicians and other healthcare professionals."

Luke Shaefer won the Klein Award for best 2009 *Monthly Labor Review* article by an author outside the Bureau of Labor Statistics for the following article: Shaefer, H. L. (2009). Part-time workers: Key differences between primary and secondary wage earners. *Monthly Labor Review*, 132(10), 3–15.

Daphne Watkins Jacobs has been elected vice president of the American Men's Studies Association and is the first woman to serve in this capacity in the organization's 20-year history. She also received a National Institutes of Health (NIH) Health Disparities Loan Repayment Program award.

Brad Zebrack received a Member Commitment Award from LIVESTRONG Young Adult Alliance, part of the Lance Armstrong Foundation, in 2010. Also, in November he was quoted in the *Wall Street Journal* article "'Too Young for Cancer' and Demanding Action," on how young adults confront cancer. **M**



Barry Checkoway



Sean Joe



Julie Ribaldo

UM Photo Services: Scott Galvin

UM Photo Services: Lin Jones

UM Photo Services: Scott Galvin

Pioneer profile: Helen Weingarten

Helen Weingarten's contributions to social work reflect a commitment to core values entwined in the discipline—problem-solving, connection, integration, relationship. "I've always thought of 'career' in terms of contributing to the world," she says. "It never occurred to me to enter a non-helping profession."

Following a short venture into teaching, Weingarten turned to child welfare service, working under the mentorship of experienced, committed professionals. After earning her MSW, she invested herself in community mental health work in Vermont. "It was excellent work, but I found myself needing an intellectual challenge, to understand things." She found both challenge and opportunity in the U-M School of Social Work's joint doctoral program and was hired to teach before completing dissertation work toward her degree in social work and psychology. Professor Emeritus **Charles Garvin** says that, as a faculty member, Weingarten "brought fresh and unique perspectives, especially to the teaching of interpersonal practice."

Weingarten's research unfolded as she examined crisis events such as death and divorce across the life span. From this foundation, she began to "look at those who were proactive, rather than reactive. Specifically, I became interested in discovering what it was that successful conflict managers were doing." This line of inquiry led her, in the mid-1980s, to pioneer inquiry into how gender differences shape conflict response and management among expert practitioners.

Both Weingarten's research and teaching emerge out of her interest in translating theory into practical, workaday problem-solving. Weingarten likens the challenges of putting together a course syllabus idea to assembling pieces of a complex puzzle. "I tried to introduce students not only to social science literature but to fiction, poetry, and history."

Students thrive on this creative approach. "She was the most thought-provoking teacher I had in college; she possesses an innate skill to pull people together from varied perspectives, helping us to really be curious about perspective and think outside the box," says Heather MacKenzie ('93).

Weingarten's integrative approach and fascination with practical problem-solving bore practical, cross-disciplinary fruit at the University of Michigan. She

not only participated in the founding and direction of the Interdisciplinary Program in Conflict Management Alternatives (PCMA) but also served as founding member of Fairteach and faculty mentor to athletes. "PCMA was an interdisciplinary conflict management group before cross-disciplinary teams were common. Our members came from across the University—the College of Literature, Sciences, and the Arts (LSA), the Taubman College of Architecture and Urban Planning, the School of Social Work, and the School of Natural Resources and Environment. We couldn't be conflict averse, and we learned to struggle through to resolution."

In 1989 Weingarten embarked on a hard-earned sabbatical. She spent that historically significant year walking through Italy, teaching at Israel's Hebrew University, exploring Nepal and India, and encountering the nascent student protests that culminated in China's Tiananmen Square demonstrations. The year prompted personal, intellectual, and spiritual assessment and reflection.

"It was the extended intercultural contact that promoted a long period of soul searching," she says. "I came back and the classes I taught included a more community focus. In some ways I came to understand that building my career was less important than living out the values of social work."

Associate professor emerita of social work since 2000, Weingarten continues to creatively connect social work values and life experience, fulfilling her lifelong service orientation as a docent at the U-M art museum. The program she participates in focuses on engaging children with art. "This will sound funny," Weingarten muses. "In 1993 I made a presentation to the Dalai Lama. But the preparation time I invest now to teach fourth-grade students about Chinese funerary art is almost as intense.

"I see myself as a lifelong learner. Currently, my learning comes through introducing children to the delights of the University of Michigan's Museum of Art. The relationship between teaching and learning is a reciprocal one, and right now the learning curve is steep. The challenge of motivating children to open their hearts and minds and be inspired by art is an intellectual challenge and a delight." **M**

—*Elizabeth Leimbach Zambone is a freelance writer and editor living in Virginia.*



Class action change: How far has the State of Michigan come in a year of child welfare reform?

The Fauri Memorial Lecture took place on October 26, 2010, and centered on the topic “Can class action lawsuits be a catalyst for change in child welfare? What can the Michigan case tell us?”

The lecture, a follow-up to the previous year’s presentation, explored the work of **Kathleen Coulborn Faller**, Marion Elizabeth Blue Professor of Social Work, and **Robert Ortega**, SSW associate professor. Their research, developing strategies to train child welfare employees and collecting data on Michigan’s child welfare workforce, took on added significance in light of the Michigan Children’s Rights Lawsuit against the State of Michigan. Following a year of implementations from the consent decree, Faller—as well as Deputy Director of Michigan DHS Children’s Services Administration Terri Gilbert (’87), Children’s Rights staff attorney Sara Bartosz, and U-M Clinical Assistant Professor of Law Vivek Sankaran—reflected on recent changes and progress made.

LOOKING BACK

Children’s Rights is a national advocacy group working to reform child welfare systems around the country. Their claim against the child welfare system in Michigan specifically cited inadequacies such as maltreatment or neglect of foster children while in state custody, a lack of basic physical and mental health services for foster children, excessive lengths of stay in state custody, and frequent moves among multiple placements. This class action lawsuit was settled in 2008, with a timeline of benchmarks stretching until 2011. Further information regarding the lawsuit and 2009 Fauri Lecture can be found in the summer/fall 2009 issue of *Ongoing*, pages 2-5, at www.ssw.umich.edu/Ongoing.

PROGRESS MADE

Terri Gilbert equated the complexity of reworking the foster care system to an onion with overlapping layers that needed revision. She said it is “amazing—astounding how complicated it is.” Gilbert claimed that the State of Michigan child welfare system was behind before it even started implementing change, as deadlines were missed before the consent decree came out of court. “It’s like changing the tires on a car going down the freeway at 90 miles an hour. But that’s where we’ve been and that’s what we have to deal with,” said Gilbert.

In spite of these obstacles, Gilbert detailed many positive improvements. In one year, all administrative changes detailed in the consent decree have been completed and the State has quadrupled its training capacity. A maltreatment hotline and maltreatment-



in-care program have been created. The year 2009 also saw the highest adoption rate Michigan has ever had.

IMPROVEMENTS STILL NEEDED

Sara Bartosz, justifying the lawsuit as the right path to spur Michigan into action, described five advantages the lawsuit has produced: enforceability, durability, transparency, accountability, and quality assurance. She admitted that there is still work to be done in Michigan’s foster care system. “Every time you fall behind, you hear the voices of the kids that are waiting,” said Bartosz.

Professor Vivek Sankaran’s attitude toward the progress made in a year was less enthusiastic than previous speakers. “Initially...I was pretty supportive of it,” said Sankaran, “but now, reflecting on how things have unfolded, I’m not as sure.” Sankaran views changes made as minor and believes the State is still offering “the same low quality services” in a “system [that] still lacks a sense of urgency.”

Sankaran feels the consent decree has focused more on “form over structure.” He stressed investing in prevention by creating mental health services and good parenting classes and by working one-on-one with families. “[The system is] still stuck in a really primitive stage,” said Sankaran.

When asked how long changes will take, Sankaran answered by referring to the District of Columbia. “D.C. has been under a consent decree for 18 years,” he said, “and still people are struggling with whether there has been progress.”

Still, the generally optimistic tone of this year’s Fauri Lecture was summarized by Sara Bartosz. “Can a class action lawsuit turn over the world by itself? No way,” said Bartosz. “We create conditions where well-trained social worker[s] can apply their art.” **M**

—*Caitlin Kiesel is a freelance writer and current U-M student.*

Terri Gilbert (’87) from the Michigan Department of Human Services addresses the audience at the Fauri Lecture.

Healing the wounds: The health disparities legacy of the 1960s Civil Rights Movement

On a cold and sunny January day, to a packed Dow Auditorium, Sherman James, PhD, Susan B. King Distinguished Professor of Public Policy, Duke University, presented the U-M Martin Luther King, Jr. Health Sciences Lecture, “Healing the Wounds: The Health Disparities Legacy of the 1960s Civil Rights Movement.”

James opened his presentation by saying that Martin Luther King, Jr., “like our country’s current president,” displayed an “unshakable confidence in America’s promise.” James’s presentation focused on 1965 to 1980, a time period during which the U.S. African American population experienced not only an unprecedented reduction in both infant mortality and deaths from cardiovascular disease, but also the greatest gains in health due to the “instantaneous desegregation” in hospital funding brought on by the Social Security Act. During the same time period, Black Southerners saw increased access to medical care, hope for upward social mobility, and higher educational test scores in children, all of which led to a reduction in hypertension, stress, and “weathering,” as James called it, through “amelioration of racist social conditions.”

James’s presentation opened with a photo slideshow. He equated the KKK to “psychological terrorism” and pointed to the absurdity of segregation, joking that “the water in the white fountain tasted just as bad.” James summarized key Civil Rights acts and examined the way the physical health of Black Southerners improved following the Civil Rights Movement, suggesting that “the vast legally assisted social disparities were the fundamental cause of disease and death disparities in the pre-Civil Rights era.” James also discussed the scientific evidence bearing upon the dramatic and rapid improvement in the health of Black Southerners during the transformative period in American history.

Finally, in discussing theoretical perspectives on health care improvement, James asked how we get “traction” moving forward on solving health dispari-

ties. James prefers we focus on children to help “diffuse overheated rhetoric” and implored the audience to “start early with infants if we want to do away with health disparities.” He suggested that health care professionals prioritize early childhood development of economically disadvantaged children.

A prelude to James’s presentation was performed by the Thunderous Grace Dance Ministry, Christian Love Ministries International. The performers, wearing white and purple robes, did an interpretive dance to “The Impossible Dream” from *Man of La Mancha*. After the performance, Chanel F. DeGuzman, PhD, School of Public Health, welcomed the audience and said that this year “we take the pulse of realizing the dream.”

Dr. James was formerly the John P. Kirscht Collegiate Professor of Public Health at the U-M School of Public Health, the founding director (1998–2003) of the Center for Research on Ethnicity, Culture, and Health (CRECH), chair (1999–2003) of the Department of Health Behavior and Health Education, and a senior research scientist (1989–2003) in the Survey Research Center at the Institute for Social Research. Dr. James’s research focuses on racial and ethnic inequities in health status and health care, as well as community-based and public policy interventions designed to minimize, and ultimately eliminate, these inequities. In closing his presentation, James admitted that health disparities and race are complex problems but problems we must address. “I don’t know the answer,” he said, “but I know we can do better.”

For the past 25 years, the University of Michigan has celebrated the Martin Luther King, Jr. national holiday by cancelling classes and hosting lectures, roundtables, and discussions, in addition to events that focus on the Civil Rights Movement, race, class, diversity, social justice, and societal change. The School of Social Work co-sponsors the Health Sciences Lecture along with the Schools of Public Health, Dentistry, Medicine, and Nursing, the College of Pharmacy, and U-M Hospitals and Health Centers. **M**

—Tim Chilcote, freelance writer and Great Lakes enthusiast, lives in Ann Arbor.



Sherman James returned to U-M to give the MLK Health Sciences Lecture.

Caring for the caregivers: Winkelman Lecture

“There are few experiences in family life that are as challenging, both emotionally and physically, as family care,” began Dr. Steven H. Zarit, in the 2011 Winkelman Lecture on January 31.

Professor of human development and the head of the Department of Human Development and Family Studies at Pennsylvania State University, Zarit returned to his alma mater for the lecture, having received a BA degree from U-M in 1967. He earned a PhD in human development at the University of Chicago in 1972.

INTERVENTIONS FOR FAMILY CAREGIVERS

In his lecture, entitled “Family Care in an Aging Society: Issues and Interventions,” Zarit, who is also adjunct professor of gerontology at Jönköping University in Jönköping, Sweden, stated, “Family ties remain present after children leave the home, and they play an important function both for aging parents and their children and their grandchildren throughout adulthood.” In a 2010 study, Zarit and colleagues found that help flowed both ways between middle-aged adults and their parents in five areas: emotional, practical, socializing, advice, and financial support.

Caregiving has emerged as an important social and policy issue because the older population is increasing and people are living longer and to “periods of their life span where disabilities become more common.” Most adults receiving long-term care do so in their own home, relying solely on family and friends for assistance. “It’s clear that society could not provide care to all the people who need assistance without the participation of the family,” observed Zarit. Yet caregivers have more mental health problems and physical health problems than the general population.

Zarit provided several characteristics of effective interventions. They help caregivers implement information, provide help in more than one way, are flexible rather than rigidly manualized, focus on the family, and have appropriate dosages for targeted treatment. “We need to...improve how well we’re doing—to reach more of the population...with better effects,” he said.

Zarit emphasized the importance of beginning with goals and designing studies or clinical interventions with caregivers based on the goals. To do this, researchers and clinicians must select caregivers with the problem they want to treat and discover why caregivers are seeking treatment.

FACULTY RESPONSES

Three faculty members responded to Dr. Zarit’s lecture. Professor **Lou Burgio** stated that Dr. Zarit “managed to work in just about every hot topic in elder caregiving in 45 minutes.” Interventions focused on the family are uncommon, Burgio observed, because they are complex and because family therapy often requires special



U-M Social Work Professors Lou Burgio (left), Letha Chadiha (second from right), and Berit Ingersoll-Dayton (right) respond to Professor Steven Zarit’s remarks at the Winkelman Lecture.

skills. Yet “we need to develop programs that focus on family issues... and that are both feasible and effective when applied by case managers,” Burgio said. “The issue that is closest to my heart and my research is to overcome the barriers to dissemination/translation of effective programs.”

Associate Professor **Letha Chadiha** pointed to research showing that, compared with Whites, ethnic minority caregivers have lower socioeconomic status, are more likely to receive informal support than professional care from an agency, provide more care, express a stronger filial responsibility about the elderly person than White caregivers, and report worse physical health than Whites. Nevertheless, African American caregivers tended to report lower levels of caregiver burden and depression than White caregivers. These findings show the need for “ethnically sensitive interventions for caregivers” that include such components as spirituality, coping, physical functioning, filial responsibility, and the belief that caregivers have about elderly persons.

Professor **Berit Ingersoll-Dayton** told Dr. Zarit, “Your work has been influential to me since I was in graduate school.” She emphasized his point on the notion of reciprocity between caregiver and care receiver. Though “people who got emotional support from the person from whom they were caring tended to talk about positive qualities of the relationship,” often the receiving of help from the elder left people feeling guilty and dependent, they received unwanted advice, or they had to think creatively about how to make the care receiver feel helpful. Ingersoll-Dayton recommended encouraging “the kind of help that seems to have the most positive effect—emotional support.”

To view the lecture, visit www.ssw.umich.edu/events/winkelman. **M**

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

Collaboratory examines Detroit Summer Youth Employment Program

Assistant Professor **Trina Shanks** embodies the School of Social Work's commitment to Detroit and to addressing its challenges, including the tens of thousands of young people in Detroit living in poverty. Among Professor Shanks' endeavors is her involvement in and evaluation of the Detroit Summer Youth Employment Program.

For three years, public and private community leaders in Detroit have worked together to provide young people, ages 14–24, with work opportunities during summer months and beyond. In the summer of 2008, 2,000 youth were employed using public funds; by taking advantage of increased funding under the American Recovery and Reinvestment Act (ARRA) (the Obama Stimulus Package), 7,000 youth were employed during summer of 2009. That number decreased to 3,000 in summer 2010 due to lack of stimulus funds.

On February 8, Professor Shanks orchestrated a collaboratory, entitled "Putting Youth to Work," which brought together stakeholders from the Detroit Summer Youth Employment Program. The collaboratory was a program of the SSW's new Child Welfare Learning Community (see box, this page).

In addition to Professor Shanks, the participants were Ed Egnatios, MSW, senior program officer, Skillman Foundation, a private foundation focused on children and youth in Southeast Michigan; Geneva Williams, EdD, founding president and CEO, City Connect Detroit; Lena Barclay, workforce initiatives manager from CVS/Caremark, who reflected the employer perspective; and Scott Major, who has been employed in the Summer Youth Employment Program for two summers and provided the youth employee perspective.

In her remarks, Professor Shanks contextualized Detroit's program and its outcomes, both in terms of the crisis of youth unemployment and in the context of two national evaluations of youth employment programs. Detroit's 2009 outcomes were edifying and gratifying. Ninety-nine percent of employers who completed the exit survey, most of whom were employed at non-profits, said that they would participate in the program again, and 98 percent would encourage organizations similar to theirs to participate in the program. Of the youth who completed the 2009 exit survey, 35 percent used their earnings to help support their families. A little less than half (46 percent) were male, and most (92 percent) were African American, 5 percent being Latino.

Mr. Egnatios, a University of Michigan graduate, described the Skillman Foundation's initiative, Good Neighborhoods, to end the cycle of poverty, targeting six Detroit neighborhoods. One of the Skillman Foundation's primary partners in its Good Neighbor-



Trina Shanks, Ed Egnatios, and Geneva Williams laugh at a remark during the child welfare collaboratory.

hoods work is the University of Michigan School of Social Work's Technical Assistance Center. In her presentation, Dr. Williams, who spearheaded Detroit's successful effort to leverage American Recovery and Reinvestment Act funds, emphasized the importance of long-term commitment to Detroit's youth and "scaling up." Ms. Barkley described CVS's 10-year commitment to developing and retaining a diverse workforce. CVS is actively involved in the Detroit Summer Youth Employment Program and, in 2009, trained 63 youth as pharmacy technicians, assisting them through the national certification requirements. Finally, Scott Major described the difference that Summer Youth Employment Program has made in his life and his neighborhood. Already committed to his education, he stated that the program made him a better person. These presentations were followed by a lively discussion. **M**

—Kathleen Coulborn Faller is Marion Elizabeth Blue Professor of Social Work.

The U-M SSW Child Welfare Learning Community (CWLC) is launched

Responding to an initiative of Dean Laura Lein, child welfare faculty put forward a proposal that will consolidate and expand existing endeavors and programs aimed at research, teaching, training, and service in the area of child welfare.

The Child Welfare Learning Community defines "child welfare" broadly to include areas of social, economic, and environmental justice that transcend the traditional boundaries established by existing federal and state programs and that impact the well-being of children, youth, and their families.

The Child Welfare Learning Community will become the home of the *Fedele F. and Iris M. Fauri Memorial Lecture on Child Welfare* and the home of the *Marion Elizabeth Blue Endowed Professorship in Children and Families*. The CWLC will enhance the current child welfare curriculum available at the MSW level and support doctoral student post-MSW practice experiences.

Finally, the Child Welfare Learning Community will support faculty–doctoral–community partners evaluation and research intervention pilots and will award two new Child Welfare Scholarships. **M**

Partnership formed between SSW and the Peace Corps

This past October, the University of Michigan celebrated the 50th anniversary of then presidential candidate John F. Kennedy's late night speech on the steps of the Michigan Union that led to the creation of the Peace Corps. Events this past fall included a national symposium on the future of international service, a student symposium on the challenges and opportunities of international service, Peace Corps photography exhibits, and even a 2 a.m. gathering on the Union steps commemorating JFK's late night speech.

Another important event that occurred during the celebration was the signing of a memorandum of cooperation between the Peace Corps and the University of Michigan that established three new Master's International (MI) programs at U-M. The new partnership establishes MI programs in the School of Education, the School of Natural Resources and the Environment, and the School of Social Work.

Peace Corps Master's International pro-

grams are partnerships between more than 80 academic institutions and the Peace Corps that enable students to incorporate 27 months of Peace Corps service into their master's degree programs, often while receiving academic credit for their Peace Corps service.

Siri Jayaratne and Frank Zinn, current and past directors of the SSW Office of Global Activities, submitted the original proposal for the Master's International program. In October I attended a two-day coordinators' conference at the Peace Corps headquarters in Washington D.C., which provided much information on how to successfully implement the program.

The SSW MI program will concentrate on youth development. Students in the program will select the Children and Youth in Families and Society concentration area and will complete one year of coursework on campus. Afterward, they will serve overseas in the Peace Corps for 27 months, completing



a youth development assignment for which they will receive 6 elective credits. Students will then return to campus to complete their last semester or year of coursework, depending on their curriculum schedule.

The U-M SSW MI program is one of only four social work MI programs, all of which were established this past fall. The other universities with MI partnerships are New Mexico State University, Portland State University, and the University of Maryland. The creation of these new social work-focused MI programs points to the growing need for social work-trained professionals internationally. For more information, visit www.ssw.umich.edu/peacecorps or email ssw.peacecorps@umich.edu. **M**

—Katie Lopez ('10), LLMSW, is program manager of the SSW Office of Global Activities.

Curtis Center collaborations

Joe Himle, new director of the Curtis Center and associate professor of social work and psychiatry, has been busy putting into action the Curtis Center's new motto, "collaborating to create social change through research excellence." The Vivian A. and James L. Curtis School of Social Work Research and Training Center supports faculty research in health and mental health disparities. Here are some of the center's new initiatives:

UM Photo Services: Lin Jones

- Collaborating with several national and state-wide organizations on database projects that could provide rich information to faculty and doctoral student researchers here at the School of Social Work.

Joe Himle

- Collaborating with SSW faculty to investigate opportunities with the Health Sciences Research Initiative at the new North Campus Research Complex.

- Collaborating with the U-M Health Systems Social Work Department to develop collaborative research opportunities for SSW faculty and students.
- Building a program evaluation unit that sets the stage for productive collaborative relationships with agencies that are seeking assistance with evaluating the impact of their efforts.

Also new are several collaborative efforts between the Curtis Center and the SSW Research Office, headed by **Jorge Delva**, professor of social work and new associate dean for research, including:

- The Research Education & Consultation Speaker Series
- A new research collaboration and consultation service that offers assistance to SSW faculty submitting grant applications and planning new projects. Individual statistical and methodological consultations and virtual study section project reviews are now available.

The center has also been busy continuing its other activities: funding several SSW faculty pilot projects (including one project that received Medicaid Match funding), sending two doctoral students to present on their first-authored work at the Council on Social Work Education conference, and continuing to support the Curtis Center's very active research work groups.

To learn more about the Curtis Center, please visit www.ssw.umich.edu/curtiscenter. **M**

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



The Curtis Center

Students create peer-reviewed journal

In 2010 a group of students at the School of Social Work caught the vision of creating a student-led, peer-reviewed journal that would promote social work knowledge and skills within the student body. Under the leadership of Patrice French ('10), the *Michigan Journal of Social Work and Social Welfare* (MJSW) was launched to offer students a venue where they could express their perspectives and exemplify their growth as professional social workers. Currently, the MJSW editorial board consists of 13 MSW and joint doctoral candidates.

While we are new to the profession, we feel that students have invaluable experiences to contribute to social work theory and practice. Students who get their work published in the journal have an opportunity to share this knowledge and gain exposure to the peer-review process. Through theory-based and evidence-based practice models, we hope to display student work that further legitimizes the effectiveness of social work practice and allows students to demonstrate their understanding of the importance of research.

Our inaugural issue (spring 2010) explored key issues such as rural poverty, current housing policies, and suicide ideation in higher education. It also featured several innovative approaches to social work theory and practice, including a discussion of psychosis through quantum physics and an advocacy plan for victims of sexual assault in juvenile justice facilities. The journal also uses a Creative Commons license so that authors can retain copyright while allowing others to distribute, copy, and make use of their work.

The second issue (spring 2011) will showcase more cutting-edge student publications and will be focused on the U-M SSW's 90th anniversary theme, "The Futures of Social Work: Innovation and Invention in the 21st Century." As such, the second volume of the MJSW will

feature an analysis of second parent adoption laws in Michigan, a discussion of restorative practices as a healing intervention for youth who have committed crimes, and a plan for ensuring social justice in Gulf Coast communities that were impacted by the BP oil spill.

The journal is available online and in hard copy for purchase. For more information, please visit www.mjsw.wordpress.com/about-mjsw or email umsswjjournal@gmail.com. **M**

—Lindsey Giblin is co-editor in chief of the MJSW and earned her MSW in April 2011 with a concentration in Management of Human Services.

Students look to the future

A student-led event held in March focused on the future of social work in the region. The School of Social Work hosted the Arts, Activism, and Organizing Summit (A2O), a two-day exploration of art-based activism in southeast Michigan.

MSW student Brittany Sandefur, who helped organize the event along with several other MSW students, says, "The summit featured a series of workshops that shared the ways social workers and other organizers are using art and innovative forms of activism to affect political and social change throughout the region."



Workshops were led by the Matrix Theatre, the Prison Creative Arts Project, and SSW students and alumni. The summit also included two evenings of musical and poetic performances by MSW students, local performers, and professional groups, including Joe Reilly, Progress Report, Drag King Rebellion, the Gratitude Steel Band, and Bichini Bia Congo Dance Theater Company.

"I was struck by people's excitement over the diversity of performers at the event and workshops being offered," says Sandefur. "I think we fail to recognize the different ways social change manifests itself in the community and how it is inter-related. It was rewarding to hear from so many individuals—some affiliated with SSW, some not—approaching social justice from various angles."

In addition to the School of Social Work, the A2O summit was supported by the Rackham Graduate School, the Ford School of Public Policy, the School of Music, Theatre & Dance, the Graham Sustainability Institute, and the English Department.

This event follows the School's Bring It Back, Take It Forward Conference, which was held in March 2010 and was also sponsored by a number of units on campus. Last year's conference celebrated 50 years of activism in southeast Michigan and featured prominent speakers Bill Ayers and Arturo Rodriguez, among many others. **M**

The Bichini Bia Congo Dance Theater Company introduces itself.



Year one of the Jewish Communal Leadership Program

The Jewish Communal Leadership Program (JCLP) started its inaugural year in September 2010 with a small group from around the country returning to school for a joint MSW and Certificate in Jewish Communal Leadership. JCLP inherits the mantles of SSW's Project StaR and Drachler Program, which together trained almost 100 MSW alumni.

We spent the fall semester absorbed in Judaic and social work studies and immersing ourselves in the



Ann Arbor, Detroit, and broader Jewish communities. From the General Assembly of Jewish Federations of North America in New Orleans to an alumni meet and greet in Southfield, Michigan, it has been a year of discovery. As the summer draws near, we are preparing for placements with Jewish agencies locally, nationally, and internationally, from Detroit to Buenos Aires.

Students Ilana Schuman-Stoler, Sara Shvartzman, Ariel Pearl-Jacobvitz, Liz Kohn, Talya Gates-Monasch, and Josh Kanter meet with Bill Berman (center), a friend of the JCLP.

We continue to expand our understanding of communal leadership in our weekly seminar while also getting to know one another. A general openness to conversation about the challenges and rewards of working in this arena has greatly enhanced our experience.

Specifically, we have had the pleasure to speak with faculty, grad students, and Jewish leaders and community builders like philanthropist Mandell Berman, Jewish Funds for Justice President and CEO Simon Greer, Covenant Foundation Executive Director Harlene Appelman, Project STaR founder Armand Lauffer, and Birthright President Robert Aronson. This March, JCLP convened a compelling series of "communal conversations" with an impressive array of national Jewish thought leaders: Mik Moore of the Jewish Funds for Justice, Rabbi Sharon Brous of Congregation IKAR in Los Angeles, and Nigel Savage of Hazon. We are eager to apply our newfound knowledge and experiences to our fieldwork as we begin to embrace future communal leadership roles.

Finally, what are some of the basic numbers? Six: the number of SSW students in the first JCLP class. Four: the number of states we hail from. Two: the number of Ann Arbor community members who offered use of their washers and dryers during JCLP orientation. One: the number of opportunities we will have to spend two years immersed in studies of both Jewish and broader communities—past, present, and future. **M**

—Liz Kohn (from *Evergreen, Colorado*) and Ilana Schuman-Stoler (from *Chicago, Illinois*) are JCLP students.

Students participate in D.C. job networking trip

In early March, 19 current first- and second-year MSW students traveled to our nation's capital for the second annual Washington, D.C., job networking trip. This trip—sponsored by the Office of Student Services Career Center, the Office of Field Instruction, the Dean's Office, and the Office of Development and Alumni Relations—allowed students to utilize the network of U-M School of Social Work alumni in Washington, D.C., to explore future job opportunities and learn about the practice of social work in the metropolitan area.



Nineteen students gather in Washington, D.C., to network with alumni.

On the first day, students shadowed alumni at organizations including the Department of Health & Human Services, the National Institutes of Health, the U.S. Administration on Aging, and the National Association of Social Workers. That evening, the students and D.C.-area alumni attended a reception to continue networking and to share their experiences from the day.

The next morning, a panel of four alumni spoke to students about the practice of social work in the D.C. area. Students learned a great deal about how these alumni got their jobs, what their day-to-day work life is like, and what resources and classes at U-M they found most useful, retrospectively, for their current positions. After the panel, students participated in a roundtable discussion on drug policy with David Mineta, the deputy director of demand reduction for the White House Office of National Drug Policy.

The trip provided students a chance to explore a variety of policy, management, community organizing, clinical, and program development opportunities in the D.C. market. Those D.C.-area alumni who are interested in participating in next year's trip may email cso-ssw@umich.edu. **M**

—Catherine Clement is an MSW student from Washington, D.C.

Dissertations defended

Peter Gluck

Social Work and American Culture

“The narratives of interfaith parents raising their children with Jewish identities”

Marguerite Grabarek

Social Work and Political Science

“Mobilization and political participation: Who is asked to play in the game”

Rafael A. Boglio-Martinez

Social Work and Anthropology

“The politics of grassroots support: NGO-promoted community-based social change in contemporary Puerto Rico”

Laura Heinemann

Social Work and Anthropology

“Transplanting kinship: Transplantation, kin relatedness, and daily home life in the U.S. midwest”

Carrie Hartwell

Social Work and Psychology

“Risk and resilience in resettlement: Life stories of former unaccompanied refugee minors”

Doctoral student honors, awards, and publications

Jeff Albanese was awarded the 2010–11 Clara P. and Larry E. Davis Scholarship.

Jean Balestrery was awarded a SAMI grant from the Office of Academic Multicultural Initiatives, as well as a grant from the Ruth Landes Memorial Fund with the Reed Foundation to conduct dissertation fieldwork in rural Alaska. She also was awarded the 2010–11 Irene & William Gambrell Fellowship.

Elizabeth Bringewatt was awarded the 2010–11 School of Social Work Joint Program Grant.

Viktor Burlaka was awarded a Curtis Center Trainee Affiliate Travel Award for presentation of his poster “Intimate Partner Violence, Maternal Age, Children’s Adjustment Problems and Parenting” at the CSWE conference in October.

Viktor Burlaka and **Matthew Chin** were awarded Rackham International Student Fellowships for 2010–11.

Teresa Granillo’s paper “Eating Disorder among a Community-Based Sample of Chilean Female Adolescents” was accepted in the *Journal of Research on Adolescence*.

Claudette Grinnell-Davis and **Elizabeth Thomason** were co-

awarded the Kellogg Fellowship from the School of Social Work.

Claudette Grinnell-Davis was accepted to participate in the Cornell University Summer Research Institute in Child Maltreatment in Ithaca, New York.

Yoonsun Han was co-awarded the Henry Meyer Award from the School of Social Work. She also had a presentation with the Santiago Longitudinal Study accepted for presentation at the Society for Research on Child Development (SRCD) in Montréal. Additionally, Yoonsun was awarded a Rackham International Student Fellowship for 2010–11.

Leah James was awarded a Rackham Predoctoral Fellowship for 2011–12 for dissertation research in Haiti.

Leah James was awarded funding from the Center of Global Health (CGH) under the Global Health Engagement Program to conduct a project in Haiti. She and **Athena Kolbe** collaborated on a research project in Haiti involving post-quake Haitian residents.

Athena Kolbe’s research in Haiti on post-quake residents is being featured in *Digital Journal*.

Kristina Lopez was awarded a National Latina/Latino Psy-

chological Association (NLP) student travel award to travel to a conference in San Antonio, TX. She is also the recipient of the International Meeting for Autism Research (IMFAR) diversity award, provided with funds from NIH, for travel to the IMFAR conference in San Diego in May.

John Mathias was awarded the 2010–11 Rosemary Sarri Scholarship.

Laura Maurizi had a presentation with the Santiago Longitudinal Study accepted for presentation at the Society for Research on Child Development (SRCD) in Montréal.

Tova Neugut was awarded the Harold T. and Vivian B. Shapiro Prize, as well as the Doris Duke Fellowship for the Prevention of Child Abuse and Neglect.

Tam Perry was co-awarded the Henry Meyer Award from the School of Social Work. In late December, she was interviewed on “Everything Elderly” on WLBY (Saline, MI) regarding her research on older adults and moving.

Stephen Rassi co-authored a paper entitled “Is the Life History Calendar a Valid Measure of Child Custody Loss among Birth Mothers with Serious Mental Ill-

ness?” published in the *NASW Social Work Research Journal*.

Ninive Sanchez had an article entitled “Sexual Intercourse among Adolescents in Santiago, Chile: A Study of Individual and Parenting Factors” published in a public health journal.

Guillermo Sanhueza was awarded a Curtis Center Trainee Travel Award to present his research at the second Conference on Social Psychology in Ireland (C-SPI) in Limerick, Ireland.

Jonah Siegel was awarded a Shapiro/Malik/Forrest Award for 2010–11 from Rackham. He had an article published in the January issue of *Social Work* and also in the December issue of *Journal of Sociology and Social Welfare*.

Heather Tidrick had an article published in the *Collaborative Anthropologies Journal* entitled “Gadzology as Activism.” She also was awarded a Fulbright Fellowship for 2011–12 from the Hungarian Fulbright Commission.

Amanda Tillotson was awarded the Vivian and James Curtis Endowed Scholarship from the School of Social Work.

Maria Wathen was awarded a Foreign Language and Areas Studies Fellowship (FLAS) for the 2010–11 academic year.

Your story is our story

Student profiles



Josue Osegueda



Claudette L. Grinnell-Davis

U-M Photo Services: Scott Soderberg

The story of the U-M School of Social Work comes alive through the experiences of its students and alumni. Your story reveals the history of the School, and your achievements make us proud.

On the following pages you will meet two students and seven alumni. They share their thoughts on some of the following questions: How has the field of social work changed? How do you view the future of social work? What does the U-M SSW tag line, “reach out—raise hope—change society,” mean to you?

Please visit our website to add your own story: www.ssw.umich.edu/90. We want to hear from you!

Josue “Joshua” Osegueda MSW student

Josue was inspired to become a social worker through a variety of personal and professional experiences. As a child, he struggled with life in a low income family. Though his parents encouraged him to work hard in school, his family moved several times and the instability made it difficult for him to complete schoolwork. Consequently, Josue’s education inadequately prepared him for community college. Josue is the first in his family to go to college and the first to pursue a graduate degree.

Using academic and mentoring services, Josue eventually attended UCLA and studied psychology. After graduation, Josue dedicated his time to serving at-risk youth in his neighborhood to improve outcomes of substance-abusing youth and gang members. With quality education, Josue explains, one has hope for the future, a goal to work toward, and a reason to avoid drugs and gangs. Using an empowerment framework, he helped students with practical skills to work toward the goal of pursuing education.

A child welfare scholar, Josue is studying social policy and evaluation as it impacts children and youth in families and society and is particularly interested in foster care children. He is passionate about educa-

tional reform and hopes to work at the national level as a policymaker. “I worked with these kids. I’ve asked, ‘What do you want?’ and they wanted after-school programs and safe spaces for fun.”

Josue says that the current state of social work is a scary place because of budget cuts at the state and national levels. “We need to push for social work and social services, and we need to advocate our values to other professionals.” Josue believes in raising hope by giving youth a future to hope for through early education.

—Ruth Spalding earned an MSW in April 2011 with a concentration in Interpersonal Practice and Mental Health.

Claudette L. Grinnell-Davis PhD candidate in social work and psychology (personality & social contexts)

Claudette became interested in social work at seminary when she started thinking about the role that faith communities are supposed to have in caring for vulnerable people, particularly children. After earning her MSW at Western Michigan University and working in child welfare contexts, she began the U-M joint doctoral program.

Claudette’s research involves understanding how societal factors, such as poverty and violent neighborhoods, interact with such risk factors as the parent’s history of abuse and the child’s temperament to lead to child welfare involvement. Her motivation for advancing this understanding is to help inform interventions that allow families to cope effectively in stressful situations.

“We need to stop paying lip service to family preservation and give parents the help they really need,” Claudette explains. “Investing in the future of children means *investing in their parents*. My ministry training taught me that no one is beyond redemption, including ‘offenders’ or ‘perpetrators.’”

She also emphasizes that social work as a research discipline needs to find ways to bridge the gap between what we learn from data and what practitioners in the field discover by either working with families or creating policy. The gap between the frontline social worker and research, especially in child welfare, is significant, she says.

“The obvious place to focus treatment in child welfare is in the parent-child relationship,” says Claudette. “But data also show that the parent not only has to navigate tensions within the parent-child relationship but also has to buffer the child from other threats such as unhealthy extended families, violent neighborhoods, and economic instability. Do our interventions indicate an understanding of how these stressors affect parenting? I am not convinced they do. And that is the gap I hope someday to start filling through my work.” **M**

Your story is our story

Alumni profiles



Harold Gazan

Harold Gazan, MSW '61

Harold Gazan and his younger sister each were born with physical challenges. His awareness of social work began as he watched his mother become a strong advocate for children and live out a Christian faith. Referencing a Biblical phrase requiring faithful people to “love mercy,” Gazan says he thinks of mercy as “unconditional grace and compassion.” It’s that grace and compassion that we’re to have for the marginalized people of our society.”

Growing through both personal and professional experiences, Gazan’s initial compassion led him to become an earnest supporter of better child care systems, for which he received the Michigan Public Servant of the Year Award in 1989. He first focused his desire to help delinquent children after spending time in the 1950s counseling men at an inner-city Chicago mission. In the surrounding neighborhood, kids were on the streets late at night because their prostitute mothers sent them out so that business could take place at home.

To work in the field in the 1960s, a master’s degree was necessary. Gazan specialized in group work at the U-M School of Social Work. Over the next few years, he worked for the Michigan Department of Human Services (DHS) as supervisor and director of camps for youth.

Gazan tells stories of now-successful men whose lives as teenagers once seemed impossible tangles. “You never know what it is that will bring about the motivation for change,” he says regarding the School’s tag line, “reach out—raise hope—change society.” “Don’t be afraid to give of yourself. That’s what social work is all about—providing the key for people to be self-motivated to make the next steps that need to be made to turn their lives around.”

After spending 12 years working in residential care, Gazan moved into child welfare and child care licensing at DHS. “Good regulation is really a must if we’re going to maintain a threshold of safety in care and rehabilitation,” he says. In 1976 he helped to found the organization that became the National Association of Regulatory Administration. He later directed various offices within DHS before retiring in 1996.

Gazan hasn’t retired his drive to improve child welfare, however. In 2008–09 he worked on the state Child Welfare Improvement Task Force and is serving a three-year term on the Child Welfare Advisory Board. He also returned to the School as an adjunct professor from 1997 to 2002 and taught courses on social welfare policy. Were he still teaching, Gazan says he would encourage students not to worry about political turmoil and to focus instead on clients and their undiscovered potential—“I think that’s where our hope is,” he says.

—Hillary Whitcomb Jesse is a freelance editor and writer living in Ypsilanti.



John Spores

John Spores, MSW '65, PhD '76

The paper that ultimately sent John Spores across the globe wasn’t a plane ticket. It was a flier on a bulletin board at the University of Oregon in the early 1960s.

“Everything kind of evolved into a pattern over the next 40 years,” says Spores, who spent his career teaching social work, sociology, and Asian studies as well as helping create accreditation standards for social work education. He retired in 2006 from the University of Montana and has been a visiting professor of social work at the Universiti Sains Malaysia, Penang, since 2009.

Growing up in Oregon, he watched his schoolteacher mother helping people outside her job. Then he met

a sociology professor who introduced him to social work. In his junior year, he saw that flier advertising the University of Michigan’s Joint Doctoral Program in Social Work and Social Science. Off he trekked to the Midwest.

At Michigan, Spores studied sociology and social work and, during his last two years, added Southeast Asian studies. He recognizes then Professors of Social Work Henry Meyer and Rosemary Sarri, as well as then Professor of Sociology Gayl Ness, as his most influential U-M faculty mentors.

After leaving Michigan in 1970, Spores taught at the University of Montana and, from 1972 to 1975, worked at the Council on Social Work Education (CSWE) in New York City. He was one of two professional staff in the CSWE standards and

Jon Matsuoka, PhD '85

Jon Matsuoka was raised in South Los Angeles in the 1960s, “a good place to grow up in terms of political sensibilities,” he says. His grandparents, small-business owners, immigrated to the United States from Japan around the turn of 20th century and were sent to internment camps during World War II. He believes that the civil rights progress made by his own generation shaped his interests in social work and social justice.

As an undergraduate at Humboldt State University in northern California, Matsuoka first majored in wildlife biology. He soon got “caught up in the times,” switched to social work, and through involvement with various student associations “helped create a lot of awareness on campus.” Later, Matsuoka earned a master’s in social work from the University of Washington in Seattle.

He continued on to the University of Michigan, earning an MA in psychology and a PhD in social work and psychology. “My interests ran the gamut from micro to macro,” Matsuoka says. Thus, he found himself doing clinical practice while writing a dissertation on settlement and adaptation of Southeast Asian refugees in the United States.

When Matsuoka was offered a position at the University of Hawai’i right out of his doctoral program, faculty at U-M SSW, such as Richard English, helped him recognize that the opportunity was a great starting point for his work. Matsuoka has been in Hawai’i ever since.

In his 25 years at the University of Hawai’i, Matsuoka specialized in studying the social impact of development on native Hawaiians. This work led to his current position as president and CEO of Consuelo Foundation, an organization with which he formed a close association during his tenure as dean at the university. The foundation’s stated goal is “to eliminate abuse, neglect, and exploitation of children, women, and families in the Philippines and Hawai’i.”

His two main interests at the foundation are program sustainability and reproductive health. He has recently been promoting aquaponics as a means of feeding homeless children. Aquaponics combines the sustainable production of both fish and vegetables. “If you can’t feed people, if you can’t address rates of population growth,” Matsuoka says, “nothing else will make much of a difference.”

When asked about the future of social work, Matsuoka says, “Students of society have to be global citizens.” He also mentions the importance of developing culture-based theoretical and conceptual skills at the same time, “things you derive from a PhD at the University of Michigan and that stay with you through your career.”

—Jane Martin is a freelance writer living in Montréal.



Jon Matsuoka

accreditation office and says, “I was able to become very involved in assisting the development of undergrad social work education in the U.S., complete with directly assisting in the design and implementation of a formal accreditation process.” From 1986 to 1988 he rejoined the CSWE standards and accreditation staff, now in Washington, D.C. Spores also served on the CSWE board of directors and the Commission on Accreditation.

Spores finished his U-M doctoral dissertation and defense—blending social work, sociology, and Southeast Asian studies—in 1976. In 1983–84, he took his first trip to Malaysia, as a Fulbright professor to the Universiti Sains Malaysia. He calls it “another major career juncture,” and adds, “[It] set into motion continuing work with this university right up to the present, [and] I met, very briefly, the

Malay woman, Sharifah Saharbi Syed Ahmad, who would become my wife 16 years later in 2000.”

Regarding the changes in the field of social work, Spores says, “We must be more attentive to our changing world, with its major economic and demographic changes. Aging populations and large numbers of migrants and refugees worldwide demand our attention. We must be more fully responsive to these changes.”

—Hillary Whitcomb Jesse is a freelance editor and writer living in Ypsilanti.



Marvella Ford

Marvella Ford, MSW '87, PhD '92

For Marvella Ford, growing up in a rural, tightly knit area on Lake Champlain in upstate New York afforded her a clear view of the importance of community. Her first introduction to social work came when she saw the community issues that impacted the lives of her friends and tried to address them.

Health disparities also interested her for personal reasons; both sets of her grandparents had died by the time she was born, and when she asked what they had died from, nobody seemed to know. “I wanted to do research to help improve the lives of other people so that other families could have their members for a longer time,” Ford says. Ever since, community outreach has played an integral role in the health disparities research that Ford has done.

Ford began her academic career at Cornell University, where she earned her undergraduate degree. She noticed that many of the articles she read regarding health disparities, her field of interest, were written by University of Michigan researchers. So Ford came to the U-M, where she enrolled in the joint doctoral program, earning master’s degrees in social work and social psychology and a dual doctoral degree in social work and psychology. She then participated in a

National Institutes of Health-sponsored postdoctoral fellowship in public health and aging. At U-M Ford was intrigued to learn how to build social work principles such as community empowerment and community engagement into her research.

As a researcher at the Henry Ford Health System in Detroit from 1994 to 2002, Ford engaged in studies involving the participation of African American men in prostate, lung, and colorectal cancer screening trials. Results of one of Ford’s studies showed that for men with low income, typically the most difficult group to retain in clinical trials, case management helped by providing for these men’s basic needs and thus allowed greater numbers of them to stay in the study.

Currently, Ford is an associate professor in the Department of Medicine at the Medical University of South Carolina and associate director of cancer disparities at the university’s Hollings Cancer Center. One project in her vibrant research portfolio is a state-wide project that educates community members about cancer and prepares them to teach cancer education seminars in their own communities.

“Health disparities I don’t think can be solved with any one field,” Ford says regarding the changes she has seen in social work. “We need a lot of interaction among different fields to adequately address the disparities. We need more of a social/ecological approach, which fits perfectly with a social work approach.”

—Amber Michele Gray is a freelance writer living in Ann Arbor.



Tonya Allen

Tonya Allen, MSW '96

For Tonya Allen, the needs of communities have always been an important issue. When Allen was a child, her grandmother acted as a community organizer, and her mother was involved in tenant groups discussing the state of the Detroit housing where they lived; Allen says that her first exposure to social work was “through my eyes looking at them.”

Allen’s first experience doing social work in her community came at the age of twelve, when she organized youth development programs for a day camp at her church. “I felt like I had arrived, at that point,” Allen says, “because it was something I was so passionate about.” Originally, Allen had planned to be a doctor, but as a senior in college, she decided to try to assist people on a larger scale.

Allen specialized in administration and community organization while earning a joint master’s degree in social work and public health. She says that her administrative focus in particular prepared her very well for her later work in analyzing, understanding, and making recommendations about such disparate topics as budget data and human resources laws. Allen also had her first child while at the School of Social Work (the day after fall term finals, no less!), and she found the flexibility and supportiveness of professors incredibly helpful as she balanced motherhood, wifehood, work, and schoolwork.

Currently, Allen oversees the distribution of grant money and personnel resources for the Skillman Foundation, an organization dedicated to improving the lives of children in the metropolitan Detroit region; *Crain’s Detroit Business* honored Allen as a 40 Under 40

Kari Alterman, MSW '97

Kari Alterman thinks back to her decision to attend the U-M School of Social Work with bittersweet memories.

As a U-M undergraduate from the Detroit area, she recalls discussing her interest in law school while visiting with a 17-year-old seriously ill cousin named Evan Shapiro. "My wise young cousin pointed out to me, 'Do what you love and you'll never work a day in your life,'" says Alterman. A light went on in Alterman's head—it was her work helping others as a counselor at Camp Tamarack that caused a loving, warm glow within her. The next step was applying to U-M's Project STaR program, which combined social work with Jewish communal service, and she was admitted.

Her passion was tested by the challenge of taking 18-20 credits per semester, yet she graduated with an MSW and a certificate in Jewish Communal Service in 1997. Her third field placement with the Jewish Federation of Detroit subsequently became her full-time job for eleven years.

For the past three years, Alterman has served as the director of the American Jewish Committee in Detroit, representing the Jewish community to the outside world. "When one minority is threatened,

we are all threatened. My social work degree allowed me to find the common ground," says Alterman.

Alterman continues to flourish from U-M's Jewish social work curriculum, but now as a lecturer, not a student. "As a guest lecturer in the program's Wednesday night seminar, I have the opportunity to know students, and I'm amazed at their intellect, passion, and thoughtfulness."

The demands on social workers have increased since she was in school, Alterman says. "In community organizing there is more focus on understanding the nuts and bolts of running a business." To meet job requirements, she observes that there are now more dual-degree graduates—students combining their MSW with an MBA or a JD.

Sadly, Alterman has never been able to share with Evan how he affected her life. Evan died in 1994 at 18 from Ewing's sarcoma, a rare and aggressive form of cancer, just after being admitted to his own dream college, Harvard. But Alterman is philosophical and feels that Evan would be very proud of her social work contributions.

"It's all part of *tikkun olom*—Hebrew for the Jewish directive to 'heal the world,'" says Alterman. She says that Rabbi Tarfon, a Jewish biblical sage, expressed this best when he said, "It is not your obligation to complete the task, but neither are you free to desist from it."

—Debbie Eisenberg Merion, MSW '78, is a writer and writing coach in Ann Arbor.



Kari Alterman

winner in 2007 because of her work as a community leader in the Detroit area. She also co-teaches a course at the University of Michigan with Professor **Barry Checkoway** on neighborhood development.

Regarding the future of social work, Allen sees social work in its current state as being inclusive of many approaches and believes that the next step is to combine these approaches in a more cohesive way. She also believes that it will be crucial to prepare social workers to become more involved in public policy, to change public- and private-sector practices to be more beneficial to people and communities at large.

When asked about the School tagline, "reach out—raise hope—change society," Allen had this to say: "As a profession, we cannot be insular. We have to think bigger and broader than our own particular clients, and as we do that we should be raising expecta-

tations about what we can achieve collectively. When we do that, we can change how society operates."

—Amber Michele Gray is a freelance writer living in Ann Arbor.



Kevin Hooker

Kevin Hooker, MSW '05

Picking up a newspaper on January 1, 2000, changed the course of Kevin Hooker's life. During his sophomore year in college, he read an article entitled "Where Are the Boys?" and learned that the needs of boys are largely unrecognized. Hooker eventually changed his major from marine biology to political science and sociology.

During his last semester at the U-M School of Social Work, Hooker took an independent studies course on working with men. One area he studied was military populations since over 80 percent of the military population is male. His advisor, **Brett Seabury** (now associate professor emeritus), who had been a clinical social worker in the U.S. Army, gave him immense guidance and mentorship.

"Although men are not traditionally an oppressed population," Hooker says, "when we pretend that men don't have mental health needs, that just furthers the stereotype that men don't need help. We need more awareness of male issues."

After working as a clinical therapist for three years, Hooker applied to be a military social worker and was accepted in February 2008. Before even completing his nine-month residency program, he became mental health flight commander at Buckley Air Force Base in Denver, Colorado, for six months, filling in for a psychologist who went on deployment. Now

Hooker is head of the mental health, suicide prevention, and special needs identification programs. "I enjoy it because I run programs and still get to see patients as a mental health provider," he says.

Hooker has volunteered for a six-month deployment to Bagram Air Force Base in Afghanistan starting in June. "Having firsthand experiences will make me a better provider," he says, "but it's also what I signed up to do—to be there for the war fighters."

Hooker has recently earned two awards, Social Worker of the Year for Air Force Space Command (for all Air Force social workers at six bases) and Company Grade Officer of the Year for the Medical Group (for all medical professionals at Buckley Air Force Base). He is also part of the Air Force working group on suicide prevention.

In considering the U-M SSW tagline, "reach out—raise hope—change society," Hooker says, "I want to 'reach out' to those who typically don't raise their hand and ask for help. . . . Regarding 'raise hope,' I want people to know that they can get better. . . . And for 'change society,' I think of being able to change stereotypes regarding mental health. Seeking help is a sign of strength, not weakness.

"I have found my calling," Hooker concludes. "It's the pride of serving those who protect our safety and our freedom."

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



Katherine Reebel

In Memoriam: Professor Emerita Katherine (Kay) Reebel, 1908–2011

Professor Emerita Katherine (Kay) Reebel passed away in February, having lived to the age of 102. Born in Pittsburgh, Pennsylvania, Reebel had resided in Ann Arbor for 60 years.

In remembering Reebel, Professor **John Tropman** says, "She was always a supporter of progressive steps the School was considering."

Reebel graduated from Chatham University and earned master's degrees in psychology and psychiatric social work from the University of Pittsburgh and South College. She also attended the London School of Economics.

She helped to form the department of social work at the University of British Columbia from 1944

to 1946 before teaching social work at The Ohio State University. She received several academic awards.

Recruited to the U-M School of Social Work in 1952, just after it moved from Detroit to Ann Arbor, Reebel eventually became a full professor. Her accomplishments included providing leadership in the development of a specialization in medical social work, contributing to the casework program, and teaching classes in practice methods, health and rehabilitation, alcoholism, and gerontology.

In 1974 the Regents recognized Reebel's accomplishments at the School by appointing her professor emerita, noting, "As a dedicated teacher she has been a source of inspiration, guidance, and encouragement for her many students. Her colleagues attest to her high standards of quality and excellence in the practice of social work and her willingness to share her special areas of knowledge in a supportive and helpful way." **M**

Your Gift + Dean's Match = Increased Impact

(AND A LOWERED STUDENT DEBT LOAD)

This July the dean will launch a special \$1 million matching gift program to help increase the amount of scholarship and field placement support available to the School's MSW and PhD students. Here's how it will work:

- All gifts from \$1 to \$250,000 per donor, directed toward student scholarships and student field placement grants, will receive a one-to-one match (\$1 for every \$1 donated) from the School of Social Work.
- The challenge will run from July 1, 2011, through June 30, 2013, or until \$1 million in graduate student support is committed through gifts and pledges (therefore exhausting the \$1 million in matching dollars).
- Challenge match funds will be deposited in an endowed fund for MSW scholarship support, PhD scholarship support, or field placement grants.

WHY NOW?

For our faithful followers of *Ongoing*, you are already aware that supporting students is one of the highest priorities for the School. What you may not know is that the budget for **two semesters** of study for a resident MSW student is currently estimated at

\$40,235, and for non-residents the budget is nearly **\$53,000**. Currently, Federal Direct Student Loans cannot exceed \$20,500 per academic year. Scholarships and field grants help to bridge that gap and make a degree from one of the best social work programs in the nation a reality for many of our students who could not otherwise afford to attend.

HOW TO HELP?

In the coming fiscal year (starting July 1, 2011) please consider making a gift to one of the School's many scholarship or field placement funds. For alumni and friends who are able to pledge \$10,000 or more (\$2,000/year for 5 years), named expendable fund opportunities will be available. Named endowed funds are possible with a minimum pledge of \$25,000. Details will be available on the School's website starting in July.

Help us to raise \$1 million for the "future of social work," our students. Every dollar counts, every dollar will be matched.

*For more information on the Dean's Million Dollar Challenge, please contact the School's Development Office at 734-763-6886 or via e-mail at ssw.development@umich.edu. **M***





Cantata commissioned for 90th anniversary

How did Joan Fisch ('67) combine a love of music, especially new music, with a passion for social work and social justice? She commissioned a musical composition, by composer Bruce Adolphe, in honor of the School's 90th anniversary. *Reach Out, Raise Hope, Change Society*, a cantata for chorus, woodwinds, and percussion, will be performed on November 18 at the University of Michigan. The commission is a testament to a generous, intellectually curious alumna who seeks connections between the arts and her work as a clinical social worker.

Fisch maintains an active private practice specializing in the treatment of individuals and couples with relationship issues. She is especially interested in the impact of childhood trauma on relationships. She has also been a fieldwork instructor in the Schools of Social Work at the University of California, Berkeley, and San Jose State University and has served on nonprofit boards.

Fisch and her husband Allan have become engaged in the classical music scene in the San Francisco Bay Area, where they live. "Therapy can be emotionally challenging, and music is a great restorative," says Fisch, who finds in chamber music, in particular, the intimacy and search for human connections that is at the heart of social work.

A few years ago, the Fischs heard a captivating lecture by Bruce Adolphe, a well-known contemporary composer based in New York. They sat with him at a concert and talked with him afterwards about commissioning. At that time, he was composing a piece for cellist Yo-Yo Ma in collaboration with Antonio Dimasio, a neuroscientist at the University of Southern California. The multi-media work, *Self Comes to Mind*, appealed to Fisch because of her professional interest in research in the brain and how it impacts her work as a therapist, and she and her husband supported that piece.

Fisch found that she enjoyed the process of being involved in musical commissions. When she met

with Lindsey Rossow-Rood, director of development and alumni relations at the School, in San Francisco in 2009, they discussed the upcoming 90th anniversary and the students' interest in incorporating the arts into the anniversary celebrations. According to Rossow-Rood, "Joan definitely wanted to do something unique, so the idea of commissioning a piece of music was a perfect fit." Fisch contacted Adolphe and he came up with the idea for the cantata.

The lyrics are derived from ten multicultural texts (poems, sayings, proverbs) that were suggested by SSW students and faculty. Indeed, since Fisch wanted this process to be "ground up rather than top down," she is delighted that there was involvement from the School in the selection of the texts.

The cantata will be conducted by Jerry Blackstone, director of choral activities and professor of conducting at the U-M School of Music, Theatre & Dance, and performed by U-M music students. It is written for a 40-voice choir, woodwind quintet, and three percussionists. Like Fisch, Blackstone is excited to be involved with a new piece of music, saying, "It's always an honor to work with a living composer on a new piece. To hear Adolphe's imaginations and to respond in real time is a wonderful luxury. We are all looking forward to learning and performing this cantata."

In addition to underwriting the cost of the new Adolphe composition, the Fischs have made several gifts to the School in support of student scholarships. They know that the cost of social work education is the same as other graduate programs, but social workers don't earn as much as other professionals. They appreciate that they are both working and in good health and have the financial resources to make a difference now. This gift of music to the School will not only enhance the 90th anniversary celebrations, it will demonstrate the connections between the arts and social work and leave a legacy that will be performed for many years to come. **M**

—Robin Adelson Little, a past editor of *Ongoing*, is a freelance writer living in Washington, D.C.



Joan Fisch

Do we have your RSVP?

The School has several exciting events planned throughout 2011. Be sure to get your RSVP in early, and even if you can't attend in person, many of our presentations are now streamed live on our website. Be sure to check out www.ssw.umich.edu/90 for details.

EARN CE CREDITS at spring/summer alumni receptions

In honor of our 90th anniversary, the School will be hosting events across the country this spring and summer. Join the dean and members of the 90th anniversary committee for a lively discussion on "The Futures of Social Work," continuing education sessions, and an alumni reception. Representatives of the School will be in the following areas this summer:

June 28: Traverse City, Michigan

June 29: Grand Rapids, Michigan

August 12: Chicago, Illinois



90TH anniversary commencement

To celebrate the conclusion of the School's 90th anniversary year, a special conference on the Futures of Social Work will be held on Friday, November 18, 2011. The conference will be followed by the premier of *Reach Out, Raise Hope, Change Society*, a cantata composed by Bruce Adolphe, commissioned by alumna Joan Fisch and her husband Allan Fisch, and performed by the U-M School of Music, Theatre & Dance, in honor of the School's anniversary. The performance will be held at 8 p.m. in Stamps Auditorium on U-M's north campus. A limited number of tickets will be available. Contact the alumni office for more information at ssw.alumni@umich.edu.

OCTOBER excitement!

In the final month leading up to the commencement of the 90th anniversary, October is full of exciting annual activities that will each have a 90th anniversary twist! Be sure to sign up for these activities early as space is limited.

October 18: The Alumni Board of Governors will present its annual Building Healthy Strong Communities conference. Workshops will focus on the futures of social work.

October 28: Emeritus, 50-, 25-, 10-, and 5-year reunion activities on campus (see story on page 30)

October 29: SSW Annual Homecoming Tailgate

October 29: CSWE Annual Program Meeting alumni reception, Atlanta, Georgia

FAURI Memorial Lecture and mini-conference

The SSW is pleased to announce that the annual Fauri Memorial Lecture on child welfare will be expanded this fall to include a full day mini-conference. The conference will be held on November 11 and will feature experts in the field discussing children of color in the child welfare system. Information on the conference will be posted on the School's continuing education home page, www.ssw.umich.edu/programs/ce.



REUNION WEEKEND

October 28–29

Classes of 1961, 1986, 2001

Fall is just around the corner. With that comes football season, new and returning students, and *reunion weekend!* At this special time of year, alumni converge upon campus to learn what has changed since they last visited, seek out former classmates and professors, and reminisce about their favorite classes.

We can't wait to see you in October. There are many activities and opportunities for catching up with old friends planned just for you. Join us as we discuss the futures of social work, share the latest School news over lunch, exchange ideas about the role of professional schools in a research university, and root for the Wolverines before the big football game.

The schedule for reunion weekend is:

Friday, October 28

9:30 A.M.–NOON

The futures of social work. A continental breakfast will be provided for you as you discuss the futures of social work, participate in alumni focus groups, and receive a tour of the School's prized art collection.

12:15–2:00 P.M.

Alumni lunch and School of Social Work update. Connect with fellow SSW alumni over lunch while you take in this year's State of the School address and updates from the Alumni Board of Governors, Alumni Relations Committee, and Office of Student Services.

TOP: Tim Colenback and Rosemary Sarri pose at a homecoming tailgate party.

MIDDLE: Professor John Tropman, Associate Dean Mike Spencer, and Dean Emeritus Harold Johnson catch up before the 2010 reunion luncheon.

BOTTOM: Alumni enjoy chatting during the homecoming tailgate party in 2010.

2:30–3:30 P.M.

The role of professional schools in a research-intensive university.

Join us to learn more about this important topic. Professional training occurs in many venues. For those at universities, the way we approach and structure professional education is important—and within research-intensive universities, even more so!

Saturday, October 29

THREE HOURS PRIOR TO KICK-OFF

SSW homecoming tailgate party.

Cheer on the Michigan football team at the School of Social Work! Enjoy tailgate fare and refreshments, a healthy dose of SSW camaraderie, and plenty of school spirit!

Reunion weekend is an exciting time. We look forward to connecting with you and learning more about your experiences since graduating from the School of Social Work.

Online registration opens this summer. Invitations will be sent late summer/early fall. For more information, contact Laurie Bueche, assistant director of development, at lbueche@umich.edu or at 734-763-6886. **M**



CONNECT
on Facebook

If you attended reunion weekend in years past, tell us about it on Facebook. Search

“University of Michigan School of Social Work.”

Want to learn more about what our alumni are doing across the United States? Visit Facebook pages for the SSW Southeast Michigan Alumni Club, Chicago Alumni Club, and San Francisco Alumni Club.

Class notes

1950s

JOAN ZALD, MSW '59, was featured in the *Ann Arbor Observer* for her book entitled *Portraits of Creative Aging*, which was published last spring. The centerpiece of the book is a collection of 37 first person narratives, with accompanying black and white photographs, of men and women in their retirement years who are engaged in creative and productive endeavors. For more information, visit www.joankadrizald.com.

1960s

DR. GARY LOUNSBERRY, MSW '68, is the recipient of the 2010 Insley-Evans Public Health Social Worker of the Year Award by the American Public Health Association. Gary has not only devoted his career to the principles of public health practice but has also sought to ensure the rights of others.

1970s

JUDITH ANN TRANSUE, MSW '72, is the director of Trinity Village Non-Profit Housing Corporation, a non-profit housing development organization. This organization finances and develops affordable rental and for-sale housing and has produced over 600 units of housing. It also works with other nonprofit housing groups to provide technical assistance.

ELLEN SWARD, MSW '76, worked on behalf of farm workers with the State of California Agricultural Labor Relations Board from 1976 until 1981. Ellen then attended law school, receiving her JD in 1984. She worked for five years as an immigration lawyer and then for about 20 years as a lawyer for the California Legislature. Ellen, her husband, and their 15-year-old child live in California.

ROBERT WOLLACK, MSW '78, was featured in an article, "An Alum's Atonement," in *Michigan Today*. This article describes Robert's experiences throughout his life and how two U-M SSW professors gave him a second chance. Today, Robert is the president of Wolverine Human Services, the second largest provider of social services to at-risk children and their families in the state of Michigan.

ANNIE E. WENGER-NABIGON, MSW '79, works as a concurrent disorders (recovery) specialist for "Raising the Spirit" Mental Wellness Team. This team is one of eight pilot projects across Canada to improve delivery of mental health and addictions treatment in First Nations and Inuit communities. Annie works in 10 First Nations in the Sudbury-Manitoulin Island area of northern Ontario. She has a chapter on transactional analysis forthcoming in *Social Work Treatment*, 5th Ed. Annie also works as a sessional instructor in the School of Native Human Services at Laurentian University.

1980s

KARI WALKER, MSW '82, has been named chief executive officer of the Guidance Center in Southgate, Michigan. He becomes only the third person to serve in this capacity in the agency's 52-year history. Since 1996, Kari has been a member of the senior leadership team as the Guidance Center's chief operating officer.

PRISCILLA ARCHANGEL, MSW '83, recently had her first book published, *The Call to Faith-Centered Leadership: Transformational Lessons for Leaders in Challenging Times*. This book is a compilation of 90 leadership development lessons from the Bible. Priscilla's perspective on this work comes as a result of her 27-year career as a human resources executive for a Fortune 500 firm, where she utilizes these foundational principles to coach employees and executives to discover their unique strengths and life purpose. She is also a speaker, consultant, and licensed minister. For more information, go to www.PriscillaArchangel.com.

DR. HODA AMINE, MSW '88, received the Susan B. Anthony Award from the University of Michigan-Dearborn for her exemplary service as an advisor to the SOAR Program on campus and commitment to empowering and uplifting women in the community. The Susan B. Anthony Award honors women who exemplify the characteristics of Susan B. Anthony, a suffragist who was known for her dynamic ability to encourage women to stand strong during times of adversity and to make a difference in the lives of others.

Laurie Lytel, MSW '89, is a full-time visiting professor at the University of Nevada, Las Vegas, teaching primarily MSW-level direct practice classes. Laurie also maintains a half-time private psychotherapy practice focusing mostly on children and adolescents, while also supervising LCSW interns.

2000s

NANCY KUSMAUL, MSW '00, worked as a nursing home social worker for 10 years in Rochester, New York, after graduating from the School of Social Work. She is now a full-time student working towards her PhD in social welfare. Nancy was recently selected by the Association for Gerontology Education in Social Work (AGE-SW) to be in Cohort I of their pre-dissertation initiative.

MARCI HLADIK, MSW '01, has been promoted to systems and information manager at Rose Community Foundation in Denver, Colorado. In this capacity, she manages the foundation's database and information technology needs, performs communications duties, and manages other office-wide projects. Prior to her promotion, Marci worked at the foundation as communications and database associate since 2006.



Kari Walker



Marci Hladik

THOMAS SINGLETON, MSW '05, produced a documentary, *From Dope-Fiend to Ph.D. Candidate: A Story of Hope and Recovery from Addiction*, about his journey from a 30-year addiction to over 15 years of sobriety. He received his BSW and MSW and is currently in a PhD program. He also developed the Village of Toledo, Inc., a multifaceted African drum instruction and therapeutic non-profit service organization, which implements drum therapy methods. For more information on the Village, visit www.thevillageoftoledo.com.

CAPTAIN DONNA WANSHON, MSW '05, was awarded two Air Force commendation medals. One was awarded for outstanding achievement during a recent deployment as chief of mental health services, and the other was awarded for meritorious service for distinguishing herself in the performance of outstanding service as alcohol and drug abuse prevention and treatment program element chief. Captain Wanshon has successfully completed her military service obligation and is looking forward to a civilian career as a clinical social worker.

ANTONIA ALVAREZ, MSW '06, was featured in the *Honolulu Star-Advertiser* for her work to end bullying and decrease Hawai'i's high rate of youth suicide attempts. Antonia is the director of the youth suicide and bullying prevention program at Mental Health America of Hawai'i. She conducts workshops for students and adults to raise awareness of the issues and provide training in prevention and intervention.

CARRIE HENNING-SMITH, MSW '06, is a PhD student at the University of Minnesota in the Department of Health Services Research, Policy, and Administration.

DEBBIE COHL, MSW '08, was featured in an article published by the *Detroit Jewish News*. In this article, Debbie, social worker and long-time flutist, was featured for her collaboration with a clarinet player and their performance at the Meer Volunteer Recognition Party last summer in West Bloomfield. The duo hopes to perform also at the Krolik Café, in Meer Apartments.

JESSICA ALLEN, MSW '09, is working at the National Center for Chronic Disease Prevention and Health Promotion at the Centers for Disease Control and Prevention (CDC).

EDMUND LEWIS, MSW '09, coordinated Omega Psi Phi's 6th District Summer Camp last summer. This eight-day camp invites young African American men from single parent homes for mentoring, tutoring, conflict resolution, and recreational activities. Edmund has also coordinated Tools for Schools, where he raised about \$4,000 for school supplies for the 200 campers this year. This was his personal kickoff to the Bridge Builder Fund that will be used to help African American males access opportunities for college and internships. Edmund continued his fellowship with the Max M. and Marjorie S. Fisher Foundation through December 2010. Now he is community engagement liaison for the foundation's partnerships in the Brightmoor neighborhood of Detroit. **M**



Thomas Singleton



Jessica Allen



Edmund Lewis

In Memoriam

Karen J. Berg, MSW '68, December 4, 2010	Thomas D. Quinn, MSW '73, September 23, 2010
Carolyn E. Gillespie, MSW '74, October 31, 2010	Judith W. Raven, MSW '67, January 4, 2011
Russell J. Henderson, MSW '70, January 3, 2011	Dale Lee Rice, MSW '60, February 15, 2011
James Albert Hetzel, MSW '78, December 9, 2010	Roscoe W. Scott, MSW '51, January 19, 2011
Doris Eloise Ice, MSW '62, October 15, 2010	Eithel Partlow Sech, MSW '57, September 13, 2010
Daniel M. Kaller, MSW '84, September 7, 2010	Sujata Sengupta, MSW '62, November 23, 2010
Gerald Lasensky, MSW '67, January 22, 2011	Martha Hokstra Smith, MSW '85, September 23, 2010
Janet Burwell MacNutt, MSW '59, August 30, 2010	Sarah Taggart, MSW '69, October 31, 2010
Elsie McDermott, MSW '69, October 21, 2010	Andrea M. Zak, MSW '87, September 10, 2010

What's new with you?

THE REGENTS OF THE UNIVERSITY

Julia Donovan Darlow,
Ann Arbor

Laurence B. Deitch,
Bingham Farms

Denise Ilitch,
Bingham Farms

Olivia P. Maynard,
Goodrich

Andrea Fischer Newman,
Ann Arbor

Andrew C. Richner,
Grosse Pointe Park

S. Martin Taylor,
Grosse Pointe Farms

Katherine E. White,
Ann Arbor

Mary Sue Coleman,
ex officio

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NAME _____
(include student/maiden name if applicable)

YEAR OF GRADUATION _____ PLACE OF BUSINESS _____

HOME ADDRESS _____

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MAY WE ALSO PUBLISH THIS ON THE SSW WEBSITE AT WWW.SSW.UMICH.EDU/ALUMNI/ALUMNINEWS.HTML?

YES NO

**BRIEFLY DESCRIBE YOUR PROFESSIONAL ACTIVITIES
AND OTHER INFORMATION YOU WANT YOUR CLASSMATES TO KNOW:**

Please return this form to:

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Or email ssw.development@umich.edu.

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

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