

COLLEGE OF SOCIAL SCIENCE

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# Veterinary Social Work offers extraordinary experience

By Linda Lawrence, LMSW

work at the Veterinary Teaching Hospital at the MSU College of Veterinary Medicine with the clients of the clinic who are making critical medical decisions for their furry, scaly, or feathered family members, and that part of my job at the School is either one of the most exciting and best or depressing and troubling, depending on the outcomes of the day.

Probably the most amazing experience I have had as a veterinary social worker was when I was invited to facilitate a debriefing session with Lansing's Potter Park Zookeepers after the sudden death of their black rhinoceros, Spike. Just one of the difficulties about this was that Spike was the healthy rhino; it was Ebony who was in fragile health and whose death was feared. Most of the zookeepers, even though saddened by Spike's death, were able to understand the difference between their job as keeper/trainer and a pet/owner attachment. One of the first to speak responded with, "sure I allowed myself to grieve for about 30 minutes; and then I went back to work because a lot had to be done, and there just wasn't time for that." You can



Linda Lawrence

*Continued on page 2*



Potter Park Zoo's Ebony and Spike

## Collaborative partners play invaluable role in carrying out the School's mission

When Al Gore used one of my favorite phrases as he accepted the Nobel Peace Prize, I was pleased with the affirmation and a bit worried that it might get overused: "If you want to go fast, go alone; if you want to go far, go together."



Gary R. Anderson

The MSU School of Social Work is all about going together, whether it is with our terrific students, with School colleagues, community leaders, consumers, or with the hundreds of agencies that support our field education program.

In the year ahead, we will identify the School's collaborative relationships in more detail, but some of our campus partners include: (1) the MSU Law School with our Chance at Childhood Program; (2) the MSU veterinary hospitals with our Veterinary Social Work program; (3) gerontology projects, such

as the Michigan Geriatric Education Center with the Colleges of Human Medicine, Osteopathic Medicine, and Nursing; (4) the Hard of Hearing/Deaf project with the College of Education, and Audiology, Student and Residential Life, MSU Disability Resource Center, Lansing Community College and

others; (5) the Violence Against Women projects with Community Psychology; (6) the lecture series and program on the Undefended Child with the Departments of Anthropology and Family and Child Ecology; (7) the interdisciplinary Infancy and Early Childhood Mental Health Specialization with 12 MSU departments; (8) immigration and refugee projects with the Department of Sociology, (9) a youth and technology study with the Psychology Department; and many others.

In addition to our campus partners, we work collaboratively with colleagues in the community. Some of these collaborations involve our field education professionals, such as working with Carefree Medical (a free health clinic in Lansing), the Volunteers of America, St. Vincent Catholic Charities, and other child welfare agencies, the Michigan Federation for Children and Families, the Departments of Human Services and Community Health, and many others. The challenges facing the citizens of our state require cooperation, shared knowledge and resources, and team work. We have much to contribute and much to learn. The lessons we learn are brought back to the classroom, and our students and faculty move out into the community. It is a privilege to work together and support MSU's mission of *Advancing Knowledge...Transforming Lives!* **S**

—Dr. Gary Anderson, Director

### Veterinary Social Work — Continued from page 1

understand his statement when you realize that the zoo had several elementary school classes visiting, and the arrangements to move this once magnificent animal had to be made quickly.

Most members of the staff were able to tell stories of the personalities of their individual charges and how the relationships were forged. They were very supportive of each other and of the two primary caretakers of the rhinos. While most keepers have a natural bond with their charges, some animals are not overly ingratiating to their keepers and, therefore, do not have as much loyalty as Spike and Ebony enjoyed. The keeper/trainer who takes care of Ebony hung around after the meeting and asked me if I wanted to go meet Ebony. Of course I went! It was a great opportunity for her to say what she needed to say to me, what she was unable to say during the meeting.

Ebony was a very sweet girl! Did you know rhinos easily learn to do tricks and play games with their trainers? Fetch was a favorite. I had no idea. The trainer had gotten Ebony

a cantaloupe for a treat because Ebony seemed to be mourning the loss of Spike as well as suffering from serious health issues. Can you imagine the huge mouth of a rhino, slurping and smushing a cantaloupe, the juice running all over her chin and onto the floor? She looked so happy. The bars of the rhino compound are maybe 12-16 inches apart, so when Ebony came over to me, I was able to step into her area and rub her face and head. It was kind of like petting a responsive 30-year-old maple tree! A rhino's skin is about an inch thick. I spent an hour with Ebony and her keeper/trainer, learning the personalities of Spike and Ebony and how much they were loved by this wonderful young woman.

When I was driving back to the School of Social Work, I just kept saying to myself, "Oh my!" I was still saying it when I went to thank the director for the School's support that made it possible to have a veterinary social work program at MSU and allowed me to have this once-in-a-lifetime experience. **S**

## Latino social work students host “Homies Giving”

On Thursday, November 22, the MSU School of Social Work’s student chapter of OLASW (Organization of Latino Social Workers) hosted their annual “Homies Giving” event, a meal for students unable to be home for the Thanksgiving weekend. More than 400 students were served by social work faculty and family members, alumni and interested others, including **Ruben Martinez**, the new director of MSU’s Julian Samora Research Institute, and his family. The invitation went out to all students remaining on campus during this period, when there is no food service available in the dorms. Donations came from student organizations, local businesses, and School of Social Work faculty and students. Attendees included many first-generation college students, students of color, and international students.

The OLASW is the only national professional organization representing Latino social workers. It works to define and advance the Latino agenda within the social work profession in the United States and Puerto Rico. **S**



## New JD/MSW program opens this fall

By Joe Kozakiewicz, JD, LMSW

Beginning with the Fall 2008 semester, MSU’s new joint degree JD/MSW program will be open to any law student or graduate social work student.

Over the past few years, educators have increasingly recognized the value of interdisciplinary education in general, and collaboration between law and social work in particular. The MSU School of Social Work first took the lead in this field by developing our Chance at Childhood program, and the School has now taken another step forward by developing with the MSU College of Law one of the few joint degree JD/MSW programs in the country. This program meets an existing demand among students and also places MSU in the forefront of universities

offering interdisciplinary law and social work programs.

The JD/MSW program applicants must apply and be accepted to both the MSW and JD degree programs to be considered for acceptance into the dual degree program. Students will be able to complete both degrees in four years, rather than the five typically required to earn both degrees separately. The joint degree program is currently offered on the East Lansing campus to students enrolled full-time in the MSW program and either full- or part-time in the College of Law. Questions regarding this program should be directed to the School of Social Work Graduate Office at (517) 353-8632. **S**



Joe Kozakiewicz

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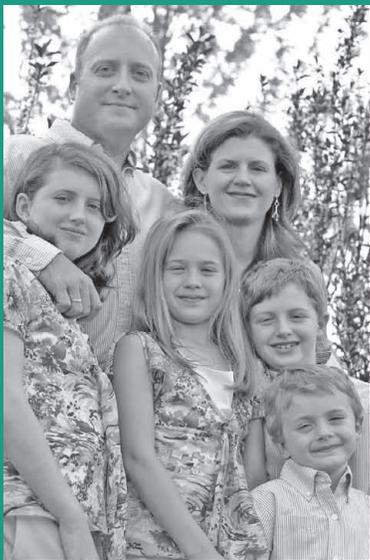
SCHOOL OF  
SOCIAL  
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CHANCE AT  
CHILDHOOD

Advocacy ♦ Education ♦ Community Outreach



Adoption training and curricula often focus on the relationship between the new parent and child without sufficient attention to the couple's relationship.



## Post Adoption Marriage Support Program addresses often neglected relationships

It seemed to us that education and training to support marriages do not address the opportunities and challenges experienced by couples who have adopted children with special needs. And adoption training and curricula often focus on the relationship between the new parent and child without sufficient attention to the couple's relationship. As we proceed through the second year of this project, funded by the Administration for Children, Youth and Families of the US Department of Health and Human Services, we continue to learn from couples, develop resources and reach out to couples across the state of Michigan.

The project includes developing a curriculum designed to support the marriages of adoptive couples and adapting this curriculum for training adoption professionals. This curriculum development is being led by **John and Judy McKenzie** and **Rosemary Jackson** (Project Coordinator). The curriculum and other project activities are being informed by a number of assessment and research activities. These activities have included couples' focus groups, individual interviews with couples, and we have just launched a survey of over 1,000 adoptive couples across Michigan. The team includes Assistant Professors **John Mooradian** and **Tina Timm**, Clinical Assistant Professor **Peg Whalen**, Project Coordinator **Rosemary Jackson**, doctoral students **Rob Hock** and **Brian Ahmedani**, and others. Mooradian and Jackson had the opportunity to present initial lessons learned at the Child Welfare League of America's national adoption conference in New Orleans in December 2007.

Other project activities include developing a website that can be a resource for couples and adoption professionals, understanding why some adoptions dissolve or disrupt, and exploring the development of a post-adoption clinical post-graduate certificate program. **Gary Anderson** is the overall project leader.

We have a great team of community partners, including from the Department of Human Services (DHS) **Anita Peters**, **Duane Wilson** (from DHS fatherhood initiatives), and **Kate Hanley**, DHS adoption manager; also colleagues at the Michigan Adoption Resource Exchange, the Michigan Federation for Children and Families (particularly **Rose Homa** and new director **Janet Reynolds Snyder**) and at Spaulding for Children, Bethany Christian Services, and the Michigan Association for Foster, Adoptive and Kinship (MAFAK) Parents; **Barry Kaufman**, from Community Mental Health; **Laura Triezenberg**; and other agencies, community practitioners and adoptive parents.

We look forward to sharing the results of our research and the resources created by this project. We also expect to add new partners. We are so grateful for the generosity and openness of couples who have shared their experiences with us.

Check out our new website—still under development—for more about services and resources: [www.postadopt.msu.edu](http://www.postadopt.msu.edu). **S**

# University celebrates MLK Day with community members

Lansing State Journal photo by Rod Sanford

Once again, there was a full day of programming at the School of Social Work on Martin Luther King, Jr. Day. More than 50 people shared lots of good food at our diversity-themed potluck. We had a memorable and meaningful panel discussion of the CNN documentary, *The Noose*, an account of the history of the noose in America, which was inspired by the Jena 6 incident in Louisiana. The film centered on reactions to a noose being hung on a tree at the high school in Jena. Social Work doctoral student **Rita Walters**, who is advisor to our Students for Multicultural Awareness Group, moderated a panel discussion following the viewing; panel members were MSW students **Silvia Nelson** and **Don Lyons**, students from the Hillel Center and M-Rule, and BSW student **Tenaischa Boyce**.

The highlight of our day's events was the announcement of the winners of the 2008 senior diversity project poster competition. **Brooke Hall** won first place for her poster on her work with the homeless people at Loaves and Fishes; **Sterling Tobias** won second place for her poster on autistic children; and a third place tie went to **Patrick McAlvey** for his poster on his trip to Nepal and **Abi Tacoma** for her poster on work with teen parents.

Following this, a number of us braved the cold and carried the School's banner as we joined the all-University march in the afternoon to honor Dr. King. There was even film coverage of our students holding the School's banner on local television Channel 10. A big "thank you" goes to junior **Christina Phippen**, BASW Coordinator **Susan Bowden**, and Professor **Ronald Hall**, who were very helpful with every aspect of this event. This event is sponsored by the School's Diversity Committee and Students for Multicultural Awareness Group. **S**

Photo  
unavailable  
for web  
viewing

The School banner can be seen in the background as members of the University community listen to speeches after the march.

Life's most persistent and urgent question is:

What are you doing for others?

—Martin Luther King, Jr.

MICHIGAN STATE  
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KINSHIP CARE  
RESOURCE CENTER

Strengthening Families ♦ Spanning Generations

RELATIVES  
RAISING  
RELATIVES'  
CHILDREN



## Kinship Care Resource Center has new addresses

By Ama Agyemang, MSW

The newly refurbished website for our Kinship Care Resource Center is now available at its new URL: [www.kinship.msu.edu](http://www.kinship.msu.edu).

The Center also has a new office address: In September 2007, the Kinship Care Resource Center moved into Baker Hall on campus from its former location in south Lansing. All telephone numbers remain the same.

The Center began its activities in 1999 assessing the needs of kinship families; this was funded by a grant from MSU's FACT (Families and Communities Together). The results of the project revealed four main concerns of grandparents and other relative caregivers for children: their need for respite care, increased financial support, affordable and accessible legal services, and the impact of caregiving on their health.

The center physically opened in 2002. Its mission is to provide support for kinship families in the state of Michigan. Services include:

- ◀ A statewide toll-free hotline to answer questions and resource referrals for kinship care: 800-535-1218.
- ◀ Resource literature.
- ◀ Workshops for kinship caregivers and professionals.
- ◀ Consulting services for kinship program development.
- ◀ Kinship research.
- ◀ Two interagency coalitions: the Statewide Kinship Care Coalition and the Tri-County Kinship Care Coalition.
- ◀ The Kinship Legislative Task Force.

The center also collaborates with our Chance at Childhood program to provide legal assistance to kinship families.

A second FACT grant in 2006 allowed the Center to conduct research on the current needs of kinship families in comparison to their needs in the first project. **Dr. Gary Anderson, Dr. Peg Whalen and Ama Agyemang**, coordinator of the Center, were the project leaders. The analysis of these surveys is taking place now and will be shared widely.

The Center's statewide toll-free hotline is 800-535-1218, and you can access information and resources on the web at <http://www.kinship.msu.edu>. **S**



Ama Agyemang



# Hartford Partnership Program for Aging Education reaches 33 states

By Marcia Lampen, PhD, LMSW

The School has been at the forefront of gerontology social work education with the support of the John A. Hartford Foundation, a leader in efforts to improve health care for older Americans. Curriculum content on aging has been spread throughout our curriculum, and we are currently finishing the second year of a new Hartford inspired field education model. (For more about this, please see our *Spring* and *Fall 2007 News*.)



Marcia Lampen

This model, originally called the Hartford Practicum Partnership Program, has officially changed its name to the Hartford Partnership Program for Aging Education (HPPAE), which is more obviously connected to the program's emphasis on encouraging social work involvement with older adults.

The change in name does not reflect any alterations in the program itself, with its rotational field model and increased participation of the practicum sites. A third cycle of 21 schools of social work has been added, for a grand total of 72 schools in 33 states. Plans are underway for these schools—including MSU—to be “hubs” of information and support for the remaining schools in the US which have not been funded, working toward a goal of training over 2,500 social workers by 2011.

Regardless of what the program is called—the progress in education continues! We have added two new field sites this semester: the Alzheimer's Association, with **Laurie Forstat** as field instructor, and the MSU Resource Center, directed by **Lori Strom**. The participation and support of our Hartford consortium sites continues to be one of our program's strongest attributes, and a testimony to the support in the community for meeting the needs of older adults.

On April 17, we held Aging in Education Day to showcase the work of our Hartford students in poster demonstrations. It included a lunch and reception to honor the field instructors and the eight graduating MSW students. **Barbara Callahan**, from **Senator Debbie Stabenow's** office, was the speaker and presented some of the policy issues relevant to social workers and older adults.

To end the year, an outing was made on April 27, to the Arab Community Center for Economic and Social Services (ACCESS) in Dearborn, a human services organization committed to the development of the Arab American community in all aspects of its economic and cultural life. The focus for the Hartford interns was on the disparate needs and distinct differences found in older adult populations, and the unique approaches that social workers may need to develop as they help immigrants adapt to life in America. **S**



## Honor field agencies

The MSU School of Social Work Field Team has announced its awards for 2007:

### For Outstanding Field Agency

Lapeer Regional Medical Center, Flint  
Listening Ear Crisis Center, East Lansing  
Harbor Hall, Gaylord

### For Outstanding Field Liaison

Renee Cousino-Marshke, LMSW, Flint  
Maureen Moloney, LMSW, East Lansing  
Patti Quinlan, LMSW, Gaylord

### For Outstanding Field Educator

Betty Nagel, LMSW, Flint  
Sandy Mason, LMSW, East Lansing  
Diane Weinberger, LMSW, East Lansing  
Theresa Dietiker, LMSW, East Lansing  
Courtney Grant, LLMSW, Gaylord

## Five-year federal grant nearing closure Recruitment and retention of child welfare staff: curriculum goes nationwide

**E**ight federally-funded projects that address recruiting child welfare workers and retaining good workers are coming to a close this fall after five years of work. The recruitment and retention project at MSU has been a partnership with the Michigan Department of Human Services and the Michigan Federation for Children and Families. We have benefited from a talented advisory team and multiple partners.

Reflecting our belief that good supervision is one of the primary keys to worker retention, the centerpiece of the project has been a supervisory training curriculum designed by **John and Judy McKenzie** and **Rosemary Jackson** with input from the advisory team and tested with our agency partners, Catholic Charities of Shiawassee and Genesee Counties, Spaulding for Children, Judson Center, and St. Vincent Catholic Charities. This curriculum has been shared with over 20 states and cities in the United States and is available, free of charge, on the School's website, [www.socialwork.msu.edu](http://www.socialwork.msu.edu), in the "outreach and research" section.

The supervisory training has been incorporated into the School's Continuing Education program, coordinated by **Monaca Eaton** and featuring a terrific set of trainers, including **Jeff Roley** (Eagle Village in Hersey), **Vito Lentini** (Wedgwood Christian Services in Grand Rapids), **Cindy Ahmad** and **Chris Durocher** (Michigan DHS). The McKenzies and Rosemary Jackson have consulted in this training and other training projects. Support from **Rose Homa**, former Federation Executive Director **Elizabeth Carey** (now, Chief Operating Officer for the Alliance for Children and Families in Milwaukee, WI), and current Federation Executive Director **Janet Reynolds Snyder** have been invaluable. A number of MSU faculty members have contributed to the project, including **Drs. Peg Whalen, John Mooradian, and DeBrenna Agbenyiga**. The overall project is led by **Dr. Gary Anderson**, who had the opportunity to present the project to a national audience in Washington, DC, in December, and the National Resource Center and Technical Assistance Network of the US Children's Bureau in March 2008.

Reflecting our belief that organizational development is crucial, we are currently working with the staff at the Oakland County Department of Human Services to try some new approaches to worker retention based on focus groups conducted by Monaca Eaton, Rosemary Jackson, and John and Judy McKenzie, joined by **Kim Steed, Dorothy Butler**, DHS county director, and her front line and managerial staff at Oakland County have been a pleasure to work with, and we are looking forward to more collaborative efforts in the months ahead. We have appreciated this special opportunity to work with DHS with the support of **Jim Nye**, the Child Welfare Institute, and **Kathyrne O'Grady**. Special thanks go to **Ken Visser** (former consultant at Oakland DHS), **Margaret Warner** (former Director for Oakland County DHS and now leading child welfare in Wayne County), and **Judy Seiffert** (DHS HR). We believe building and supporting a talented workforce is crucial to good services. The project ends in September 2008; watch for a final report in our *Fall/Winter 2008 News*. **S**

All products from this project are available on the School's website:  
[www.socialwork.msu.edu/outreach/childwelfare](http://www.socialwork.msu.edu/outreach/childwelfare)



Required core courses	Elective courses
<p><i>Certificate 1:</i> The Role of Leaders in Staff Retention 6 CECHs</p>	<p><i>Certificate 4:</i> Communication Skills 3 CECHs</p>
<p><i>Certificate 2:</i> The Practice of Retention-Focused Supervision 3 CECHs</p>	<p><i>Certificate 5:</i> Working with Differences 3 CECHs</p>
<p><i>Certificate 3:</i> The First Six Months 3 CECHs</p>	<p><i>Certificate 6:</i> Recruiting and Selecting the Right Staff 3 CECHs</p>



## Statewide Blended Program admits third cohort



Sally Rypkema



Cheryl Williams-Hecksel

The Blended Statewide Clinical MSW Program will admit its third cohort in May 2008. At the same time, the program's first cohort will begin its final year of study, with an eye toward graduation in May 2009. In June 2008, all three cohorts will be on campus for the yearly Summer Institute, where students work to enhance the relationships in their learning communities, receive training in numerous technologies, and complete the face-to-face segments of some courses.

In addition to the new cohort, the Blended Program is also announcing several staff changes. **Dr. Paul Freddolino** leaves this summer for sabbatical, and **Sally Rypkema**, PhD, LMSW, will supervise the day-to-day operations. In addition, **Cheryl Williams-Hecksel**, LMSW, will head the field and advising components, **Tina Blaschke**, MSW, will serve as assistant coordinator; **Jacqueline Humphrey** will continue as administrative assistant.

The students in the Blended Program live all over the state of Michigan and complete the same MSW clinical

curriculum as on-campus students. The difference is in the delivery: Courses are offered using a "blend" of face-to-face, video conferencing, and online instruction. Each student is part of a regional learning community, and each community works with a faculty mentor, who is a practitioner from the region. Students complete their field education requirement in their region, with their mentors serving as field liaisons.

In addition to meeting the requirements of the regular MSW program, students in the Blended Program must be comfortable with online learning and be self-directed learners. For many learners, the appeal of this program is its flexibility; students are able to complete program requirements by meeting one time each month via interactive television and pace themselves with online assignments. Many of the course lectures are in podcast format, which allows for portability as well as flexibility. The program allows students to work and study at the same time.

If you or your colleagues are interested in more information about the Blended Statewide Clinical MSW Program, contact us by e-mail at [swdisted@msu.edu](mailto:swdisted@msu.edu) or call 1-800-306-2249. Complete information is available at <http://www.msu.edu/~swdisted/statewide.html>. **S**

## Social work wisdom from 1922

In 1922, when the median salary for a beginning MSW graduate was \$1,367, Edward Devine, the executive officer of the New York Charity Organization Society, had this to say about social work:

It has frequently been said that the ultimate object of all social work is to make social work unnecessary...[but] This ideal is, to be sure, a long way off, and it will recede as we approach it—as new knowledge provides new tools and suggests new methods; as increasing sensitiveness reveals suffering of which hitherto we had been unconscious; as rising standards of decency find intolerable what has hitherto been endured with indifference; as successful accomplishment of first steps inspires courage and ambition to go on. As long as there are individuals in need of aid and comfort which their immediate relatives and friends cannot give; as long as there are obstacles and injustice hampering individual progress which can be removed only by concerted action; as long as there are gaps between the intentions of our established institutions and their accomplishments, between what we know and what we do, what a few know and what the many know, what all would like to do and what with their resources and under their limitations they can do—so long will there be need for social work.

# American Sign Language living/learning is a new option at MSU



Sue Bowden

As part of our undergraduate initiative to recruit Deaf/HOH students (see *Spring 2007 News*), the School, under the leadership of BASW Coordinator **Susan Bowden**, was instrumental in establishing the process that resulted in MSU launching an ASL (American Sign Language) living/learning option for students.

This will be the only such environment among Michigan's public universities and one of the most unique in the nation, according to **Dr. Harold Johnson**, professor of special education and a widely-known deaf education expert.

Starting in Fall 2007, Snyder-Phillips Residence Hall became the site for this innovative language immersion environment. Snyder-Phillips was chosen to house the new option because it was newly renovated and re-focused as



an on-campus community that values language arts and culture, housing the Residential College in the Arts and Humanities; it is conveniently located close to the Social Work program in Baker Hall, the Deaf Education program in Erickson Hall and the Resource Center for Persons with Disabilities located in Bessey Hall, where deaf or hard-of-hearing students would go for support services, and is expected to become a hub for many academic and cultural events focused on deafness.

Students from more than 60 majors—including social work—were learning ASL on campus last fall. **S**

# Enhancing social work practice related to substance abuse and co-occurring disorders

By Sheryl Pimlott Kubiak, PhD, LMSW

The practice community, including administrators in the Michigan Department of Community Health (DCH), is moving forward on multiple initiatives to enhance treatment of clients with co-occurring mental health and substance use disorders (COD), which signals a shift in practice ideology that will be supported by state administrative policy.

Social workers provide more mental health and substance abuse treatment services in the US than psychologists, nurses and psychiatrists combined. This means that social workers are very often the first source of contact for individuals experiencing

mental health and drug use and, as such, can either successfully engage or disenfranchise those seeking or in need of services. However, social workers may miss opportunities to intervene with prevention, detection and/or intervention activities if they are not appropriately trained to recognize and/or assess specific conditions; they will need enhanced practice skills upon entering entry-level jobs within community mental health and substance abuse treatment



Sheryl Pimlott Kubiak

agencies. Unfortunately, training that social workers receive—particularly in addictions—is often inadequate, taking place mostly in elective classes.

Based on our belief that social work students will need enhanced skills in substance abuse and COD not only as clinicians but as future administrators, we are taking the necessary steps to keep our curriculum relevant to the needs of the community and look forward to involvement of our alumni and supporters as we move forward.

Faculty members from MSU School of Social Work have been working within the School and with community partners to enhance the current curriculum. We are in the process of designing and implementing a new

In Knowledge Abstracts, recent PhD graduates from the MSU School of Social Work share their dissertation research and connections to social work practice.



## Evaluating Cultural Competence in MSW Students

By Judith Ravenhorst-Meerman, PhD (MSU expected 2008), LMSW

The social work profession's understanding of cultural diversity as race and ethnicity is broadening to include socio-cultural experiences of people of different genders, social classes, religious and spiritual beliefs, sexual orientations, ages, and physical and mental abilities. Cultural competence standards adopted by the National Association of Social Workers in 2001 provide a definition and formal, measurable standards, along with the recognition that despite adoption of standards, the profession lacks research about cultural competence knowledge, attitudes, and skills among students and professionals.

This study described cultural competence levels reported by students entering an MSW program and explored change in reported level of cultural competence after one semester of classroom and field education. The study also explored whether traditional demographic characteristics related to higher self-reported cultural competence. Sixty-five incoming students completed pre- and post-tests and provided their definition of culture. Students reported statistically significant increases in their cultural competence between orientation and the end of first semester. Students entering the graduate program with a BSW degree and undergraduate field education reported significantly higher levels of cultural competence than students who entered graduate study with other undergraduate degrees.



Judith Ravenhorst-Meerman

Focus groups also were held with 21 students to identify where growth occurred in their cultural competence during first semester. Students reported learning cultural competence from faculty, class discussions and conversations with their peers. These results have implications for social work education, social work practice, CSWE, and NASW. **S**

The NASW standards for cultural competence in social work practice can be accessed at [http://www.socialworkers.org/sections/credentials/cultural\\_comp.asp](http://www.socialworkers.org/sections/credentials/cultural_comp.asp).

Social workers provide more mental health and substance abuse treatment services in the United States than psychologists, nurses and psychiatrists combined.

graduate-level course specific to practice with individuals with substance abuse and/or co-occurring disorders. Our goal is to eventually provide students with a specialized certificate program that will incorporate this and other required courses with specialized field placements and mentorship from a knowledgeable and committed learning community. To accomplish this, we are working with DCH administrators, community agencies and the statewide Integrated Dual Diagnosis Treatment committee.

In addition to curriculum changes, faculty and students are involved in state-level committees and research related to substance abuse and COD. **S**

Not everything that is counted counts, and not everything that counts is counted.

—Albert Einstein

# Staff Attitudes and Beliefs about Family Involvement of Delinquent Children in Residential Programs

By Tohoro Francis Akakpo, PhD (MSU expected 2008), LMSW, MPA

This study was established in the belief that it is important to expand our knowledge base regarding the attitudes and beliefs of staff working with juvenile delinquents in residential settings in order to determine to what extent policies and established best practices are integrated into the practices of employees. Both quantitative and qualitative elements were used for the five goals of the study, which were to:



Tohoro Francis Akakpo

1. Explore attitudes and beliefs of workers at all levels of staffing in a mid-sized midwestern agency;
2. Test the hypothesis that staff attitudes and beliefs contribute to whether family involvement is valued at a residential facility;
3. Assess the performance of the professionals working with youth entrusted to their care and their families, consistent with social work principles of professional integrity and competence;

4. Examine the effectiveness and the extent of the support of the paradigm shift in service delivery to children from child-centered to a family-centered practice that encourages reuniting families; and
5. Examine the implementation of recent federal and state policies that prioritize family involvement in child welfare and treatment.

Because of the limited scope of literature on staff members' attitudes and beliefs about families of delinquent children in residential programs, the findings in the study advance the existing literature regarding residential treatment from the perspective of staff. The findings are grounded in the staff members' perceptions of their experience of working with delinquent children and their families.

Overall, the findings suggest the majority of agency staff support family involvement. It seems clear that staff members recognize a link between a child's eventual return to his/her home and activities designed to involve families during the placement. But while this study identifies many agency strengths and confirms that the role of family is pivotal, there is still room for improvement in involving families in residential treatment of delinquent teens in residential settings. **S**

# Variables Affecting Postsecondary Outcomes for Students with Learning Disabilities

By Carolyn McAllister, PhD (MSU expected 2008), LMSW

According to the Centers for Disease Control, approximately 8% of children ages 3-17 are diagnosed with a learning disability (LD). Individuals with an LD, on average, will experience less favorable educational and vocational outcomes than individuals without an identified LD. For example, many studies have shown that only 14-16% of students with an LD will complete a college degree, compared to 28% of individuals not identified with an LD.

In this research, I examined some of the factors that might predict the level of education of a student with a learning disability. What I found is that the highest degree of education achieved by the biological father of the child is the strongest predictor of entry into higher education, but

that other factors that I hypothesized to be significant (Grade Point Average, student's perception of the high school environment, and mental health indices) were not significant.

I hope that this work reminds social workers working with students with learning disabilities that many of the factors that may predict future academic success in other student groups may affect this student population in a different way. Social workers in a wide variety of settings should also be ready to support and empower individuals with an LD, as they may not receive supports available for individuals with other identified disabilities as they leave high school. **S**



Carolyn McAllister

## Factors Influencing the Success of Community Initiatives that Address Aging Issues

By Joan L. Ilardo, PhD (MSU expected 2008), LMSW

**M**y dissertation research relates to the factors that influence the success of community initiatives and partnerships addressing issues regarding aging of the community's residents. US demographic trends project that the proportion of older adults in the population will continue to increase substantially, requiring communities to modify how they approach accommodating the needs of older adults, their families and caregivers.



Joan Ilardo

This research looks at whether there are discernible factors that propel individuals and groups (actors) in a community to recognize the benefits of promoting successful aging for their older residents. It examines the ways in which these actors garner the support of other individuals and groups in their communities who are willing to work together to accomplish a set of goals. The research explores factors such as the service continuum, presence of advocates, or precipitating events to ascertain whether communities that embark on partnerships that address aging issues have identifiable commonalities.

The literature about community partnerships posits that current aging partnerships have had the support of foundation funding. The premise for my research is that every community eventually will have to contend with aging issues due to national demographic trends, and that most communities will be compelled to face this challenge without the benefit of an infusion of external funding, technical assistance, and expertise.

The long-term goal of this research is thus to develop a toolkit for those communities that do not have external resources available to them to facilitate the initial steps modeled by successful communities. The toolkit will demonstrate methods communities can use to develop these initial steps into a strategic plan that will attract the attention of decision makers in the community. The primary actors will then be able to recruit a core group or steering committee that can prepare a strategic plan for developing and nurturing a successful, enduring community partnership for older adults that promotes successful aging and aging in place. **S**

## Acculturative Stress and Psychological Distress in Adult Female Liberian Refugees

By Muthoni Imungi, PhD (MSU expected 2008), LMSW

**I** chose to focus my doctoral dissertation research on adult female Liberian refugees residing in a major metropolitan city in Michigan because African refugees and women are two sub-groups that have often been ignored in acculturation studies. Data for this study was collected between December 2007 and March 2008.



Muthoni Imungi

I first worked with refugees during my 2002 MSW field placement at the Asian Association of Utah (AAU). The Refugee Center at the AAU had been funded by the International Rescue Committee (IRC) to develop programs that would provide acculturation support to refugee women living in Salt Lake City. As a result of this grant, the AAU developed empowerment groups for women in three of the largest refugee groups in Salt Lake City: Soviet Union, Somali and Sudanese refugees. Because of my experience, I was asked to coordinate the Sudanese refugee women's empowerment group, approximately 30 Sudanese refugee women, in order to provide them with skills that would support their successful acculturation into mainstream US society.

As I worked with these women, I got to know each of them on a personal level. I heard stories about the challenges they faced as they adjusted to living in a new culture very different from their own. Additionally, I realized that while some of the women had adjusted to living in mainstream US society without much difficulty, it seemed harder for others. These differences that I observed stimulated my interest in issues associated with immigration and acculturation and led to my choosing this topic for my dissertation research.

Although findings for this research are still being analyzed, it is hoped that they will provide information that can be used to develop resettlement programs that are supportive of acculturation of African refugees living in the US. **S**

**FACT:**

**73% of women in state prisons and 75% of women in local jails have a recent history of mental illness.**

## A Look Inside: Screening for Mental Illness in Jails

In the anonymous confines of a county jail, it's tough to discern even severe mental disorders. Lesser cases, which may hold the best prospects for treatment, tend to fall through the cracks precisely because they're less acute. According to **Dr. Sheryl Kubiak**, the jails have neither the screening techniques nor the intervention resources for this less severe group.

"You'll see a lot of verbal screening," said Dr. Kubiak. "A guard might ask an inmate, 'Do you feel suicidal?' But he'll be asking in a group set-

ting, in a roomful of people. It's not really conducive to an intimate sort of disclosure."

Dr. Kubiak hopes to improve on that system. She and her team are testing a new screening approach based on the K6 scale, which, if validated in a jail population, will give officials a simple, effective way to test for psychiatric disorders.

"We're hoping to help jails differentiate between the people with severe disorders and those with lesser disorders. The interventions are different, and the right intervention could be

pivotal to success in the community," she said.

For women, that pivot point is especially important. Incarcerated women are at greater risk for sexual assault than men. They're more prone to depression and suicide. Many have dependent children on the outside, a further strain.

"It's incredibly stress-producing," said Dr. Kubiak. "A lot of these women have extreme anxiety reactions, and every additional trauma causes greater amounts of distress, so what happens inside the jail is important."

Much of what happens could depend on Dr. Kubiak's work. An effective screen for mental health disorders would have to be simple enough for guards to administer quickly, without much training. It would also have to be sensitive enough to identify problems while minimizing the false positives that could overwhelm jail resources. If Dr. Kubiak's team can accomplish that task, they could open the doors to a wide range of interventions for those who may not meet the criteria for community mental health resources.

"Ultimately, we'd like to pair those women with an advocate who can see them inside the jail and help them transition into the community," said Dr. Kubiak. "The screen is just the first step. We're here for the long term." **S**

PROJECT TITLE  
**Assessing the Mental Health of Jailed Women**

PROJECT LEADERS  
**Sheryl Pimlott Kubiak**, MSU School of Social Work  
**Cris Sullivan**, MSU Department of Psychology  
**Deborah Bybee**, MSU Department of Psychology  
**Marissa Beeble**, MSU Department of Psychology  
**Katrina McCree**, Women ARISE, Detroit, MI  
**Carelton Flakes**, Office of Child and Family Services, Wayne County, MI



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Published by MSU Families and Communities Together (FACT) Coalition

**FACT:**

*Children with disabilities are three times more likely to be abused or neglected than children without.*

## A Sympathetic Ear: Ending Child Abuse among Deaf Children

**A**lmost a third of disabled children are abused or neglected, and fully 50% of deaf girls and 54% of deaf boys are sexually molested.

“Deaf children are targeted because the perpetrator thinks they can’t tell anybody,” said **Dr. Ellen Whipple**, co-PI on the project. “With sign language, there aren’t always words for what might happen.”

Research suggests that communication barriers are a major factor in the abuse of deaf children. They make it harder for children to report abuse, and also harder to teach them about safety and social relationships. One further barrier to communication arises from the very stress of interacting with a deaf or hard of hearing child.

“Ninety percent of deaf kids are born to hearing parents,” said Dr. Whipple. “The parents have no experience in this. They get conflicting advice from the medical community. And there’s a breakdown of communication and attachment between the parents and the child.”

To help prevent that breakdown, Johnson and Whipple are training Michigan Department of Community Health Parent Guides to administer the HOME Inventory to new parents of deaf children. By doing so, they hope to spot the impoverished learning environments that are suggestive of poor



## PROJECT TITLE

**To Observe Is to Understand**

## PROJECT LEADERS

**Harold Johnson III**, MSU Department of Counseling,  
Educational Psychology, and Special Education  
**Ellen Whipple**, MSU School of Social Work

communications between parent and child.

“We want to prevent child abuse and neglect by improving the child/parent interaction,” said Dr. Whipple. “We want to facilitate communication and attachment. Ultimately, we’d like to put a standardized tool in the hands of Parent Guides to facilitate those communications.”

Doctors Johnson and Whipple are hopeful that some modified form of the HOME Inventory can serve as the first step. With their wide network of professional and community partners, they’re finding sympathetic ears. **S**

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## SCHOOL OF SOCIAL WORK



## CONTINUING EDUCATION

## SPECIAL SERIES:

## CE courses offered for social work educators

This winter, for the very first time, the MSU School of Social Work presented a series of continuing education events developed expressly for social work educators. While there are many opportunities to earn social work continuing education contact hours (CECHs) that keep social workers current and allow them to retain licensure, few of these are directly aimed at exploring the issues that academics face on a daily basis in the process of educating future social workers and balancing the demands of the variety of aspects of their work with the complexity of life.

All of these programs are intended for educators who are interested in acquiring new skills, strengthening existing skills, and seeking opportunities to network with other teaching professionals. They provide the opportunity to learn from experts in the field and share experiences with other current and prospective educators. Our first series of programs included:

- Challenges and stresses of work-life balance and academic life: Issues and strategies
- Active and interactive learning strategies for the university classroom
- What's your plan? Programmatic assessment to improve student learning

## Casey Family Programs CEO visits campus, leads workshop



William Bell

With support from the University's Visiting Scholar Program, the School brought William Bell, MSW, to campus on April 4. Bell is president and CEO of Casey Family Programs, the nation's largest operating foundation with a mission focused solely on providing

and improving—and ultimately preventing the need for—foster care. Prior to leading the foundation, he provided strategic direction to Casey Family Programs as its executive vice president of Child and Family Services in Casey's nine field offices in Arizona, California, Idaho, Texas, and Washington. Bell provided leadership to staff working directly with young people from the public child welfare system to provide quality services in safe and stable families through foster care, kinship care, family reunification, guardianship, and adoption.

In addition, he has nearly 30 years of experience in the human services field. Prior to joining Casey, he served two and a half years as commissioner of the New York City Administration for Children's Services (ACS). There he managed child welfare services—including Child Protection, Foster Care, Child Abuse Prevention, Day Care, and Head Start—with a staff of 7,000+ and a budget of \$2.4 billion. Mr. Bell earned his master's degree in social work at Hunter College School of Social Work, where he is currently a doctoral candidate. He received his bachelor's degree in biology and behavioral science from Delta State University.

While on campus, Bell presented a workshop titled *Reforming the Child Welfare System: Building a System Based in Best Practice* and met with students, faculty, and area child welfare leaders.

For more information about Casey Family Programs, visit <http://www.casey.org/>. **S**

## SW continuing education reaches rural Michigan

In 2006, School of Social Work Director **Gary Anderson** and Continuing Education Coordinator **Michele Brock** developed a partnership with the Michigan Center for Rural Health (MCRH) to mutually plan and provide quarterly, one-hour audio/videoconference social work continuing education workshops across the state at no cost to participants.

The mission of the MCRH is to coordinate, plan, and advocate for improved health for Michigan's rural residents and communities. This Social Work Grand Rounds program is in fulfillment of that mission. It also helps us fulfill our mission to make programs accessible and affordable to social workers throughout Michigan and beyond.

Since January 2007, over 500 professionals have participated in these trainings on diverse topics such as:

- ♦ Aligning hospital staff with the patient/family
- ♦ Living with mental illness: the family experience
- ♦ Social worker's role in the differentiation of cognitive changes in aging adults
- ♦ Understanding and managing pain: the social worker's role in assessment and intervention
- ♦ Ethics and mandated reporting of child maltreatment
- ♦ The art of self care—energizing oneself.

The pioneering presenters of this series were **Margaret Dimond**, **Joanne Riebschleger** and **Annie Lange**. To learn more, visit <http://mcrh.msu.edu/>. **S**

## CE classes scheduled for May – August 2008

### Clinical Programs

May 9	Providing Post Adoption Services: What Every Professional Needs to Know
May 29-30	Human Sexuality in Social Work Practice
June 20	Putting the "Super" in Supervision: How to Conduct Effective Clinical Supervision in Social Work Practice
July 11-12	Adventure Therapy: An Experiential Approach to Social Work Practice
July 17-18	Creating and Utilizing the Playroom: Assessment and Intervention for Traumatized Young
July 25	Cutting and Other Self-Harming Behaviors: Intervention Strategies
July 25	Stop Problem Lying and Stealing in Children and Adolescents: A Comprehensive Approach
July 31-Aug. 1	Dialectical Behavior Therapy

### Macro Practice

June 13	Transformative Leadership: Creating and Managing Change in an Organization, in a Community, across a Society
July 11	Tools for Talking When Things Are Tough

### Supervision in Child and Family Services Certificate

June 20	<i>Certificate 4: Communication Skills</i>
July 18	<i>Certificate 1: The Role of Leaders in Staff Retention</i>
August 8	<i>Certificate 6: Recruiting and Selecting the Right Staff</i>

### Required Social Work Continuing Education

May 13	Chronic Pain: A Primer for Social Workers
May 30	Ethics and Mandated Reporting of Child Maltreatment
June 17	Pain Management: Evidence-based Complementary and Alternative Medicine (CAM) and the Mind-Body Connection
June 26-27	Health Centered Social Work Practice: Serving Clients More Effectively with Less Stress

### Specialty Workshop

June 12	Empowering People to Heal the Harm: An Introduction to Restorative Justice
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### Social Work Exam Preparation Course

May 30-31 • East Lansing  
June 6-7 • Livonia

With the exception of the Social Work License Exam Preparation courses, programs offered by the MSU School of Social Work meet State of Michigan social work continuing education requirements. Michigan State University School of Social Work is approved by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE), Provider No. 1136.

To register or to view workshop descriptions, completion requirements, and accommodation needs policy, please visit [www.socialwork.msu.edu/ceu](http://www.socialwork.msu.edu/ceu). Contact us at (517) 353-8620 or e-mail [swkce@msu.edu](mailto:swkce@msu.edu) if you have questions or concerns. Schedule is subject to change.

MICHIGAN STATE  
UNIVERSITY

SOCIAL WORK  
CONTINUING EDUCATION

## Alumni work at local, state and national levels

- *Ahmad at Michigan DHS*
- *Berns at Casey Family Programs*
- *Brown at State House of Reps.*
- *Church at SE Michigan nonprofit*
- *Wojak at Mid-Michigan CMH*

**C**indy Ahmad, LMSW (MSU 2000), also holds a BA in International Relations from MSU's James Madison College. She began work with emotionally impaired youth at St. Vincent Home for Children (currently known as St. Vincent Catholic Charities), where she trained foster families



Cindy Ahmad

and staff working with children who had been abused and/or neglected. In 2000, after graduating from our MSW program, she took on a new job with Michigan Family Independence Agency (currently known as Department of Human Services) as a Foster Care Trainer with the Child Welfare Institute. Then, in 2007 she joined the School as a presenter in our continuing education program using curriculum developed for *Staff Recruitment and Retention in Child & Family Services*.

After serving the Department of Human Services as Senior Executive Assistant to the Deputy Director in the Children Services Administration, where she advised and assisted Deputy Director Kathryne O'Grady and held programmatic responsibilities related to adoption, children's protective services, foster care and juvenile justice, Ahmad has just been named Acting Manager of Children's Services Training.

She says that "the best part of graduate school was that I was already employed in child welfare. I was able to apply the readings and discussions to the context of my job. My graduate experience was so positive because I had something I could relate to and was working with many skilled therapists. I was surrounded with the best—the faculty at the School of Social Work and my colleagues at St. Vincent Home for Children, and for this, I am eternally grateful. That experience opened to me wonderful opportunities." **S**



David A. Berns

**D**avid A. Berns, LMSW (MSU 1979), currently serves as Executive Vice President for Child and Family Services at Casey Family Programs, which is one of the largest foundations in the United States, working exclusively in child welfare. Their mission is to work with government agencies to reduce the number of children in foster care in the US by

50% by the year 2020 and to reinvest the savings into improving outcomes for children in the areas of education, mental health and employment. He directs the field operations for the Foundation, which operates foster care programs in several states and contracts for services with tribal child welfare agencies. As a direct service provider, Casey develops best practices and innovations for possible dissemination with their state and local partners, in effect developing practice-based evidence of successful approaches.

Dave's 38-year human services career began when he was hired as an eligibility worker for the Michigan Department of Social Services. It included 11 years as Social Services Director in Marquette and seven years as the state director of the Office of Children's Services at DSS before he retired from Michigan in 1997; during this time he earned an MA in Public Administration. He moved to Colorado, where he served six years as the county director in El Paso County, integrating the TANF program and child welfare with a united vision to eliminate poverty and family violence, and then joined the Governor's Cabinet in Arizona where he directed the Department of Economic Security, the agency responsible for child welfare, financial assistance, developmental disabilities and a variety of other programs with a staff of 10,000 employees and a budget of \$3 billion. He moved to the position at Casey Family Programs in 2006, and says he has loved every minute.

Dave helped to establish the MSU School of Social Work Alumni Association and served as the first president. He says, "MSU and especially the School of Social Work will always have a special place in my heart."

His advice to students: "If you are not passionate about improving the world for others, find another profession. Social work is more difficult and more important than rocket science." **S**



Terry Brown

Politics was never part of the plan for **Terry Brown**. Brown earned his MSW—with an emphasis in interpersonal interventions—from MSU in 1983. He became a school social worker and coordinator of programs for at-risk children in Huron County, where he grew up and is now raising his own family.

In 1994, Terry became principal of the Huron Learning Center, a school for students with severe developmental disabilities and earned his master's in educational administration the next year. Among other community activities, he helped establish the Huron County Council for the Prevention of Abuse and Neglect, the Homeless Coalition in Huron County, and a regional website called Thumbresources.org.

Terry is also a minister, a youth hockey coach, and the father of three busy kids. It was a comment from his oldest, Teresa, that motivated Terry to get involved on the state level. "You tell us we're either part of the solution, or we're just part of the problem," she told him one day. "So quit complaining about politics and politicians, and do something."

Terry knew she was right. He also knew that the State House seat in his district was about to open up. He and his family and friends threw themselves into a grassroots campaign. Terry, who'd never run for any elected office, won—becoming the first Democrat in at least 121 years to represent the 84<sup>th</sup> House District.

"Social workers know how to see the big picture and identify ways the system can work better for everyone," Brown said. "It's my hope that I can help change our state by using those communication and problem-solving skills. I want social workers to know that their abilities and voices are needed in our political system—whether it is advocating for your clients or your profession, or becoming a legislator yourself. Get involved. You'll be glad you did."

Representative Brown has been selected by the National Association of Social Workers—Michigan Chapter to receive its 2008 Stabenow Political Leadership Award. **S**

**Jerilyn Church**, BASW (MSU 2005), MSW, a Minnecoujou Lakota, was born and raised on the Cheyenne River Sioux reservation in South Dakota. She graduated with honors from Michigan State University with a BASW and an American Indian Specialization in 2005. As a student, she was selected as a McNair/SROP scholar, received the Lucille Barber Award for exemplary scholarship, and as the recipient of the Udall Scholarship, she had the opportunity to meet personally with commencement speaker Maya Angelou, renowned poet and author.



Jerilyn Church

Jerilyn went on to obtain her MSW with a major in management of human services from the University of Michigan in 2006 where she was a Child Welfare Fellow and was awarded internship support from the U of M Nonprofit and Public Management Center to complete a summer internship with the Cheyenne River Sioux Tribal Health Program.

In July 2007, she was appointed Executive Director of *American Indian Health and Family Services of Southeastern Michigan, Inc. (AIHFS)*, a nonprofit urban Indian health clinic with a \$1.2 million annual budget, that provides culturally-integrated medical care, behavioral health, and youth prevention services for American Indian families in the larger Detroit Metro area. The AIHFS organization integrates traditional Native American healing and spiritual practices with contemporary western medicine in both treatment and prevention.

When asked of her memories at MSU, Jerilyn stated, "I hold the fondest appreciation for the MSU School of Social Work. I received tremendous support and encouragement not only during the highlights of my student career but also during the most trying times. It was at MSU where I gained the foundation and confidence to fulfill my passion to be of service to Native American communities and to strive to address the unique challenges that many American Indian families face."

Jerilyn offers the following words of encouragement for current MSU School of Social Work students... "Trust that the passion that brought you to seek a career in what is the most noble of professions is divinely inspired, and have faith that actions taken based on your divinely inspired passion will bear more opportunities than you ever thought possible." **S**

**M**att Wojack, ACSW, LMSW (MSU 1994), who works for the Community Mental Health Authority of Clinton, Eaton and Ingham Counties, serves as the Project Director for Impact, a System of Care initiative to provide support to severely emotionally disturbed youth and their families in Ingham County. This partnership includes everyone who cares for a child; its purpose is to promote the meaningful involvement of families and youth to ensure that a child and family receive the services and supports they need to succeed and that those services are available in or near their home and community. This initiative is subsidized through a grant by SAMHSA (Substance Abuse and Mental Health Services Administration of the US Department of Health and Human Services).



Matt Wojack

Specifically, the Impact program moves away from a framework that views youth with challenges as the responsibility of the court or child welfare or mental health and moves toward a value that sees youth and families as community resources and shared responsibilities. It seeks to change how we financially support human services and moves toward a community where practice aligns with what the research has shown. Community-based care for youth with severe emotional disturbance—in direct contrast to residential care—has been proven to be effective, successful, and economical, plus it keeps families together. Put simply, it works.

Matt feels that his work with Ingham County's System of Care has been and continues to be a highlight of his professional career. One of over 100 of these initiatives in the country, the Ingham County Impact program represents the cutting-edge of innovation in children's mental health.

In addition, Matt has the opportunity to serve his profession as a member of the Michigan Board of Social Work, the regulating body for the practice of social work in the state of Michigan.

His advice to students? "Remember, you do not need to 'know everything' in order to be helpful to your clients as long as you are committed to an ongoing process of learning. Also, in many practice settings, hope can be scarce; as social workers, you have a tremendous responsibility to instill hope." **S**

## Caring Bridge offers "connection" during times of illness

**A** new nonprofit website is available that allows friends and family to stay in touch and informed during times of need. **CaringBridge.org**



**org** provides free personalized websites that support and connect loved ones during critical illness, treatment, and recovery. Instead of returning dozens of phone calls a day, a family can enter the information one time on the website, and that information is instantly available to their entire network. Anyone with Internet access can create their own CaringBridge site. Each family controls who knows the address and passwords to protect patient privacy.

Every free, personalized CaringBridge website includes a *Patient care journal* to update family and friends, a *Guestbook* for messages of love, a *Photo gallery*, and free online support for using the service. CaringBridge is free and available 24/7 for everyone who needs it. **S**



### Check out the School's URL

**F**or many years, the School's web pages could be found at <http://www.ssc.msu.edu/~sw>, an address no one could remember. Now we have moved to a new server where you can find us:

<http://socialwork.msu.edu>

Check out our *Faculty Directory* to see photos of faculty and read about their current professional activities and research interests. If you go to *Research and Outreach Projects*, you can link to some of our signature programs; you can also read or download research results from some of our grant-funded projects or useful information we have collected to meet special needs. You can find past issues of the *News* there also.

It's so easy now, we hope you will visit often! Check us out as we continue to expand the information and begin our update of the design.

## Guidance offered to graduating students

The School's Second Annual Career Development Day was held at the MSU Union on February 21. The program focus was on the transition from student to professional social worker. After being welcomed by Director **Gary Anderson**, students attended a variety of sessions to help them with their next steps.

Presenters included faculty members **Michele Brock**, LMSW; **Jo Ann McFall**, LMSW; **John Mooradian**, PhD, LMSW, LMFT; and **Cheryl Williams-Hecksel**, LMSW; plus community practitioners **Linda Burghardt**, MPA, government relations director for the National Association of Social Workers–Michigan Chapter; **Maureen Moloney**, LMSW, from Community Mental Health Agency of Clinton-

Eaton-Ingham Counties; and **Kristi Coleman**, MA, who is the field career consultant for MSU's College of Social Science.

Topics included:

- ◀ How to Be Active in the Field as a Professional Social Worker
- ◀ Finding Your Professional Voice
- ◀ Clinical Supervision
- ◀ Resume and Cover Letter—First Step in Getting the Interview
- ◀ Interviewing
- ◀ Techniques and Tips
- ◀ Writing as a Professional Social Worker
- ◀ Licensure and Continuing Education

## MSU News Bulletin highlights two current School projects

**D**r. **John Seita** and Research Specialist **Angelique Day** are both “graduates” of the foster care system. They have funding from the W.K. Kellogg Foundation to study the immediate and long-term needs of those who have aged-out of foster care. Seita feels strongly that foster care “alumni” can and should be in leadership positions where they have the opportunity to have a positive impact on the child welfare system. The article is titled: *Working to change the system: A “new breed” of child welfare professionals makes a difference.* You can listen to a podcast interview with Seita at: [spartanpodcast.com/?p=356](http://spartanpodcast.com/?p=356).

An article titled *MSU pamphlets help in reporting child abuse, neglect* highlights the first-of-its-kind series of pamphlets produced by the **Chance at Childhood** (CAC) program, a joint program of the MSU School of Social

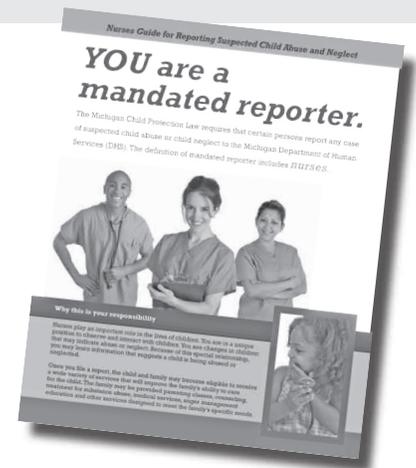


John Seita



Angelique Day

Work and the College of Law. CAC has now completed **Mandated Reporter Guides** to help school personnel, physicians, and nurses properly follow Michigan's Child Protection Act. Over 15,000 of these pamphlets have been distributed throughout the state during the past nine months. Staff is currently developing pamphlets designed for social workers, child care providers, clergy, and members of the general public. Requests for multiple copies of pamphlets should be made to the



CAC clinic at (517) 432-8406. A link to a pdf file for each *Guide* can be found at <http://www.chanceatchildhood.msu.edu/pub.html>.

You can also hear an interview with Director **Gary Anderson** about the School. He elaborates on the research and outreach emphases of the School, and he describes some of the School's initiatives like the blended statewide program and mandated reporting. He also talks about the state of social work in the United States and dispels some of the misconceptions associated with social work. Go to: [spartanpodcast.com/?p=345](http://spartanpodcast.com/?p=345). **S**



## Distinguished Service Awards recognize School's contributions

The Community Mental Health Authority of Clinton, Eaton, Ingham Counties recognized the MSU School of Social Work with its Distinguished Service Award in March. Also recognized was the Care Free Medical Clinic, one of the School's community collaborations, where MSW students under supervision by a licensed social worker provide case management and mental health services. **S**



## Congratulations to our students!

Social Work graduate student **Emily Proctor** was one of two students awarded a Student Leadership in Diversity Award by the National Association of Social Workers–Michigan Chapter. Emily's winning proposal is *American Indian Elders share their views on discrimination and maltreatment of the past, and hope for the future generations*.

**Don Lyons**, MSW student and School of Social Work Diversity Committee member, received MSU's Homer Higbee International Education award. Last year, Lyons worked with indigenous cultures in Australia and started the Traditional Knowledge Revival Pathways program dedicated to maintaining cultural traditions. Lyons, who is a member of the tribes Six Nation Mohawk and Leech Lake Ojibwe, brought the program back home to coordinate with American Indian tribes in Michigan.

Social Work senior **Patrick McAlvey** has received both the Outstanding Senior award, for exceptional leadership, and the Lucille Barber Award, for exceptional scholarship. Patrick has also been the BASW representative to the NASW–Michigan Board of Directors. He has been involved in organizing many student activities and studied abroad in Nepal during his time here.

The following Social Work juniors have been nominated for College of Social Science awards, although the results were not known at press time: **Stephanie Cheetham** (Distinguished Scholar), **Alicia Diebold** (Dean's Assistantship), and **Salihah Copedge** (Ernest and Phyllis Green Alumni Scholarship). **S**

## Sosulski named Lilly Teaching Fellow

**Marya Sosulski**, PhD, LMSW, assistant professor in the School of Social Work, has been awarded an MSU Lilly Teaching Fellowship for the 2008-2009 academic year! This program is intended to advance the University's continuing efforts to support excellence in teaching and learning through activities

designed to focus attention on the art and skills of teaching both generally and in particular disciplines. A hallmark of the program is the pairing of Lilly Fellows with experienced faculty mentors. Dr. Tina Timm, also assistant professor in the School, was a 2007-2008 Lilly Fellow. (See more about Timm's project in the *Fall 2007 News*.) **S**



Marya Sosulski

## Endowments support students, partnerships, research

I had the opportunity to present a workshop on professional ethics several weeks ago. One of the questions we discussed was *How do you know what is the morally right thing to do?* Not such an easy question! One of the historic answers to this question is that the great moral rules are self evident. And one of those self evident rules is the need to express genuine gratitude. This is an easy thing for me to do. We are so grateful for the thoughtfulness and generosity of alumni, faculty, and friends who make donations—to any amount—to the School. These funds enable us to help students, support our agency-based partnerships, and expand faculty research. One of the ways that a diverse group of people have supported the School is through endowments. These gifts, contributed over time, build a pool of funds that generate interest that can be used to support the donors' intended purpose. For example:



Richard Gardner

### Richard Gardner Endowed Fund:

To honor the memory of Richard Gardner, a graduate and administrator at MSU, this fund was established to provide scholarships for older students returning to school and for students with an interest in substance abuse.



Robert Little

### Robert Little Endowed Fund:

Established by friends of Robert Little, former child welfare administrator in Michigan, Washington DC, and New York City, and an instructor at MSU, this fund provides scholarships for students interested in child welfare and kinship care.



Dorothy Harper Jones

### Dorothy Harper Jones Lectureship Fund:

Dorothy's family and friends established this endowed fund to bring national experts on family therapy to lecture in East Lansing. We have the great joy of celebrating these lectures with Dorothy and her family and friends.



Ruth Koehler

### Ruth Koehler Lectureship and Koehler Endowed Clinical Professorship:

In memory of Professor Koehler, and inspired by her example, we benefit from special lectures and workshops on children's mental health and will have a clinical professor dedicated to these themes in the years ahead.



Diane Levande

### Diane Levande Endowed Fund:

Dr. Levande and some of her friends have created this special resource to promote gerontology at MSU. Diane's special generosity and continuing friendship will strengthen our commitment to work with older adults.

Many thanks to all who thoughtfully remember and help the School to *Advance Knowledge and Transform Lives!* If you are interested in starting an endowed fund, or contributing to the School's general endowment, please feel free to call me at

(517) 355-7515 or send an e-mail, [gary.anderson@ssc.msu.edu](mailto:gary.anderson@ssc.msu.edu), for further information.

One last note: Many of us receive glossy, multi-color newsletters, but as you can tell, the MSU School of Social Work prefers to use newsprint! Why newsprint? Because: (1) This newsletter is easily recyclable (see the small print at the bottom of this page!); we want to *Go Green!* and, (2) We prefer to save money on printing and paper and invest in students; we want to use our funds wisely and be good stewards. If you have an opinion on these choices, please feel free to let us know! Thank you for your consideration.

—Dr. Gary Anderson, Director



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# Tell us what you're doing today!

Notes from Alumni will be featured in the *Fall 2008 News*.

Name when enrolled _____	Circle degree earned: BA / MSW / PhD
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Please check here <input type="checkbox"/> if this is a new address	E-mail address _____

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

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Please send this form to: School of Social Work, Michigan State University, 254 Baker Hall, East Lansing MI 48824  
or e-mail: [socialwork@ssc.msu.edu](mailto:socialwork@ssc.msu.edu)

School website: <http://www.socialwork.msu.edu> Alumni website: <http://www.msu.edu/~sswalum/>

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Our teaching, research, and outreach seek to promote positive change and social justice  
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**Michigan State University is an equal opportunity educational employer.**



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