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# Advancing knowledge. Transforming lives.

**R**esearch and the knowledge construction process are at the core of a great University—and a great School of Social Work. Paired with this research mission is our Land Grant mission—that our research can be applied to and responsive to the challenges facing Michigan citizens and communities and even beyond Michigan. This special issue of the School's newsletter celebrates MSU Social Work faculty and student research.

This issue highlights our **BASW research initiatives** and the students and their faculty mentors who are building this signature theme in our undergraduate program (see page 23). All students admitted to our BASW program are given the opportunity to be assigned to research projects led by interested faculty members upon the student's admission to the program. Most participating students are provided some supplemental funding to support their education—either from the MSU Provost's Office, from the College of Social Science, or from the School of Social Work through funds donated by alumni and friends of the School.

This issue also highlights our **graduate research**, in particular the accomplishments of this year's graduating PhD students (see pages 18–19). Through their research courses, internships, and dissertations, PhD students are prepared for a career of study and work that will add to knowledge. They will use these skills and this knowledge to enrich teaching, build community partnerships, and contribute to the scholarship of the profession.

The work of many of the School's **faculty researchers** is featured (see pages 3–17). More faculty are engaged in research projects than we have space for presentation. Some projects have been featured in earlier newsletters, and others will be showcased in future newsletters. Inside this issue you will meet some of the faculty members engaged in research activities and learn of the diverse nature of their work. We will introduce the translation of this knowledge and research into applied and useful knowledge. The partnerships, teamwork, and mentorships that bring this work to life are impressive and numerous and bring value to the teaching and service provided by our faculty members.

Our research is intended to make a difference in the lives of people and communities in Michigan, throughout the US, and beyond. The curiosity, scientific inquiry that it encourages, the critical thinking, and thoughtfulness all contribute to the vitality and quality of social work education at Michigan State University. **S**

## FROM the director

# Applying our research mission



Gary R. Anderson

Three functions constitute the primary mission of the MSU School of Social Work:

- Teaching and instruction
- Research and scholarship
- Outreach and service.

This special *News* issue will introduce and describe some aspects of the School's Research mission. For the School, this is an essential element of our work; after all, Michigan State University is a Research University, with a special

purpose in relation to developing knowledge across all of its many academic fields and programs.

These three functions are not independent of each other. For example, with regard to teaching and instruction, we teach students the research process and methods, including how to evaluate their own practice, how to understand research reports, and how to conduct research. And faculty research activities inform their teaching, enliven class conversations, and stimulate critical and creative thinking.

With regard to outreach and service, many of our research activities involve partnerships with community agencies and organizations: schools, mental health agencies, health care organizations, and a range of social service and community-based not-for-profits. Together, we address research projects and questions. The knowledge generated benefits all partners, and the process of working together also produces positive results. So, a great School of Social Work aligns with and enlivens the Research mission of the University, and this activity produces quality teaching and engaged partnerships. That is why we are featuring some of this research activity in this newsletter.

One of the most exciting research initiatives in the School has been the emergence of the BASW Research signature program, joining our BASW emphasis on diversity. Increasingly, BASW students are taking on research projects with faculty mentors to learn research skills, assist faculty, and advance knowledge about a range of relevant topics. This signature program was introduced in an earlier newsletter and is expanded here.

*For the School,  
research is an  
essential element  
of our work.*

The dedication of the students, the commitment and work of the faculty members, and the liveliness of these activities has attracted support from the College of Social Science and the Vice Provost for Undergraduate Education. For example, the School had a significant presence in the University Undergraduate Research and Arts Forum in early April. In the Forum, there were 55 posters from the College of Social Science. Of these, 13 were from the School of Social Work (some with multiple students)! That is 24% of all Social Science posters—very impressive given that we have only 3% of the undergraduate population in the College. Four students won first place designations, and the School was singled out at the Awards program for its commitment to undergraduate research. There is more to do, but what a wonderful accomplishment!

I hope as you read this issue you will also gain a new appreciation for our faculty. They combine a commitment to teaching and research and outreach with a dedication to student learning and professional growth. The stories in this newsletter provide a sample of faculty work and achievement. More will be featured in future newsletters.

In addition to attentiveness to research this spring, we are in the midst of our reaccreditation process. This is the reaffirmation process that assures that the students are receiving an education that results in professional competency and skill and ethical practice. It is a demanding process that begins with a self study, includes an external site visit team, and ends with reports and a vote by the Council on Social Work Education's Commission on Accreditation. Having submitted a strong self study, we just completed a successful site visit and await the Council's decision in October 2011. Our thanks to the many field instructors, community stakeholders, and alumni who join our faculty, staff, and students in delivering a high quality social work education.

In the Fall of 2011, we will have our third special newsletter—with a focus on alumni impact and leadership. Please tell us your stories so we can share these with others and encourage one another to keep up the good work in these challenging and troubling times.

Thank you for your support.

—Gary R. Anderson, PhD, LMSW  
Director, Michigan State University School of Social Work

# Promoting protective factors to support healthy social-emotional development of infants and toddlers



Ellen Whipple

Associate Professor **Ellen Whipple** has been on the MSU School of Social Work faculty since 1990. She has a career-long interest in studying infant and early childhood issues and evaluating interventions and programs. She also serves as the University's chair for the Interdepartmental Graduate Certificate in Infancy and Early Childhood Development.

In Michigan, substantiated cases of maltreatment experienced a 20% increase from 2000 to 2008, with infants and toddlers at much higher risk for maltreatment than older children. Risks for maltreatment typically coincide with parental mental health issues, frustration over infant and toddlers' behaviors, a lack of knowledge about infant and toddler development, and inappropriate societal messages that promote unrealistic expectations of infant and toddler behavior, which are often promoted by extended family members as well as the media. Many interventions seek only to increase parents' knowledge of child development or general parenting skills and, therefore, fail to address many of the factors contributing to child maltreatment.

As part of a multi-department effort, Dr. Whipple is involved in designing an infant mental health approach to preventing maltreatment through building the capacity of providers and parents to support the healthy social-emotional development of infants and toddlers and promoting protective factors in families and communities. Called KARE (Knowledge, Attitudes, and Responses to Emotions), this demonstration project will also include such partners as the Michigan Association for Infant Mental Health, the Children's Trust Fund, Early Head

Start, and the Early Hearing Detection and Intervention Program.

KARE will provide a 12-week parent-child intervention in the home by trained providers with an emphasis on parent-child communication and support of emerging emotion skills. The goal is to help parents develop appropriate attitudes and expectations regarding infant and toddler emotions and behaviors and increase their ability to regulate their own emotions in interaction with their infants and toddlers, leading to infants' and toddlers' developing more effective communication skills and self regulation.

It will also present cross-agency training in infant mental health and social-emotional development, including monthly reflective supervision with a skilled mentor, in order to contribute to community capacity. Longitudinal data will be collected from family participants and from service providers from study enrollment through approximately nine months post enrollment. A broader goal is to have an impact of ultimately changing social norms for expectations of child behavior. **S**



Photo courtesy of Michele Brock

# Therapy model supports parents of autistic children

**T**ina Timm, PhD, LMSW, LMFT, has spent her career looking into issues of building stronger relationships. This encompasses issues of sexuality, adult attachment, a broad range of clinical interventions, and, in particular, stressors that might affect relationships. One of her current projects is a pilot study funded by the Organization for Autism Research that looks at using a particular theoretical model to strengthen the marriage relationship of couples who have children with an autism spectrum disorder (ASD).

Previous researchers have indicated that parents of children with ASD are vulnerable to relationship stress, lower marital satisfaction, and potential relationship dissolution. This innovative project is the first of its kind to explore the impact of Emotionally Focused Couples Therapy (EFT), one of the few interventions for couples that has been shown to sustain changes over time with couples who have a child with an ASD.

The goal of EFT is for therapists to help couples develop a secure attachment bond and for partners to be able to turn toward each other during times of stress and uncertainty. This research looked at the feasibility of implementing a 10-session EFT intervention with parents of children with an ASD; how EFT influenced marital satisfaction, depression, caregiver strain, and individual coping; and the couple's experience of the EFT intervention.

The study found that recruitment and retention of participants was excellent, the in-home nature of the intervention removed barriers to participation, and participants reported a high degree of satisfaction with the entire experience. Couples reported that the intervention benefited their relationship particularly by helping them identify negative interaction patterns during times of stress or disagreement and move their focus to the child instead of their relationship.



Tina Timm



Robert Hock

An article is forthcoming, and new funding will be sought to continue and expand this project.

The research team includes **Julie Ramisch**, MS, first author; **Tina Timm**, PhD, PI of record; **Robert Hock**, PhD (MSU 2010); **Jessica Topor**, BA. **S**



## Violence and its effect on identity development,



Angie Kennedy

**A**ssociate Professor **Angie Kennedy** has long had an interest in adolescents' exposure to community and family violence, its short-term and cumulative effects, and policy-related issues. Her current work examines how experiences with victimization in community, family, and intimate partner contexts influence a variety of key developmental outcomes, including mental health, identity development, and school-related problems.

Her research has included studies of the effects of violence on adolescent mothers' school-related outcomes and the protective role of social support

# Supporting parents of mental health consumers and their families

Assistant Professor **Joanne Riebschleger**, PhD, LMSW, has had two main research interests throughout her professional career. One, rural social work practice, is reflected in her joint appointment with MSU AgBioResearch. The other, families of people with psychiatric disabilities, is being highlighted here.

Dr. Riebschleger, together with MSU co-investigators **Dr. Deborah Bybee**, **Dr. Esther Onaga**, and Visiting Scholar **Betty Tableman**, MPA, have support from the Gerstacker Foundation to work with the Guidance Center, a community mental health contract provider in Michigan's Wayne County, to implement and evaluate Youth Education and Support (YES!) groups within their mainstream mental health services. The work is part of a greater initiative to support parenting roles of mental health consumers and their families.

Based on recommendations from the parent consumers themselves, a standard support group originally designed to examine psychoeducation needs of youth who have a parent with a mental illness was turned into a cutting edge program of peer-led parenting support for adult consumers of public mental health services. It uses an empowerment model—to support consumer parents, their children, and other family members—to explore parenting and family needs of people with serious mental illness. The format and content of these groups is based on qualitative analyses conducted by Dr. Riebschleger of data drawn from four consumer parent focus groups.

A pilot study leading to this intervention, funded by the MSU Families and Communities Together (FACT) Coalition, is described in "Early Outcomes of a Pilot Psychoeducation Group Intervention for Children of a Parent with a Psychiatric Illness" in the *Psychiatric Rehabilitation Journal* 3(2), 133–141.

The MSU School of Social Work, through the research of Joanne and her colleagues, has contributed to our knowledge of the stressors experienced by the children of parents with mental illness. We are showing that parents can be empowered to be positive caregivers for their children and that their children can benefit from the social support and information gained through peer-support groups. **S**



Joanne Riebschleger



Betty Tableman

## on adolescent moms' mental health, and school-related endeavors

and participants' positive attitudes toward school; how a child's social support over time might moderate the effects of violence exposure on mental health outcomes; coping strategies of adolescent mothers; and how cumulative violence exposure together with other forms of adversity affect rates of homelessness.

Her interest in these topics has led her to explore innovative research and statistical methods such as the Life History Calendar method, cluster analysis, and multilevel modeling in order to best capture the patterns of co-occurring and cumulative victimization. For example, most work in the field of youths' cumulative exposure to violence has employed a simple counting method for aggregating multiple forms of violence exposure.

Instead, Dr. Kennedy is using cluster analysis to develop cumulative childhood victimization profiles, which can then be used to predict outcomes such as intimate partner violence and victimization.

She also will be seeking funding from the National Institute of Child Health and Human Development to examine how patterns of victimization in childhood influence intimate partner violence victimization and perpetration among late adolescents. Building on an earlier pilot study, the proposed project will focus on using the Life History Calendar method to capture participants' patterns or trajectories of violence exposure over time, which will then be used to predict types of partner violence. **S**

# Addressing over-representation of African American children in Michigan's child welfare system

In Michigan, African American children are greatly over-represented in the child welfare system. Furthermore, trend data indicate that once children enter the child welfare system, African American children are the least likely to exit care prior to a 12-month period and most likely to stay in the system longer than three years; a significant percentage are also likely to age out of the child welfare system and end up homeless or in our adult corrections system.

With support from the Annie E. Casey Foundation, Casey Family Programs, and the US Office of Juvenile Justice and Delinquency Prevention, Michigan's courts and child welfare system leaders have begun to examine this disproportionality and disparate treatment. However, a systematic approach to identify the underlying causes has not been completed, and strategies have not been developed to address root causes.

The MSU School of Social Work is in a partnership with the State Court Administrative Office's Child Welfare Services Division and Public Policy Associates, Inc. They are currently seeking fund-

ing to look at the disproportionality and disparities and work toward developing a universally safe and equitable child welfare system. The ultimate goal of this initiative will be to develop strategies to reduce disproportionality and eliminate disparate treatment of children of color in the Michigan child welfare system and inform decision makers about the strategies. Reduction in disproportionality and disparity could lead to a profound and safe reduction in the numbers of children in Michigan's foster care system.

Assistant Professor **Sacha Klein** serves as principal investigator and will be responsible for the design and implementation of the evaluation of this pilot project. She will be working closely with child welfare consultant **James Hennessey**.

This is a natural outgrowth of her interests in child welfare, early care and education, and public policy analysis and advocacy. Dr. Klein spent 2009–2010 as an Executive Branch Policy Fellow in the Office of Planning, Research, and Evaluation and the Children's Bureau at the Administration for Children and Families. She is the author of several articles on child welfare and welfare policy and practice issues and served as guest editor of two *Children and Youth Services Review* special issues: "Maltreatment of infants and toddlers" (forthcoming in 2011) and "Impact of welfare reform on children" (2003).

*The State Court Administrative Office is the administrative agency of the Michigan Supreme Court; its Child Welfare Services Division works to improve outcomes for children and families. Public Policy Associates, Inc., is a national public policy research, development, and evaluation firm headquartered in Lansing, MI. S*



Sacha Klein



Jim Hennessey



# Engaging American Indian grandparents through inter-generational activities



Suzanne Cross

**S**uzanne Cross, PhD, LMSW, is an Associate Professor in the School and also a Saginaw Chippewa Tribal member, elder, and artisan. The focus of her scholarship has been older adults with a special interest in kinship care. She has done pioneering work with Native American elders, publishing and presenting extensively on the boarding school experience and its impact on older

American Indians and subsequent generations.

Earlier this year, the Saginaw Chippewa Tribe's At-Large Program was able to provide a series of special workshops, including *American Indian Grandparents Parenting their Grandchildren*, presented by Dr. Cross and Glynis Lanzetta, a caseworker from the At-Large Program, through a special grant from the First Nations Development Institute Youth and Culture Fund.

First Nations serves rural and reservation-based Native American communities throughout the United States. The First Nations Native Youth and Culture Fund supports programs that encourage the health and well-being of Native youth based on the belief that investing in youth, with a focus on place and tradition in the community, ensures bright and capable future leaders.

According to the 2000 US Census, 70,044 American Indian grandparents in Michigan are responsible for caring for their grandchildren under the age of 18 as a result of many circumstances, including death of a parent, child abuse/neglect, abandonment, teen pregnancy, unemployment, incarceration, divorce, and poverty; the true number is likely much larger because of the traditional intergenerational cultural patterns of the tribal community and/or the fear of having children removed from grandparents' homes.

These workshops provided this special population of grandparents an important opportunity to learn more about the issues of caring for grandchildren, inter-generational activities they can engage in with their grandchildren, and available support services.



Social Work seniors **Elizabeth Barnard, Kyla Vaillancourt, Kelsey Whitaker, Claire McGinn,** and American Indian Studies Program intern **Sandra Antoine** assisted. Dr. Cross also serves on the International Advisor Board of Australian Social Work, the leading peer-reviewed social work journal in Australia. She has been the founder and leader for programming to celebrate Michigan Indian Day at MSU; she has served as a national advocate for Native American issues; and she has held a number of leadership roles in CSWE. **S**

# Curriculum enriches relationships of couples who foster and adopt children from the child welfare system



Since 2006, a team of faculty and specialists in the School of Social Work has been working to enrich the relationships of couples who foster and adopt children from the child welfare system. This work has been conducted with partial support from the grant

Strengthening Marriages and the Well Being of Children: Post Adoption Marriage Education, funded for 2006–2011 by the Administration for Children, Youth, and Families of the US Department of Health and Human Services Children’s Bureau. **Dr. Gary Anderson** is principal investigator.

**Dr. John Mooradian**, who has been a part of the project from the beginning, has served as co-principal investigator since 2008. The post-adoption project team also currently includes **Rosemary Jackson**, **Dr. Tina Timm**, and **Gretchen Archer**.

Current research on adoption and marital relationships in a family context is extensive but tends not to be integrated. Traditional adoption education has focused primarily on the relationship between the new parent and child without sufficient attention to the couple’s relationship. Traditional



**John Mooradian**



**Rosemary Jackson**



**Tina Timm**



**Gretchen Archer**

marriage education has focused on the relationship between the couple, not necessarily looking at the unique rewards and strains on the relationships of couples who are adopting, kinship parenting, and/or fostering.

One product of the School’s grant was the curriculum—written by **John** and **Judith McKenzie** and available online—that is used in couple retreats and train-the-trainer events for professionals. Its goal is to help promote healthy marriages, couple relationships, and family formation among couples in response to the unique circumstances that arise from child welfare adoption, kinship care, and/or fostering. The curriculum and other project activities were grounded in research evidence obtained directly from couples. Formative, process, and summative evaluations of the curriculum were done before it was adapted to train adoption professionals to use with couples.

MSU School of Social Work has a great team of community partners, including the Department of Human Services, Community Mental Health, the Michigan Adoption Resource Exchange, the Michigan Federation for Children and Families, Spaulding for Children, Bethany Christian Services, the Michigan Association for Foster, Adoptive and Kinship Parents, and other agencies, community practitioners, and adoptive parents; we expect to continue to add new partners.

In addition to development of the curriculum, the School’s project results and the resources created have been and will continue to be disseminated to practitioners and other researchers through conference presentations and peer-reviewed journal articles. The team is profoundly grateful for the generosity and openness of couples who have shared their experiences.

*The curriculum is available online. For a free download, go to [http://www.postadopt.msu.edu/professionals/Marriage\\_Guide\\_Facilitator.pdf](http://www.postadopt.msu.edu/professionals/Marriage_Guide_Facilitator.pdf).* **S**



# Nutrition education directed to Hispanic families



Pilar Horner

The Michigan Nutrition Network and MSU Extension are providing support for a nutrition education intervention project targeting low-income Latino families. **Dr. Ruben Martinez**, director of the MSU Julian Samora Research Institute (JSRI), designed the project to examine how successfully *Shapedown* can be adapted to Midwest Latino families, beginning with a pilot project in Pontiac, MI. Assistant Professor **Pilar Horner**, who has a joint appointment with the School of Social Work and JSRI, was brought in before implementation to help conceptualize the survey instruments, run the assessments, and conduct qualitative interviews at the end of each session. JSRI's community partner in Pontiac is the Centro Multicultural La Familia (CMLF).

The project used the nutrition education components of *Shapedown*, which is a family-based weight management program for children and adolescents designed by faculty in the School of Medicine at the University of California—San Francisco. *Shapedown* was chosen because of its emphasis on the family—respecting and understanding the family unit is an important dimension of working with Latino families—and its flexibility in implementation. Although *Shapedown* provided materials in Spanish, many changes needed to be made.

The project presented many challenges. Lesson plans from *Shapedown* had not been created with the Latino population in mind; review of materials revealed that they were literal translations and needed to be made more culturally relevant and useable with the program participants in Pontiac. Many examples given in the *Shapedown* materials simply were not applicable or culturally relevant for Spanish-speaking Latino families.

The evaluation instruments had to take into account that this community is not used to being part of a research program and the rigors of working with University protocols. Care was taken to design all experimental instruments with appropriate language and respect for their culture.

Staff members had to be prepared to be flexible as the sessions unfolded because of the barriers that faced many of the participants (low-

income Latino families) such as transportation, child care, and discrepancies between participants' educational levels and the program's expectations. The entire CMLF team was bilingual, as all the parents preferred to speak in Spanish, while their children tended to prefer English. Even with shared language, there were many cultural differences that needed to be considered.

The project highlighted the complexity of cultural competence issues which go beyond the ability to speak Spanish to listening to culturally appropriate cues, recognizing barriers, respecting the community, and remaining flexible to the needs of the families.

JSRI is the Midwest's premier Latino research center; CMLF is a not-for-profit service agency providing culturally-competent support to families in Pontiac. **Jean Kayitsinga, Celina Wille, Daniel Vélez Ortiz, and Ellen Hayse** also served on the JSRI *Shapedown* Evaluation Team; **Sonia Acosta** and **Debra Ehrmann** of CMLF also assisted. The program team included **Daisy Casanovas, Sonia Buitrago, Steve Benavides, and Laura Williams.** **S**



**Many Hispanics don't think they have an obesity problem; they don't think that their children are obese. We are culturally brought up with the fact that a fat baby is a cute baby; not realizing that long term it could be diabetic, could have chronic diseases as it develops.**

—Debra Ehrmann, VP of Community Development, CMLF, Pontiac, MI

## LGBT issues: Low priority in aging services?



Anne Hughes



Rena Harold

The number of aging and older lesbian, gay, bisexual, and transgender (LGBT) individuals in the United States is approximately three million and increasing. LGBT elders, like everyone else, are entitled to services that allow them to age with dignity.

Prior research has found that older LGBT people are reluctant to approach the aging services network, citing reasons such as worry about discrimination and poor service, homophobia and heterosexism within eldercare services, and a profound policy discrimination in housing, hospitals, care centers, benefits, and legal rights due to the lack of legal recognition and protection for gay and lesbian relationships in most states.

Given the lack of available data about the aging service network and its reactions to LGBT older adults, **Anne Hughes**, PhD, LMSW, Assistant Professor, and **Rena Harold**, PhD, LMSW, Professor and Associate Director of the School, did an exploratory study of Michigan providers using surveys of individuals and agencies. Their aim was to better understand how the aging services network in Michigan was responding to LGBT older adults.

The aging services providers who participated in the survey indicated they are willing to provide services to LGBT elders and, for the most part, understand that there is a difference in the needs of LGBT and heterosexual older adults. Very few



felt uncomfortable providing services to this community, and most were interested in more training about LGBT aging.

Responses about agency service, however, tell the story of a system that needs attention. Results indicate that there are individuals within agencies who could advocate for the community, but there is little institutional support or interest to guide them. LGBT aging is not a priority for agencies, sexual orientation is not addressed at intake, there is little outreach, and little planning is being done to meet their needs. The vast majority of agencies do not offer services or activities specifically for LGBT older adults, and few have plans to do so. There is very little outreach to the community, and few agencies have materials acknowledging LGBT aging issues.

Results indicate that at the organizational level, LGBT older adults are quite literally not being seen. Organizations are not directing resources to this area, and it appears that there is some agency resistance to acknowledging the distinctiveness of LGBT aging issues. Acknowledging the special needs of this population is an important first step for agencies to take.

Drs. Hughes and Harold have also developed a *Greater Lansing Guide to Aging Services for the LGBTQI Community* (Lesbian, Gay, Bisexual, Transgender, Questioning, and Intersex) with funding from the Lansing Association of Human Rights and the School of Social Work, with assistance from **Kristen Admiraal**, **Janet Boyer**, and **Melissa Crosby**. Intended as an educational resource for the community, it includes introductory information and national, state, and local resources (when available) that may be useful. **S**



# Users urge wider distribution of mandated reporter pamphlets



Joe Kozakiewicz



Kim Steed



Delanie Pope

Child abuse and neglect has long been recognized as a major problem in US society. One response has been to enact laws requiring certain professionals—known as mandated reporters—to report suspected child abuse and neglect. A literature review demonstrates the need to improve the compliance of mandated reporters and leads to the conclusion that they need to be better educated regarding their specific responsibilities and how to effectively carry them out.

In 2005, the MSU School of Social Work received a donation from an alumnus concerned with child maltreatment and improving mandated reporters' knowledge and performance. To address this, Chance at Childhood (CAC) staff developed a series of pamphlets designed to: clearly summarize the fundamental requirements set forth for mandated reporters in the law; provide an overview of common warning signs of abuse and neglect; clearly explain the steps to take to report abuse or neglect; stress the positive reasons

for complying with the law while still noting the potential criminal liability for failing to do so; and stress that a mandated reporter cannot be held liable to any person for a report made in good faith even if that report ultimately proves to be entirely unfounded.

Pamphlets were designed with content tailored specifically for physicians, nurses, public school personnel, social workers, and clergy with input from professionals in those fields and refined with feedback from recipients of earlier pamphlet versions.

In mid-2008, a ten-question survey was developed and sent to organizations and individuals who received pamphlets in the past and was included in all subsequent pamphlet mailings. While survey results are subject to limitations, certain general conclusions can be drawn from the survey results.

First, respondents overwhelmingly reported that the pamphlets effectively present information regarding their legal obligations and how to meet those obligations: recognizing abuse and following the necessary legal procedures; this is a meaningful result given the prevalence of studies showing lack of knowledge as a major barrier to mandated reporting.

A clear majority indicated they would be more likely to report suspected abuse or neglect after receiving and reviewing the pamphlet. Virtually all indicated they would encourage further dissemination of pamphlets to other mandated reporters. Finally, a majority indicated that this is an effective, relatively inexpensive method to provide mandated reporters with the basic practical information they need to carry out their responsibilities.

While a majority of respondents indicated the need for ongoing training, live training is costly and time consuming. CAC staff has prepared a seminar available for free viewing through the Michigan State Court Administrative Office's website. Further research is planned to determine the efficacy of this web-based training, both as a stand-alone event and in conjunction with the pamphlets.

CAC is a joint initiative of the MSU School of Social Work and the MSU College of Law, established to protect and serve the rights of children. **Joe Kozakiewicz, JD, LMSW**, is CAC director; **Kim Steed, LMSW**, is program coordinator; and **Delanie Pope, JD**, is staff attorney. More than 10,000 pamphlets have been distributed free of charge. For a free download, go to <http://chanceatchildhood.msu.edu/pub.html>. **S**



# Mental Health Court pilot already showing positive outcomes

The Detroit-Wayne County Mental Health Court (MHC) began in 2009 as a joint effort by the Michigan State Court Administrative Office (SCAO), Michigan Department of Community Health (DCH), Third Circuit Judicial Court, and Detroit-Wayne County Community Mental Health Agency (DWCCMH) to address the gap in services for individuals with mental illness that were transitioning in and out of jail. The MHC is a three-year project funded by the SCAO, DCH, DWCCMH, and the Ethel and James Flinn Foundation.

The first goal of the MHC is to improve procedures for screening and assessment of mental health conditions among those admitted into the jail. The second is to facilitate treatment engagement and participation for individuals with a mental health diagnosis who met criteria for severe and persistent mental illness (SPMI), and the third is to prevent or reduce recidivism.

Similar to Drug Courts, MHCs provide judicial monitoring of treatment compliance, case management, and collaboration between mental health and court staff. Unlike many other MHCs, this one targets the hardest to serve individuals—those

previously unsuccessful in diversion—by offering more intensive case supervision and supports.

Associate Professor **Sheryl Kubiak** has spent her academic career looking at the intersections of mental health, substance abuse, and criminal justice at individual and systems levels and serves as principal investigator on the evaluation of this project. The first year of the project focused primarily on the process of implementing the court, including staff hiring, court processes, and treatment coordination. During the second year, processes were being perfected and measured, and early outcomes were being assessed.

The evaluation found that in the first 16 months of operation, the MHC saved more than 3,000 jail bed days—a significant cost savings as well as a decrease in what could be considered a traumatic and disruptive experience for someone with a serious mental illness. In addition, MHC treatment team members provided nearly 6,000 service contacts during that period. Another successful indicator of the MHC presence in Wayne County is the increase in referrals to MHC in Year 2 as compared to Year 1.

The interim report examines how and why some participants are successful in MHC and why others are not, providing formative information to MHC Advisory Board Members to guide their decision making. During the final year of evaluation, the team will examine MHC outcomes, including continued treatment engagement, intensity of treatment, criminal recidivism, and assessing differences between the treatment and comparison groups.

In addition to Dr. Kubiak, the research team includes Project Director **Liz Tillander**, LLMSW, **Erin Comartin**, LMSW, and **Jessica Trudel**. The Flinn Foundation is a private foundation that uses its resources to improve mental health services for children, adolescents, and adults, primarily in southeast Michigan. **The Honorable Timothy Kenny** and **Ms. Elaine Thomas** are co-chairs of the Mental Health Court Advisory Board. **S**



Sheryl Kubiak



# Much to be learned from study of mother-child attachment



Victoria Fitton

**D**r. Victoria Fitton is the School's first *Ruth Koehler Endowed Clinical Professor in Children's Services*.

This position was established in honor of our esteemed colleague, **Professor Ruth Koehler**, to support the School's mission of advancing knowledge and practice in the area of clinical work with children through teaching, research, continuing education, and student mentoring. Dr.

Fitton has added this role to her long clinical career as psychotherapist, play therapist, and supervisor.

One of Dr. Fitton's current research projects looks at the mother-child attachment relationship and is designed to answer the primary research question, "What meanings do women as mothers ascribe to their attachment relationship with their infants/toddlers?" It uses a semi-structured interview to learn the perceptions, interpretations, and expressions of meaning women give to their own experiences of being a mother in order to gain a detailed understanding of the meanings women attribute to being a mother and participant in an attachment relationship with their child/ren.

Mother-child attachment is the deep and enduring connection established between a child and caregiver beginning in the womb, developing in the first years of life, and lasting an entire lifetime. It profoundly influences every component of the human condition. The earliest attachment research focused on theory development, followed by development of quantitative classification systems.

During the 50+ years of quantitative research on predominantly Caucasian mothers and their children, seldom were mothers asked directly about their relationships with their children. This study looks at mothers as women, not only as primary caretakers, and it emphasizes enjoyment and the benefits of positive, healthy relationships, rather than following the traditional problem-based focus. Identifying positive features of attachment can be used by clinicians to help repair attachment disruptions.

Current policy typically fosters intervention programs that work with mothers only. However, as this study demonstrates, attachment is recip-



***"This was a treat. I can't believe how selfish I feel that I got to sit around and talk about being a mom to my babies."***

cal, mutual, and proximate and occurs in the holding environment of the mother-infant/child attachment relationship. Any protocol or model that focuses solely on one half of an attachment relationship denies the vital offering of the other half of the relationship and the dynamic interchange that happens in the mother-infant dyad.

This study has implications for research, policy, and treatment. Understanding the experiences of women with their children in attachment relationships can be of benefit in therapeutic treatment. The stories can be used to impact understanding in the fields of women's studies, child development, and clinical practice across the life span. The methods used in this study emphasize the personal meaning of the lived experiences of women as mothers with their children and honor the sacred power of their words and stories.

*In addition to research, Dr. Fitton has been carrying out her special role with the School doing outreach with agencies, presenting workshops, reviewing articles for national peer-reviewed publications, developing courses for the School, other universities, and SAGE Publications, and designing teaching curricula. Assisting her on this project are social work juniors **Alyssa Benedict, Molly Blackburn, and Catherine Donovan.*** **S**

# Immigrants, violence, criminal justice: Implications for social policy

**D**r. **Hyunkag Cho** has a career interest in policy related to issues of violence, criminal justice, and immigrants and cross-national comparisons of social policy. He recently worked with colleagues on an analysis of the 2007 Virginia Tech shootings using Bronfenbrenner's Ecological Systems Theory (EST) model. The article, published in the *Journal of Loss and Trauma*, examines the multiple risk factors associated with the incident.



Hyunkag Cho

EST proposes that individuals are part of five interrelated systems of varying complexity and that any changes in a particular system create entirely different dynamics in all other systems. Also, initiating changes in any one system may not be effective without a comprehensive understanding of the complicated interactions among the multiple systems. This goes far beyond looking exclusively at a youth's individual characteristics.

Although extensive research done on school shootings has resulted in valuable knowledge,

information, and implications, many of these studies have focused on the aftermath of the shooting or on interventions rather than etiology or prevention efforts. Despite the amount of analysis from media, politicians, organizations, and researchers about the etiology of school shootings, we are not united in our understanding of the risk factors, particularly those relevant to racial minorities and immigrants.

The authors reviewed the existing materials on the Virginia Tech incident and worked to untangle the complicated framework of social systems—including family, school, friends and peers, media violence, culture, and community services—and system interactions over time in order to identify and enhance understanding of risk factors and look at implications for assessment, prevention, and intervention for at-risk racial minorities. This study is one of the first to explore the potential risk factors faced by immigrants and minorities. Unlike other headline-grabbing school shooting cases that mostly involved white suburban teenage boys, the perpetrator in this case was an immigrant student from South Korea.

The authors took EST and applied it to what has been published about the incident to create a more complete analysis of social-environmental factors that impact human behavior—in this case, violence. While some people may be predisposed to violence, a wide range of issues and circumstances interact and lead to triggering actual violence. These range from individual characteristics and family relationships through social setting, peer victimization, and bullying to cultural differences, cultural barriers to help, and media influence. In addition, events have a cumulative effect over time, and life events trigger changes in the direction a life might take.

As the article demonstrates in much greater detail, ecological understanding of this case can contribute not only to a better understanding of this problem but also to developing better approaches for prevention.

Along with Dr. Cho, the research team included **Jun Sung Hong** and **Alvin Shiulain Lee**. The article is available at <http://news.msu.edu/media/documents/2011/01/16d2ac17-33f5-41fc-bac6-bd10145f8c83.pdf>. **S**



1000 points of light - Students at Virginia Tech hold a candlelight vigil after the Virginia Tech massacre. CC-BY

## Yes, seniors and the Internet *are* compatible

The Technology and Aging Project (TAP) was funded by the Michigan State University Families and Communities Together (FACT) Coalition and supported by the Otsego (MI) County Commission on Aging (OCCOA), the University Center at Gaylord, MI, and MSU Extension, as well as many community agencies, businesses, and individuals. It was designed to address the lack of research-based intervention models that incorporate information and communication technologies (ICTs) in building social support networks for older adults, thus leading to a decrease in loneliness and depression. This study begins to fill this gap by testing an innovative model in a community-agency setting.

More than 400 older adults (60+) living in Otsego County, a rural county in northern Michigan, completed a community-based survey of technology use. From respondents who agreed to participate in research, random assignment was made into an experimental group and a control group. The experimental group participated in a six-month training program developed and implemented in partnership with the OCCOA. Data were collected from both groups before, during, and after the training.

At baseline, there were no significant differences between the two groups. Over time, however, those who participated in the training reported greater confidence in their computer skills and an increased use of information and communication technologies such as e-mail and the Internet compared to the control group. They also reported some increase in perceived social support, but this did not sustain past the end of the program. On average, however, all participants had low baseline scores on the loneliness and depression measures and high scores in quality of life and perceived social support. This may help explain why there was little or no significant difference between the groups in these measures after the intervention.

To the extent that comfort with, skills and knowledge, and use of ICTs are worthy objectives on their own, the data show that after the ICT training received by the experimental group, participants did indeed report increased competence, which in turn led to increased use. This pilot project also showed that with appropriate training, older adults



are willing and able to learn computer skills, despite stereotypes to the contrary.

Based on the research, effective training for older adults includes features such as: hands-on learning; adequate supervised practice; one-to-one help with peers or other volunteers; a comfortable interactive learning environment; a slower pace; clear, step-by-step “homework” that focuses only on key components of lessons; and grouping by level of previous experience to better match the pace of their learning.

A second phase of the research tested a model using trained peer tutors and achieved similar results. Depending on ultimate cost effectiveness, this may prove to be an effective alternative. Additional considerations include access to equipment and high-speed Internet service.

The research team includes **Dr. Paul Freddolino**, **Dr. Amanda Woodward**, **Christina Blaschke-Thompson**, LMSW, **Louanne Bakk**, Hartford Doctoral Fellow in Geriatric Social Work, and **Caitlin Tupper**, all from MSU; **Dona J. Wishart**, executive director, **Eileen Godeck**, and other staff of the OCCOA; and **Rie Kobayashi**, PhD (MSU 2009). Project results have been disseminated through conference presentations and peer-reviewed journal articles. **S**



Paul Freddolino



Amanda Woodward



Christina Blaschke-Thompson



Louanne Bakk

## Do aging individuals avoid mental health treatment?

**M**any older adults suffering from mental and substance disorders do not seek treatment, delay treatment, or leave treatment prematurely, placing them at risk of short- and long-term adverse health effects. However, to date, no systematic study of factors associated with service use by older adults has been undertaken.

**Amanda Woodward**, PhD, is designing a study that will use Andersen's Behavioral Model of Health Services Use to identify and examine the predisposing, enabling, and need factors associated with the mental health treatment decisions of older adults. This innovative study looks at drop out and delay in treatment as well as treatment utilization, and takes a statistical, person-centered approach to identify groups of intertwined barriers that are most relevant to service use patterns for older adults. Rather than looking at discrete barriers, this approach will inform the design of more effective interventions by addressing barriers at multiple system levels simultaneously.

Throughout Dr. Woodward's research career, she has worked to understand the intersection of services and supports across service sectors—as well as between professional service providers and informal supports—and how these patterns of help-seeking vary across age cohorts and racial/ethnic groups. The proposed study builds on this work by looking more deeply at barriers to service use, including the role of informal supports in both facilitating and inhibiting use patterns.

This study uses the Collaborative Psychiatric Epidemiology Surveys, which provide national data on mental disorders and service use among the general population, to compare across age groups the likelihood of not seeking treatment and examine the mechanisms contributing to these differences within age groups. It also examines whether the patterns and predictors of the delay between onset and first treatment contact and the likelihood of leaving treatment prematurely vary by age cohort. Finally, it will study the reasons older adults with a mental or substance disorder give for not seeking treatment, delaying treatment, or prematurely leaving treatment to explore the underlying factors and compare the help-seeking choices of older adults to those of other age cohorts.

In the long term, results from this study can contribute to efforts to develop social, behavioral, and environmental interventions that will increase the appropriate use of mental health services, optimizing the ability of older adults to most effectively cope with mental illness and prevent or postpone long-term disabling results of those disorders.

*Dr. Woodward has been selected as a Hartford Geriatric Social Work Faculty Scholar, recognized by the John A. Hartford Foundation as an outstanding social work faculty committed to teaching, research, and leadership in the area of geriatric care. **S***



**Amanda Woodward**



# Educational supports strengthen, mentor, guide Hispanic students toward careers in neuroscience



Daniel  
Vélez Ortiz

**D**aniel Vélez Ortiz, PhD, MSW, has a joint appointment with the School of Social Work and the MSU Julian Samora Research Institute, the Midwest's premier Latino research center. He is currently serving as co-investigator on a supplemental grant extending the National Institutes of Health Research Education (R25) grant project *Increasing Hispanic Representation in Neuroscience*.

The objectives of the parent grant activities include strengthening presentation skills and establishing or strengthening mentoring relationships among prospective Hispanic students obtaining the PhD in neuroscience. Because early identification of promising students is central to developing the interest and skills needed for studies in science, particularly in underrepresented minority groups, the immediate goal of this supplemental project is to introduce the students to neuroscience as a discipline and a career option.

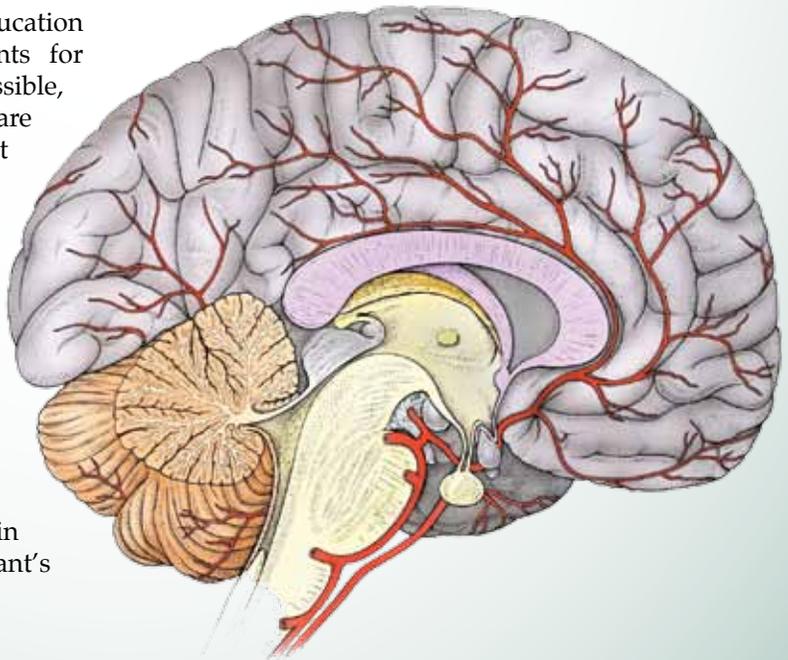
The project will involve development of a "hands-on" program for neuroscience education of bright, motivated high school students for whom careers in research are distinctly possible, yet foreign in the sense that the students are unaware of them. The program will target 11<sup>th</sup>- and 12<sup>th</sup>-grade science students and their teachers from both public and private high schools within 25 miles of the University of Puerto Rico–Cayey (UPR–C), a major undergraduate campus in the mountainous central region of Puerto Rico. The regions to be served are mainly communities in which the standard of living is at or below the poverty line.

A supplement will provide partial stipend support for six PhD students in neuroscience under the supervision of the grant's

principal investigator, **William D. Atchison**, PhD, professor of pharmacology/toxicology, to develop the activities planned for hands-on sessions and to work with a web designer to transform these into a suitable electronic format that is easily accessible and fun to use.

Trainee sessions for high school teachers on the island will be included. Undergraduate students who previously participated in the parent grant program will be included in the on-site activities to serve as "group leaders" for the high school students and their teachers. Each UPR–C student will mentor and lead a group of four or five 11<sup>th</sup>- or 12<sup>th</sup>-grade students and their teachers through the day-long activity. Each year, 125–150 high school students participate in the "hands-on" sessions.

Dr. Ortiz, a native Puerto Rican and bilingual, will conduct program evaluation on site as part of the activity. In this way, immediate feedback can be obtained and done so in Spanish to ensure accuracy and enhance cooperation with the evaluation process. **S**



## Hospital social workers' perceptions of Ethical Environment



By Gregory L. Pugh, PhD (2011),  
LICSW, ACSW

**H**ospital social workers are in the unique position of being one of the only non-medical professions working in the hospital setting. This raises some interesting challenges in hospital social work practice, especially when it comes to professional ethics. The medical model of ethical reasoning is different from social work models, and the medical model contributes a great deal to the overall Ethical Environment in a hospital.

Ethical Environment is a new concept for hospitals to consider and has only recently been explored, almost exclusively with samples of nurses. That research suggests that a number of personal, professional, and organizational factors may influence perceptions of Ethical Environment, and that Ethical Environment has an impact on ethical practices and behavior. Hospital social work and ethics literature also suggests relationships between some of the same factors and the ethical practices and behaviors of social workers, but has not considered Ethical Environment. Both the nursing and social work literature suffer from a lack of large, representative samples.

This study was designed to explore the relationships between personal, professional, and organizational variables and perceptions of hospital Ethical Environment among social workers in a large, nationwide, representative sample. The study succeeded in collecting responses of 973 social workers from 290 hospitals in a random closed population cluster sample across 40 US states. Participants completed an online survey questionnaire about the Ethical Environment of their hospitals, resulting in hospital social workers rating the Ethical Environment significantly higher than nurses.

Significant predictors of the rating of Ethical Environment are based primarily on job satisfaction, with some contributions from years of service, attendance at hospital-based ethics education programs, and a centralized social work department configuration. Social workers also rate the environment of for-profit hospitals greater than non-profit hospitals. Results indicate that larger hospitals with greater resources directed at ethics provide the best Ethical Environment for social workers.

Professional social work ethics education and training was not predictive, which raises questions about the content and methods of teaching social work ethics. **S**

*In Knowledge Abstracts, recent PhD graduates from the MSU School of Social Work share practical implications of their dissertation research for social work practice.*

## Lesbian parent experiences with their health care providers

By Margaret Dimond, PhD (2011), LMSW

**C**ommunication is the foundation of any strong patient-provider relationship. There is substantial evidence to suggest that openness on the part of the physician, along with a strong sense of trust on the part of the patient, is critical to supporting a positive health care relationship. People who identify as lesbian, gay, bisexual, or transgender (LGBT) have historically faced challenges finding physicians who are non-judgmental about patient sexual orientation and who are competent to navigate the unique issues facing the LGBT population. This study sought to provide an in-depth exploration of the interactions between lesbian parent families and their physicians to learn more about the characteristics that support strong relationships between patients and providers for this population.

This study expands upon foundational research from 1999 on lesbian mothers conducted by Lucy Mercier (PhD 1998). This study used the respondent pool established by Dr. Mercier to explore the perception of health care providers and factors that create a supportive patient-provider relationship among lesbian parents. Quantitative data were collected from respondents who

# An exploratory study of executive leadership in social work



By Deborah J. Sanderlin-Nykamp, PhD (2011), LMSW, ACSW

**T**he major goal of this exploratory project is to examine the process of leadership development in master's-degreed social workers who are currently leading nonprofit human service agencies. How did they learn to lead, and

completed the Lesbian Parent Health Care Survey. A subset of survey respondents volunteered for a subsequent phone interview that used a structured guide to gather in-depth qualitative data related to their health care experiences and the characteristics they seek in a health care provider for themselves and their families.



The results of the study reflect significant progress in the perceptions of the patient-provider relationship as compared to prior studies, and that open and supportive communication is the primary driver of satisfaction for lesbian-parent patients. Furthermore, being able to come out to a provider and disclose sexual orientation was considered critical to providing a basis for patient satisfaction with their physician.

The majority of respondents in the study preferred female physicians, and physicians' sexual orientation was immaterial to patient satisfaction. Although some respondents did relate negative experiences in some instances, their overall perception of their health care relationships was positive, and this is attributed largely to carefully screening providers and consciously working to build rapport that supports open communication, trust, and an empathetic relationship.

Implications of the study for policy, practice, and research, as well as for educating health care providers, are discussed. Recommendations for practice and education for physicians and social workers are presented as an important factor in decreasing negative or biased attitudes towards lesbian families. Future research with lesbian parents, based on the concepts of social identity theory, and social minority groups is also suggested. **S**

what were the stages in their journey to become CEO of an agency? These questions have resulted in an exploratory qualitative research project, relying on open-ended personal interviews to collect the information. Eighteen MSWs currently employed as chief executive officers of nonprofits within the state of Michigan were selected for the interviewing process, and their personal stories were documented, highlighting the ways in which these leaders learned and developed their leadership skills.

My basic premises are that leadership skills can be acquired and that they are measureable, learnable, and teachable. The major findings for this project indicate that leadership development evolves over a lifetime, often starting in childhood. Analysis of the data showed that each subject related childhood and young adulthood experiences that seemed to be significant and together set the stage for leadership development.

Mentors, religion, ethics, politics, and family are all important variables that helped to form the leadership abilities of these subjects. Early leadership development seems to have included mentoring support as well as ongoing training through supervision and clinical work. Based on their reports, ethics remain important and continue to develop throughout this period. Frequently, the subjects' actual MSW training, which they described as valuable, occurred during this time frame. The subjects also seem to have developed a personal drive to lead during this critical period. All of these factors have combined to effect the maturing of their leadership.

A style of leadership seems to emerge as skills continue to develop, and mentoring merges with peer networking to form a support system that is both developed and sought out by the leader. Many consider themselves lifelong learners and report their role has become more comfortable and natural over time. They also report having developed the abilities to multitask, fundraise, utilize ethics in decision making, and develop and support staff to reinforce agency mission through mentoring and coaching.

Indeed, the reports of these subjects seem to exemplify that leadership develops over a lifetime. By carefully recording and analyzing these personal histories, I have garnered information that may inform the field of social work on educational concepts and methods of teaching and developing leadership potential in future social work students. **S**

## Beyond the classroom

On April 15, the MSU School of Social Work provided a free one-hour continuing education program offering poster sessions on the *Healthcare Reform Act of 2010: Impact on Aging Policy & Practice* in celebration of **Careers in Aging Day**. Topics included Aging and Mental Health, Wellness/Prevention/Chronic Illness, Hospice/End of Life Care, Home/Community/Institutional Care for Older Adults, and the Elder Justice Act, with the goal of providing clear and objective factual information to social workers about this important legislation.

The School held its **Fourth Annual Career Development Day: Transition from Student to Professional**. Topics included: Writing the Resume, Getting the Job and Planning Your Career; Life After Your Degree; Licensure and Continuing Education; and a panel of practitioners discussing Transitioning into the Profession. **S**

## Co-sponsored events held this spring

On April 22, MSU School of Social Work, Julian Samora Research Institute, Capital Area Health Alliance, and College of Human Medicine Center for Ethics and Humanities together presented **David V. Espino, MD**, speaking on *End of Life Decision Making and Hispanic Elders*. Espino is professor of family medicine and geriatrics and research programs coordinator in the Division of Community Geriatrics at the Department of Family & Community Medicine at the University of Texas Health Science Center at San Antonio.

On March 18, as part of the **"Our Daily Work/Our Daily Lives"** project, a cooperative between the Michigan Traditional Arts Program of the MSU Museum and the Labor Education Program of the MSU School of Labor and Industrial Relations, the School co-sponsored *Defining Welfare, Work, and Motherhood: Women's Participation in the Welfare Rights Movement in Detroit, 1964-1972*, presented by **Cynthia Edmonds-Cady (PhD 2006)**, assistant professor of social work at Illinois State University. **S**

## "I love the Great Lakes Summer Institute."

Back by popular demand, Michigan State University School of Social Work is holding the **3<sup>rd</sup> Annual Great Lakes Summer Institute (GLSI)**, a professional development experience comprised of two-day, one-day, and half-day intensive courses on a variety of current topics taught by experts in their fields.

A special room rate is available to GLSI attendees until June 14, 2011, so register today!

*Come, relax, and learn!*

Find complete course and registration information at [www.socialwork.msu.edu/ceu](http://www.socialwork.msu.edu/ceu)



3 <sup>RD</sup> ANNUAL GREAT LAKES SUMMER INSTITUTE • AT A GLANCE		
WEDNESDAY, JULY 13, 2011	THURSDAY, JULY 14, 2011	FRIDAY, JULY 15, 2011
Full-day registration 7:30 AM Programs 8:00 AM – 3:30 PM	Full-day registration 7:30 AM Programs 8:00 AM – 3:30 PM	Full-day registration 7:30 AM Programs 8:00 AM – 3:30 PM
Adventure Therapy: An Experiential Approach to Social Work Practice (2 full days)		Strength-based Leadership: Focusing on Your Strengths (1 full day)
Transforming the Difficult Child through Treatment & Parenting (1 full day)	Health Centered Social Work Practice: Serving Clients More Effectively with Less Stress (2 full days)	
Ethical Decision Making & Social Work Practice Related to Conflict of Interests: Dual Relationships & Boundary Violations (1 full day ends at 2:30 PM)	Effective Use of the DSM IV-TR (1 full day)	Bioethics & the Role of Social Work in Health Care (1 full day ends at 2:30 PM)
AM session registration 7:30 AM AM program 8:00 AM – 11:10 AM	AM session registration 7:30 AM AM program 8:00 AM – 11:10 AM	AM session registration 7:30 AM AM program 8:00 AM – 11:10 AM
Chemical Dependency: A Return to Basics	Trauma Sensitive Intervention with Children & Families	Cognitive Impairment Issues with an Aging Population
PM session registration 12:00 noon PM program 12:20 PM – 3:30 PM	PM session registration 12:00 noon PM program 12:20 PM – 3:30 PM	PM session registration 12:00 noon PM program 12:20 PM – 3:30 PM
Working with Suicidal People: Assessment & Intervention Skills	Family Therapy & Clinical Skill Development with Children & Families with Trauma Histories	Indian Child Welfare Act (ICWA) 101: Serving Michigan's American Indian Children & Families

Photo courtesy of Traverse City Convention & Visitors Bureau

**CE COURSES SCHEDULED FOR SUMMER 2011**

*Register early and save money! You may register by fax, online, or by mail.*

Adoption Services		Clinical Practice	
July 20	Building a Home with Heart	June 9–10	Dialectical Behavioral Therapy Skills Training
July 20	Vicarious Trauma	June 10–11	Grief & Loss across the Life Span
<b>Advocacy • Leadership • Social Justice</b>		July 29–30	Substance Abuse Assessment & Intervention 101
June 17	Transformative Leadership: Creating & Managing Change in an Organization, in a Community, across a Society	July 29–30	Human Sexuality & Social Work Practice
June 10–11	Sexual Orientation & Gender Expression for Social Work Practice: An Understanding of Privilege & Oppression	<b>Supervision in Child &amp; Family Services Certificate</b>	
June 15–16	Social Work Practice in the Legal Arena	May 13	Supervision Certificate #2: The Practice of Retention-focused Supervision
July 21–22	Community Organizing & Partnerships: Building Coalitions for Social Change	May 13	Supervision Certificate #5: Working with Differences
<b>Children, Youth, &amp; Families</b>		<b>Online CE Courses</b>	
May 18	Collaborative Parent-Professional Relationships	Register for online courses at: <b>www.socialwork.msu.edu/ceu</b>	Substance Abuse: Motivational Strategies & the Stages of Change
June 17–18	Creating a Playroom: Play Therapy Assessment & Intervention for Traumatized Children		Supporting People Affected by Pain through Pain Management Advocacy
July 21–22	An Introduction to Internal Family Systems Therapy		Sex Therapy 101
July 27–28	Rethinking Delivery of Children’s Mental Health Services: The Next Evolution toward Improved Outcomes for Youth & Their Families		Reflective Supervision
			Grief & Loss
		<b>School Social Work Competency Series</b>	
		Find info at: <b>www.socialwork.msu.edu/ceu</b>	School Social Work Assessment: Integrating Psychological & Educational Testing
			School Social Work Intervention: Children with Special Needs
			School Social Workers—Continuing Professional Development Seminar (Refresher Course)
			Social Work in Educational Settings
		<b>Social Work Licensure Exam Preparation</b>	
		Find info at: <b>www.socialwork.msu.edu/ceu</b>	May 20–21 in Livonia
			June 10–11 in Grand Rapids
			June 24–25 in East Lansing

*Programs coming this fall*

**Contemporary Issues in Aging:**

- Spirituality
- Health Care Disparities
- Abuse/Neglect

**Alumni Breakfast Series:**

- Ethics
- Pain Management

**Supervision in Child and Family Services Certificate:**

- Practice of Retention-focused Supervision
- Role of Leaders
- The First Six Months

**Dorothy Harper Jones Lecture:**

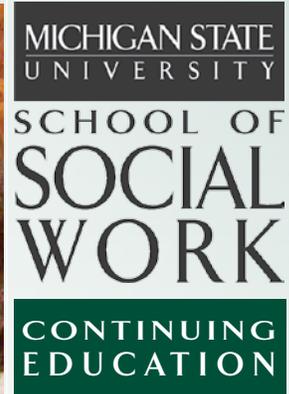
- Working with Latino Families

**Child Welfare**

**Trauma**

**Adoption Certificate:**

- Federal & State Laws
- Family Assessment & Preparation for Adoption Professionals



With the exception of the Social Work Licensure 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) 353-3060 or e-mail [swkce@msu.edu](mailto:swkce@msu.edu) if you have questions or concerns. **Schedule is subject to change.**

# School welcomes Visiting Scholar Dr. David Espino



David Espino

The School welcomes **David V. Espino, MD**, a leading Hispanic geriatric researcher who has more than 120 publications focusing on various aspects of Hispanic aging. Dr. Espino is a professor of family medicine and geriatrics and research programs coordinator in the Division of Community Geriatrics at the University of Texas Health Science Center at San Antonio's Department of Family & Community Medicine.

Dr. Espino's major research focus has been on epidemiologic issues in the Mexican American elder population. He is currently co-principal investigator for the Epidemiologic Studies of the Elderly (EPESE), which is a five-state longitudinal epidemiologic survey of elder Mexican Americans, and a principal investigator on Decision Making at the End of Life in Mexican American Elders (DELMA), a bicultural survey of end of life attitudes.

He has served on numerous national panels, including the Mental Disorders of Aging Review Panel of the National Institute of Mental Health, the Department of Health and Human Services Consensus Panel on Alzheimer's Disease & Related Disorders, the National Advisory Council of the National Institute on Aging, and the National Research

Council's Committee on Population special committee on health disparities in late life. He is also listed among the Best Doctors of America.

Over the next 10 years, the population of Hispanic/Latino elderly is expected to grow faster than any other ethnic group in the US. To better serve this population with end of life decisions, it is important to have an understanding of the factors affecting those decisions.

Dr. Espino presented the free program *End of Life Decision Making and Hispanic Elders* on April 22.

The program was co-sponsored by the School of Social Work, the MSU Julian Samora Research Institute, the Capital Area Health Alliance, and the MSU College of Human Medicine Center for Ethics and Humanities and covered topics, including the ethical and emotional issues surrounding end of life decision making, the elder Hispanic population and factors associated with decision making, and recent research results regarding end of life decision making in the Hispanic population. **S**



## Research Brown Bag Sessions, Spring 2011

Faculty members and PhD students have been sharing their research in regular, informal lunchtime meetings to further build connections within the School.



### January

- 31 **Angie Kennedy:** Introduction to the Life History Calendar Method

### February

- 7 **Lisa Hosack:** Interviews with the Directors of College Counseling Centers: Exploring Axis II Disorders on Campus  
 14 **Sue Bowden:** Teaching in BSW Program and Job Opportunities  
 28 **Anne Hughes:** Provider Communication about Sexual Health and Sexual Risk with Older Adults

### March

- 14 **Lihua Huang:** Effects of Social Networks on Health of Family Caregivers in Later Life  
 21 **Rena Harold, Marcia Lampen, Karen Newman, Amanda Woodward, and Paul Freddolino:** This is Not a Trip: Developing an International Strategy for the School of Social Work  
 28 **Victoria Fitton** and her undergraduate research team: Women as Mothers of Children in the Attachment Relationship

### April

- 4 **Jessica Gladden:** Coping Skills of East African Refugees  
 11 **Greg Pugh:** Hospital Social Workers' Perceptions of Ethical Environment  
 18 **Nola Carew:** Secondary Trauma in Foster Parents

## Undergrad research takes center stage

We have seen the fruits of the second year of our **Undergraduate Research Initiative**, a signature theme in the BASW program, established to supplement and deepen student competency to practice in a research-informed manner and assure that research activities are informed by practice. Undergraduate students participate in a faculty member's own research project, becoming an active part of an authentic "real world" research experience. All students admitted to our BASW program are given the opportunity to be assigned to interested faculty members upon admission to the program.

On March 17, the School held its own Undergraduate Research Festival, featuring Associate Dean of the College of Social Science **Tom Summerhill** and Associate Provost for Undergraduate Education **Doug Estry** as guest speakers. Thanks go to faculty members **Arnie Greenfield** and **Monaca Eaton** for coordinating this event.

Then on April 8 at the MSU Union, our students participated in the all-University Undergraduate Research and Arts Forum (UURAF). Approximately 520 students from 14 MSU colleges participated in the 2011 Forum. **Drs. Amanda Woodward** and **Anne Hughes** represented the School as UURAF judges.

UURAF provides a unique educational opportunity for aspiring researchers. MSU undergraduates gain experience in presenting their research, answer questions about their work from audience members and guests, and receive constructive feedback from faculty judges. One first place

award winner is chosen in each poster and oral presentation category. We are very proud to announce that seniors **Claire Thams** and **Jennifer Ogle** (Joanne Riebschleger, mentor) and juniors **Siobahn Oloaire** and **Crystal Na** (Kyunghee Lee, mentor) were awarded first place in their categories. Also presenting were:

- ▲ Senior **Valentina Djelaj** (DeBrenna Agbényiga)
- ▲ Juniors **Catherine Donovan**, **Alyssa Benedict**, and **Molly Blackburn** (Victoria Fitton)
- ▲ Junior **Jasmine Jones** (Angelique Day)
- ▲ Senior **Lindsay Rothwell** and junior **Amanda McCormick** (Sheryl Kubiak)
- ▲ Juniors **Megan Novak** and **Bria Berger** and seniors **Elizabeth White** and **Elizabeth Barnard** (Marya Sosulski)
- ▲ Junior **Jessica Ceh** (Daniel Vélez Ortiz)
- ▲ Senior **Caitlin Tupper** (Amanda Woodward and Paul Freddolino)

At the awards ceremony, the School of Social Work was the only MSU unit mentioned by Associate Provost for Undergraduate Education **Doug Estry** as strongly encouraging student involvement in research.

Juniors **Luke Gogliotti** and **Justin Pung** were accepted for the UURAF, but chose to present at the NASW-Michigan Annual Conference, with faculty mentors **Suzanne Cross** and **Angelique Day**. The presentation was well received and rated by attendees as 4.9 on a 5-point scale. **S**

### Students who participated in the School's Research Fair

#### Juniors:

Alyssa Benedict  
Bria Berger  
Molly Blackburn  
Jessica Ceh  
Melissa Crosby  
Caelin Ditz  
Catherine Donovan  
Lucas Gogliotti  
Crystal Na  
Megan Novak  
Siobahn Oloaire  
Justin Pung

#### Seniors:

Elizabeth Barnard  
Christy Churchill  
Valentina Djelaj  
Sarai Embaye  
Claire Thams  
Caitlin Tupper  
Elizabeth White



## Students take the lead in many venues

Juniors **Molly Ballentyne** and **Justin Pung** and senior **Jessica Ceh** have been named *2010–11 Undergraduate Distinguished Scholars* by the College of Social Science. This highly selective award recognizes high academic achievement and extra-curricular contributions to MSU accomplishment outside the classroom.

Junior **Molly Ballentyne**, Students for Social Work co-leader, has also been awarded the prestigious *Walter and Pauline Adams Scholarship*, which goes to students in the Honors College with strong academic records and leadership ability who plan careers in public service or the law.

Senior **Elizabeth White** has been selected by our faculty as the *School of Social Work's Outstanding Senior*; she led the rest of her classmates to the podium at Breslin at the College of Social Science Graduation and was recognized at the School of Social Work Recognition Ceremony.

The following students have been invited to the **MSU Chapter of the Phi Kappa Phi Honor Society**, the nation's oldest, largest, and most selective all-discipline honor society.

*Juniors:* **Molly Ballentyne**  
**Justin Pung**  
*Seniors:* **Jessica Ceh**  
**Lindsay Rothwell**  
**Mira Spaulding**  
**Caitlin Tupper**  
**Kyla Vaillancourt**



**Black Social Workers of Ecology** and **Students for Multi-Cultural Action** worked together organizing the School's MLK Day event and were involved in further fund-raising projects, including collecting donations for MSU Safe Place.

Students for Social Work led by seniors **Elizabeth White** and **Sara Van Sickle** and juniors **Jessica Ceh** and **Molly Ballentyne** held a Valentine's Day celebration and dance at Burcham Hills Retirement Center and held a Homelessness Simulation on April 15<sup>th</sup> at the Rock on campus, collaborating with Students for Peace & Justice. The Homelessness Awareness Simulation gives students the chance to experience living "homeless" for a weekend. The event was featured on the front page of the *State News* on April 18.

The **Phi Alpha Honor Society...**

- ◀ organized a study session before final exams;
- ◀ collected donated personal care items and extras for foster children, and the items were donated to Child and Family Services;
- ◀ partnered with the local Noodles & Company to raise funds for Child and Family Services' Children's Entitlement Fund (CEF), which is used to assist foster children in obtaining medical, educational, and physical necessities; and
- ◀ raised money for MSU International Engagement in Mexico Study Abroad Program to help



cover the costs of necessary materials that will be used at non-profit agencies.

This year's **Diversity Field Trip** visited Underground Railroad sites: the Charles H. Wright African American History Museum and the Second Baptist Church in Detroit, and the National Black History Museum and the Sandwich Baptist Church in Ontario. The trip was co-sponsored by the **Undergraduate Diversity Themed Events Committee**, **Black Social Workers of Ecology (BSWE)**, and **Students for Multi-Cultural Action**, with funding support from the MSU Center for Canadian Studies, the MSU School of Social Work, and the College of Social Science. BSWE members **Susan Gardner** and **Jasmine Jones** and Diversity Themed Events Committee members **Sarah Shortt**, **Caitlin Tupper**, **Caelyn Ditz**, **Kelsey Crimmins**, and **Kelsey Whittaker** assisted in planning the trip.

The **Undergraduate Diversity Themed Events Committee** also held a meeting on LGBT issues, featuring junior **Melissa Crosby** and Assistant Professor **Anne Hughes** on resources for the aging LGBT community in the Lansing area, and BSW/MSW alumnus **Vince Coraci**, NASW-Michigan's membership director, who discussed NASW's efforts to advocate for the needs of LGBT citizens.



**Gina Fedock**, one of our first-year doctoral students, gave birth to twins Vincent and Vivian in April. **S**

### CORRECTIONS to the Fall 2010 / Winter 2011 News

Page 20: Pilar Horner's Center for Leadership Innovation grant is titled *Evaluation of the Latino Nonprofit Leadership Academies*

Page 27: All donors listed under the Robert Little Scholarship were actually donors to the Foster Child Summer Camp Program.

## School involvements

The School produced and sponsored an **orientation and teach-in on the child welfare system for new legislators**, supported by Casey Family Services Foundation; over 100 people participated in the luncheon seminar and an additional 50 people participated with an afternoon panel. A number of MSU students who had aged out of foster care attended and participated as well.

The School's **Chance at Childhood Program**, a joint program with the MSU College of Law, has moved to a new facility in East Lansing. In honor of April as Fair Housing Month, they combined their open house with the film *Brick by Brick: A Civil Rights Story*, a one-hour documentary that follows three families in Yonkers, NY, in the middle of a confrontation about the politics and law of racial discrimination in housing and schools that challenges and changes their hometown.

*Building a Home with Heart Couples Retreat*, a training program for strengthening healthy marriage and couple relationships designed for adoptive, kinship, and fostering parents will be held this spring and summer. This is the curriculum designed under the School's federal **Strengthening Marriages and the Well Being of Children: Post Adoption Marriage Education grant**. Another product of this grant, *Adoption Training: Toward Successful Adoption: Your Child, Your Family, Your Community*, designed for those who have adopted or who are thinking of adopting a child from the child welfare system, is being held around the state May through November.

**MSU Foster Youth Summer Camp 2011** will be held again this summer. This residential experience speaks to the challenges foster care youth encounter preparing for the transition from high school to college. The camp is run by counselors who are MSU students and foster care alumni and is coordinated by Research Specialist **Angelique Day**.

Retired Assistant Professor **Margaret Nielsen** and MSU School of Social Work alumni planned and participated in the **Michigan Forum on Jobs and Human Needs** at Central United Methodist Church in downtown Lansing with support from the Friends Committee on National Legislation.

The MSU School of Social Work is pleased to announce a **pilot project in trauma education and practice** through the National Center for Social Work Trauma Education and Workforce Development. The National Center is a member of the National Child Traumatic Stress Network (NCTSN) whose goal is to raise the standard of care and improve access to services throughout the US for children and adolescents and their families, who have experienced trauma. The National Center is funded by the Substance Abuse and Mental Health Services Administration (SAMSHA) through the NCTSN. This program will include a specialized field placement and training for second-year MSW students.

The School of Social Work received a **Sapphire Award** from the University in recognition of surpassing our goal for the 2010–2011 Community Charitable Campaign. **S**

## MLK Jr. Day events

Congratulations to the following seniors who were selected as **winners of this year's MLK Day Diversity Project Poster Contest**:

<i>Nutrition Program:</i>	<b>Lydia Ormsby</b>
<i>Boy Scouts Want You:</i>	<b>Mallori Fogler</b>
<i>Fathers Count:</i>	<b>Emily Goldberg</b>
<i>The Senior Program:</i>	<b>Danielle Sheldon</b>
<i>Michigan Pride:</i>	<b>Andrea Norton</b>
<i>Back to Back Ministries:</i>	<b>Emma Knight</b>
<i>Deaf Culture:</i>	<b>Kim Sanderson</b>
<i>CANDY:</i>	<b>Ashley Bair</b>
	<b>Liza Barnard</b>
	<b>Ellie Moscow</b>
	<b>Laura Rush</b>
<i>Hospice Advantage:</i>	<b>Vickie VanElls</b>
<i>Study Buddies in Mexico:</i>	<b>Erin Russo</b>
<i>Child's Play Place:</i>	<b>Jennifer Ogle</b>
<i>Tutor Time:</i>	<b>Karah Leonard</b>



The MSU School of Social Work Diversity Committee, Black Social Workers of Ecology, Students for Multi-ethnic Community Action, and the College of Social Science once again created a Dr. Martin Luther King, Jr. Day to remember. On January 17, *Achieving the Dream* was held at Erickson Kiva on campus, featuring food, jazz, and reflection. After watching videos of King's speech and a 2008 speech about racial injustices made by President Barack Obama, a panel discussion compared the two speakers and the issues they addressed. Programming was followed by the traditional march across campus. Thanks go to **Susan Gardner**, secretary of BSWE and event coordinator, and the many students and faculty that made this event possible. **S**

**Connect  
with the  
School!**



Find us by joining the group **MSU School of Social Work**. Are you a Flint MSW program grad? Join the **Michigan State University Flint MSW program alums** group! Or check out the **Michigan Kinship Care Resource Center**



Read the School's "tweets" at [www.twitter.com/MSUSocialWork](http://www.twitter.com/MSUSocialWork) or connect with other Spartan social workers by joining the **MSUSocialWork** group.



Join by searching for **MSU School of Social Work** in the groups or visit the recently launched **College of Social Science** group at MSU College of Social Science.



David Knaggs

## David Knaggs retires for third time

With a bachelor's degree from Michigan State and an MSW from Western Michigan University, **David Knaggs** served the Michigan Department of Human Services for many years. After retiring in the 1990s, he began serving in the MSU Office of Outreach and Engagement. On coming to MSU, he also became a part of the School of Social Work faculty, teaching one course each year in the School's curriculum.

He retired from University Outreach and Engagement in the mid-2000s but continued his appointment with the School of Social Work. David has taught a key required course in the School's Organizational and Community Practice (OCP) MSW concentration for over a decade. He has dedicated himself to preparing students for leadership roles and has brought new ideas, multiple perspectives, and his years of experience to inform his teaching and the OCP curriculum sequence. He has cared deeply about his students and has worked to bring extra knowledge and opportunities to each of his classes.

In addition to his teaching, he has been a remarkable colleague, willing to consult with and encourage fellow faculty members and social work professionals. His thoughtful insights, probing questions, and wise guidance have been appreciated and will be missed. This will be David's third retirement—and he leaves a legacy of teaching excellence and collegial support that has benefited the faculty and students and will continue to support the School's progress. We wish him and his wife Connie Knaggs (a champion field instructor and clinical advisor to the School) a great future. **S**

## David Katz retires to Washington, DC

**David Katz** received his BA from the State University of New York at Buffalo, his MA in political science from the City University of New York, and his PhD in history/political science from Syracuse University. He joined MSU as an instructor in 1969, becoming assistant professor (1975) and associate professor (1987). He served in the College of Social Science, was special projects director for the Center for Advanced Study in International Development (1991–1995), and moved to the School of Social Work in 1996. While here, Dr. Katz served as an associate director for Canadian Studies for three years.

Dr. Katz brought a passion for social policy, politics, and critical thinking to his dedication to students and teaching. A member of the Social Welfare Action Alliance, he promoted the role of social workers in understanding progressive social policies. He was truly interdisciplinary in his thinking, combining his knowledge of political science, history, and social policy, and infusing it all with a global perspective. He was particularly attentive to international health care policy as evidenced by his interest in the lessons that could be learned studying Canadian government, economics, and policy. Other interests included the development of on-line learning, the role of technology in teaching, program administration, promoting professional and academic writing, and the role of diversity in American society. He served on the School's Diversity Committee, helping plan numerous educational events for students and the broader University. In line with his interest in organizational and human behavior, he studied how professional schools can build connections with their alumni.

Dr. Katz has retired to Washington, DC—an appropriate setting for one so dedicated to understanding and communicating to students the role of government and policy and their impact on health and social well-being. Our best wishes to David and his family! **S**



David Katz

## How to donate to the MSU School of Social Work online

This is a new feature for the School, but it is very similar to making other payments/contributions online.

- 1 Go to the School's website: [www.socialwork.msu.edu](http://www.socialwork.msu.edu).
- 2 At the right hand bottom of the page, click on [Support the School](#).
- 3 After a brief narrative, there are two general giving options, under "Make Your Gift," presented in two boxes: online donations "By Credit Card Now" and instructions "By Check," which would be via regular mail.
- 4 In the "By Credit Card Now" option, two funds are identified: the "School of Social Work Endowed Discretionary Fund" (funds are accumulated to generate interest income that is used to support students, student scholarships, and programs) and a "School of Social Work Development Fund" (funds going directly to an intended purpose rather than being held in an endowed account).
- 5 Click on one of these fund names.
- 6 You will be presented with a Michigan State University donation page identifying a number of programs and logos—*ignore* the fancy display and just look at the upper right hand corner under the dark green stripe.
- 7 In the upper right hand corner (it may be blinking) there will be a small box labeled "Gift Cart" listing the fund you selected and a space to enter the amount you would like to donate. The endowed fund will have a red **E** in the corner; the discretionary fund will not.
- 8 After you enter the amount and select either "donor" or "couple" in the box labeled "Gift Credit," go to the bottom of the page and click on "Continue."
- 9 This next page will look familiar—it asks for your name, address, and e-mail. Not all areas are required, and this will look very similar to shopping online!
- 10 As you scroll down, you will be asked to choose a payment method (which type of credit card), and it will ask for the card number, security code, and expiration date; again this should feel familiar to an online purchaser!
- 11 Once you see the "Thank you for your Donation" notice, you are done! A confirmation will be sent to your e-mail, and it will be identified as "Michigan State University" on your credit card statement.

The School and University will acknowledge your gift and provide a receipt for tax purposes.

*Give it a try! Thank you!!*

## Dear alumni and friends:

**Y**our support is essential for our success. The support of alumni and friends makes it possible for students to have an enriched educational experience and for the School to support our faculty. For example:

- BASW students who were engaged in research mentorships and made research posters to present their work were provided a small stipend for supplies. This was possible because of your donations.
- A statewide conference on advocacy was presented through NASW, and our students were able to attend as the School could pay for their registration costs...thanks to your support.
- Students participated in an Alternative Spring Break project in Mexico, a Study Away program in New Orleans, and will go to Ghana and Finland this summer. For a number of years, we were unable to offer such programs as we needed faculty leadership, student interest, and financial help. Now, we have faculty leadership and student interest, and donations from alumni and friends have made it possible to give small scholarships to help support these cross cultural experiences for students.
- Student interest in working with older adults was introduced and supported by providing modest stipends to students who would use their BASW diversity projects to work with older adults. These diversity project stipends were supported by alumni gifts, and the result has been a higher degree of interest in working with older adults in a range of settings.
- Students who have been working in innovative settings in which there has been a limited social work presence have gained stipends from alumni gifts. And students who are blazing new trails in a variety of fields of practice have been recruited and supported, in part, by the gifts of alumni and friends.
- Faculty members have been able to use mini-grants to develop active learning projects for their courses to support teaching innovation; and faculty have also used these funds to launch some of their research projects and seek more funding for the future.

Your financial support, regardless of the size of the gift, can make a real difference for students and faculty and the overall impact of the School.

In the Fall/Winter News we will be describing three new endowments for the School. These endowments will support student scholarships in general, will recruit and support former foster care youth coming to MSU, and will promote and support our Veterinary Social Work Program. An endowment requires a gift of \$30,000 that can be contributed over a five-year period, and can be designated for a broad range of programs that match the interests of the donor and the needs of the School. With state cuts to higher education, we increasingly depend upon and appreciate the gifts that come from our alumni and friends through individual gifts that can be used immediately to support students and faculty, and through endowments that support our students and programs and leave a lasting legacy. Thank you so much!



Gary Anderson

Visit the School  
on the web!

[www.socialwork.msu.edu](http://www.socialwork.msu.edu)



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## KEEP in touch

### Help us stay connected!

*Please e-mail us your e-mail address! Our address is [socialwork@ssc.msu.edu](mailto:socialwork@ssc.msu.edu) — What's yours?*

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Please check here  if this is a new address.

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Business address \_\_\_\_\_ City/state/zip \_\_\_\_\_

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

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Notes from Alumni will be featured in the *Fall 2011/Winter 2012 News*.

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: [www.socialwork.msu.edu](http://www.socialwork.msu.edu)