

SCHOOL OF SOCIAL WORK NEWS

Spring/Summer 2014



INSIDE

2 FROM THE DIRECTOR
3 FEATURES
7 PROGRAM UPDATES

12 FACULTY SPOTLIGHTS
14 INTERNATIONAL STUDIES
18 KNOWLEDGE ABSTRACTS
19 ALUMNI NEWS

20 SCHOOL NEWS
27 GIFTS THAT KEEP ON GIVING
28 HELP US STAY CONNECTED



Rena
Harold

Looking back, looking forward....

For the fall newsletter, I wrote that as the interim director of the School of Social Work at Michigan State, I would seek to *maintain and consolidate our gains and to position us to move forward under new leadership*, due to begin in July. This has been a great year, with an additional MSW program beginning, new grants awarded, a record number of BASW student researchers participating in the School's and University's research fairs, record numbers of applications for our undergraduate and graduate programs, and, of course, the Rose Bowl victory!! As the interim director, I would love to take credit for all of these events (especially the Rose Bowl!), but as you will remember from your research classes, *correlation* and *causation* are not the same thing! And although these accomplishments took place during my tenure as interim director, I can only stand proud to have had the opportunity to lead the School for the 2013–14 academic year. The work of the School and, therefore, the credit, goes to a large group of faculty and staff committed to creating the best educational environment and learning opportunities possible. In particular, I want to thank this year's administrative team, who made my job doable: **Paul Freddolino, Jo Ann McFall, John Mooradian, Angie Kennedy, Marcia Lampen, Sue Bowden, and Julie Navarre**, the School's business manager and office supervisor, **Nancy Gray**, and the former director of the School, **Gary Anderson**, who was generous with his time and support (and to Coach Dantonio et al., for a great football season).

The programs and experiences, the mission and values, that make up the School of Social Work, echo Michigan State University's *Bolder by Design* initiative, which includes these six principles:

1. **Enhance** the student experience
2. **Enrich** community, economic, and family life
3. **Expand** international reach
4. **Increase** research opportunities
5. **Strengthen** stewardship
6. **Advance** our culture of high performance

The classroom and field education components of our programs **enhance and enrich** our students' professional skills, their work in the communities we serve, and their identity as social workers. Our study abroad programs to Ghana, Mexico, and Finland and a pilot program that is looking at the possibility of international field placements, expand our students' awareness and understanding of the **global context** in which we all live and work, and give a broader meaning to understanding

human behavior within a social environment. Our increased focus on **research** within our educational programs, has given students a larger appreciation for the role of research in social work, for the need to evaluate programs and interventions to test and produce evidence-based practice, along with the opportunity to work closely with faculty to help develop new knowledge. To **strengthen stewardship**, stakeholders like you appreciate and nurture the School through your donations and support of the School's faculty and program development as well as changes in the infrastructure that allow us all to do our work to the best of our ability. Increasing networking opportunities, for example, through new *smart* meeting rooms that allow for innovative communication, is one such effort. Finally, **advancing our culture** of high performance is something that we strive to do every day, through each of the preceding examples. We continuously evaluate our curricula and the competencies and practice behaviors we espouse for our students. We have increased access to graduate social work education through our off-campus programs, our support for our students to succeed through our professional advising for students in all our programs, our commitment to a research culture through more mentoring of student researchers, and increased assistance in submitting and managing grants.

These are but a few examples of how I see MSU's School of Social Work as an integral part of the overall University plan. We *are* bolder, by design. We have long had creative and innovative programs that embody MSU's land-grant and now world-grant missions. But we do not stand still! This has been an exciting year of educational adventures, in a long line of exciting years. I look forward to next year and those that follow under the leadership of our incoming director, **Dr. Steve Anderson**. He will find a School of Social Work committed to being even bolder—and always ready to design new ways to fulfill that goal and our mission: *We are dedicated to educating students for competent, responsive, and ethical social work practice. Our teaching, research, and outreach seek to promote positive change and social justice for diverse communities, organizations, groups, families, and individuals.*

—Rena D. Harold, PhD, LMSW
Professor and Interim Director, School of Social Work

Research Consortium on Gender-based Violence

The MSU Research Consortium on Gender-based Violence (RCGV) provides a collaborative, multi-disciplinary vehicle for MSU faculty and students to engage in social action research that influences significant local, state, national, and international practice and policy related to gender-based violence.

Four members of the School of Social Work faculty are active in the RCGV and participate in a variety of cross-disciplinary projects within and beyond the College of Social Science.



DeBrenna Agbényiga

Associate Professor DeBrenna Agbényiga

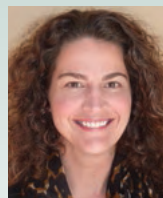
Dr. Agbényiga is also College of Social Science associate dean for graduate studies and inclusion and associate professor in the Department of Human Development and Family Studies. Dr. Agbényiga has worked extensively as a researcher, consultant, and visiting lecturer while leading various international projects in the areas of gender-based violence and its link to human rights issues. She also serves as chair of the Council on Social Work Education's Council on External Relations and assistant chair of their Global Commission.

Associate Professor Hyunkag Cho

Dr. Cho's research has focused on intimate partner violence (IPV) with a specific emphasis on criminal justice intervention and immigrants. He is specifically interested in help-seeking behaviors among IPV victims, including immigrants. Included in his research topics are victims' perceptions of IPV, interpersonal and sociocultural factors affecting victims' help-seeking, and the process of victims' selecting a source of help. Rigorous data collection from ethnic minority communities and collaboration with culturally competent scholars are emphasized through his research. Read more about Dr. Cho on page 24.



Hyunkag Cho



Angie Kennedy

Associate Professor Angie Kennedy

Dr. Kennedy is also director of the School's doctoral program. She has been committed to working to end violence against women since her volunteer work in the late 1980s. Dr. Kennedy's work focuses on issues related to cumulative violence exposure among adolescents, particularly those who are pregnant and/or parenting. She is invested in using research to advance programmatic and social policy changes that will benefit pregnant and parenting adolescent women and the providers who work with them. She also teaches a graduate seminar, "Family Violence: Current Research, Theory, and Policy," in the School of Social Work.

Professor Sheryl Kubiak

Dr. Kubiak has extensive practice, policy, and research experience in the area of physical and psychological well-being of those involved in the criminal justice system, particularly women. Her research encompasses both individual and system-level issues at the intersections of criminal justice, mental health, and substance abuse. Dr. Kubiak is co-author of *Best Practices Toolkit for Working with Domestic Violence Survivors with Criminal Histories*. She is a highly sought trainer on providing trauma-informed and accessible services to women who have been involved in the criminal legal system.



Sheryl Kubiak

Gender-based violence is a significant and widespread social problem internationally, devastating adults, children, families and societies across the globe. It includes any form of harm that is both a consequence and cause of gender power inequities. It can be physical, psychological, sexual, economic, or sociocultural, and includes but is not limited to sexual abuse, rape, intimate partner abuse, incest, sexual harassment, stalking, femicide, trafficking, gendered hate crimes, and dowry abuse. Gender-based violence intersects with race-based, class-based, or religiously oppressive forms of abuse, and it cross-cuts many other social problems such as poverty, substance abuse, mental and physical health, and crime.

Members of the Research Consortium on Gender-based Violence are committed to working collaboratively with community experts to develop practical products and tools that can be useful to advocates and practitioners and are available at no charge.

Dr. Cris Sullivan (Ecological-Community Psychology) serves as RCGV director, and Dr. Rubén Parra-Cardona (Human Development and Family Studies) serves as associate director. **S**

RCGV endorses the United Nations General Assembly's 1979 definition of discrimination against women to include, "... any distinction, exclusion, or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment, or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil, or any other field."

Entering the arena

Social work contributes to University athletics

In this post-Penn State environment, schools or departments of social work may have a unique opportunity to engage with the athletics departments at their universities as they grapple with the need to provide a safe and nurturing setting both for youth from the community and university athletes who participate in their programs.

Last summer, the head of MSU-sponsored summer camp athletic programs for youth ages 8–17, Seth Kessler, invited the School to take a leadership and training role. Faculty members **Rena Harold, JoAnn McFall, Joe Kozakiewicz, Glenn Stutzky, and John Seita** responded and, in collaboration with the MSU Athletic Department, identified the most critical issues. This training—required for camp program directors—aimed to hit hot topics and raise issues for continued dialogue and sharing of information among the directors and ultimately, their staffs.



After introducing a systems approach to understanding these youth, the social work faculty asked the directors to consider:

- ▶ Who are the campers?
- ▶ What influences in their lives do they bring with them to camp?
- ▶ How do these impact the camp experience?
- ▶ How will camp, in turn, influence their lives and relationships back home?

This backdrop then allowed them to focus on the following substantive issues:

- ▶ How to create a safe and happy environment for all children, regardless of their backgrounds or home situations
- ▶ How the camp directors can insure that their line staff and the youth understand *safe touch* and *safe talk*
- ▶ Knowing what to do if abuse becomes an issue—mandated reporting principles and practice were the essential topics that encouraged the initial contact with social work
- ▶ Bullying: zero tolerance, assessing the potential, and responding to any episodes

Camp directors were then led to consider how to maximize the camp experience for all campers and to help staff know when and whom to ask for help. There was discussion of common concerns and resources for individual issues that some campers would bring, such as emotional health, substance use, homesickness, and ADHD, as well as helping the isolated or awkward youth find his or her comfort zone in the athletic/camp environment.

The results of the program evaluation showed that social work can make important contributions to athletics departments. In addition to the training before the start of the summer programs, social work was also able to make connections for the athletic department and provide a set of resources that could be used during the actual programs. The School of Social Work hopes to continue these collaborative efforts with the Athletic Department at MSU. **S**

Community Programs Professional Staff



Chance at Childhood

Joe Kozakiewicz, JD, MSW, Director
Kimberly Steed-Page, LMSW,
 Program Coordinator
Delanie Pope, JD, Staff Attorney



FAME—Fostering Academics, Mentoring Excellence

Andrea Martineau, LLMSW,
 Program Coordinator



Kinship Care Resource Center

Lynn Nee, LMSW,
 Program Coordinator



Veterinary Social Work Services

Linda Lawrence, LMSW,
 Program Coordinator

Community Programs focus on education, service, research

The School's Community Programs initiative combines four distinct service delivery programs, each supported by endowments, grants, and/or University funds. This innovative project takes formerly discrete programs, some that have existed for more than 15 years, and unites them to share resources and enjoy synergy while providing research opportunities, addressing sustainability, and answering the need for creative field education opportunities.

The professional staff involved in these programs (see left column) are MSW-prepared teaching faculty who collectively supervise 14 BASW and MSW social work field students. The School's long-standing field liaison model allows these students to share an integrative seminar facilitated by another teaching faculty member. While still in its development stage, the student liaison group has provided new educational experiences as students host one another for shadowing experiences, advocacy efforts, funding strategies, research endeavors, and organizational integration of the programs.

All of the Community Programs coordinators will be working on the research effort, developing research questions and projects with **JoAnn McFall, LMSW**, associate director for Field Education and Community Programs, and **Dr. Paul Freddolino** and **Gretchen Archer**.

While specific research efforts will be uniquely designed for each program, some common themes and objectives across the programs are being pursued. As a first step, all four have begun to develop a program logic model that captures on one page a picture of the outcome goals for the program, the specific program activities that must be pursued to achieve these goals, and the resources needed to be able to undertake these activities successfully. A similar program logic model is being developed for the overall Community Programs initiative.

Using the logic models as the starting point, each of the four programs will initially develop plans to pursue two types of evaluation questions:

- ▲ How successful are the programs in attaining the outcome goals identified in their logic models? The related question to be addressed—regardless of success to date—is how the programs can be improved.
- ▲ How successful are the programs in helping their field students achieve success in attaining the field education competency outcomes appropriate for the students' program (i.e., BASW, foundation, clinical, or macro)? Again with this topic there will be an effort to understand how the programs can be improved as field education sites.

As the program evaluation efforts mature, the initial plan is to work toward developing a community-based or stakeholder-driven evaluation approach for each of the programs that will uniquely include clients, staff, and other stakeholders in revising the logic models and then proposing evaluation questions that are relevant from their own perspectives. Ideally, these stakeholders will be involved throughout the evaluation process, including in preparing data collection instruments, actual collection of the data, analysis, report writing, and dissemination of findings.

With social work programs nationally confronting increased challenges in identifying and supporting traditional agency-based placements and supervision, the School's Community Programs initiative—through the efforts of the professional staff and students who have been active in these programs over the years—provides an alternative model that may help other social work programs address their own challenges in their field programs. **S**

Implementation Science

Building capacity for evidence-based and trauma-informed practice

im·ple·men·ta·tion 1. A specified set of activities designed to put into practice an activity or program of known dimensions. 2. The process of putting a decision or plan into effect; execution.



Cheryl Williams-Hecksel

Since 2010, the School’s Evidence-Based Trauma Treatment (EBTT) project has been training MSW students and their field instructors to think critically about the latest research in trauma-informed evidence-based practice while learning Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) in their field placements.

In 2013, an additional dimension was added to this work. Working at the cutting edge of the latest research in the implementation of evidence-based practice in health, education, and human services, the School is now providing capacity-building consultation in Implementation Science (IS) with selected field agencies. IS focuses on planning processes that address organizational, leadership, and competency drivers of change and focus on assuring high fidelity implementation of established evidence-based practices to support the achievement of intended client

outcomes. It is a relatively new field of practice that has emerged to address the multitude of gaps that impede evidence-based interventions from producing optimal outcomes. It creates knowledge that can be generalized across settings and contexts to answer central questions such as: Why do established programs lose effectiveness over time? Why do tested programs sometimes exhibit unintended effects when transferred to a new setting?

In addition, IS addresses gaps that impede effective implementation, such as those that exist when research evidence is not adequately or appropriately considered and integrated in the development of policy, programs, or outcome measures.

The first agency that has partnered with the School is Child and Family Charities in Lansing. This agency has committed to a planning process that addresses the following priorities:

- ▶ Improved agency implementation of evidence-based and trauma-informed practice
- ▶ Data-based decision making
- ▶ Professional development for all agency staff
- ▶ Transfer of implementation frameworks and tools to other agency initiatives



National Center for Social Work Trauma Education and Workforce Development

The National Center for Social Work Trauma Education and Workforce Development (Center), funded by the federal Substance Abuse and Mental Health Services Administration (SAMHSA), was founded in 2009 to transform social work trauma education to better prepare social workers for trauma-informed, evidence-based work and to help build a sustainable system of evidence-based service delivery. The Center, in partnership with the National Implementation Science Resource Network (NIRN) has been working with partner schools, including MSU School of Social Work, and agencies to enhance agency readiness for implementation of trauma-informed, evidence-based trauma treatment practices.

According to project coordinator **Cheryl Williams-Hecksel**, supporting the agency in enhancing its capacity to achieve positive outcomes for clients is an investment that supports the School’s commitment to student outcomes that include competency in evidence-based and trauma-informed social work practice. **S**

Background information from: National Center for Social Work Trauma Education and Workforce Development; National Implementation Science Resource Network; National Institutes of Health Fogarty International Center

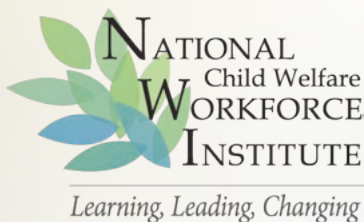
BASW program going global

The School's BASW program is embarking on an ambitious project to integrate international cultural competency and globalization impacts in the US into the curriculum; planning began this year. The process is based on an international curriculum infusion model found in the *Journal of Baccalaureate Social Work* (17, 1–22) authored by **Drs. Joanne Riebschleger** and **DeBrenna Agbényiga** and is aligned with the University and School priority of integrating global perspectives to enhance the student experience and provide opportunities to increase the capacity of students and other members of the MSU community to engage effectively in a global society.

The program is also working to facilitate students' ability to study abroad. The plan is for several seniors to do a short-term field placement abroad during academic year 2014–15 and to convene a student international advisory committee for input as the program is further defined and developed.

By academic year 2015–16, one section of every required course at the junior/senior level will be online, so that students who wish to study abroad for a full year may do so. **Dr. Paul Freddolino** and doctoral student **Staci Hines** will conduct an evaluation comparing the experiences of students taking the online courses with students studying in a face-to-face format. **S**

School continues national leadership role in child welfare workforce development and preparation of social work students for child welfare practice



The purpose of NCWWI is to increase child welfare practice effectiveness through diverse partnerships that focus on workforce systems development, organizational interventions, and change leadership, using data-driven capacity building, education, and professional development. NCWWI includes the following integrated components:

- University Partnerships (UP)
- Leadership Academy for Deans/Directors/Chairs of Social Work programs and Directors of State/County/Tribal Child Welfare Agencies (LADD)
- Leadership Academy for Child Welfare Supervisors (LAS)
- Leadership Academy for Child Welfare Middle Managers (LAMM)
- Organizational Interventions
- Knowledge Management and Dissemination (LINKD)
- Comprehensive Evaluation

In 2008, the Children's Bureau created the National Child Welfare Workforce Institute (NCWWI), which was re-funded for five additional years in October 2013. Michigan State University is a program partner along with the University at Albany/SUNY (lead), the University of Denver, Portland State University, the University of Maryland, and the University of Southern Maine.

MSU School of Social Work manages the NCWWI University Partnerships. Eleven new university-agency partnerships were selected in March to be funded during 2014–2019. In addition to addressing critical child welfare workforce needs, the university-agency partnerships are an important strategy in preparing the current and future child welfare workforce using these three components: *traineeship programs* (stipends for students who will enter child welfare upon graduation), *local agency engagement strategies* to address and improve workforce issues, and *specialized curriculum initiatives* that focus on evidence-based and trauma-informed child welfare work. In addition, programs participate in the national cross-site evaluation of all University Partnerships.

An additional component of the NCWWI initiative is the Leadership Academy for Social Work Deans/Directors/Chairs and Child Welfare Agency Directors (LADD). **Dr. Gary Anderson**—with Kathy Briar-Lawson of Albany, Nancy Dickinson of Maryland, and Cathy Fisher from the National Association of Public Child Welfare Administrators—is leading the development of LADD, which is a leadership enrichment program for experienced leaders that will create a learning community of agency-university partners to advance the preparation and support of an expert, culturally responsive, and inclusive workforce that can effectively deliver high quality services. LADD will advance change initiatives and leadership enhancements that address workforce, services, inter-organizational, organizational, and related capacity-building to improve recruitment, selection, and retention of professionally prepared staff. The goal is to foster transformational change projects related to university-agency partnerships and enhanced workforce outcomes.

Dr. Gary Anderson is the coordinator of the University Partnerships; **Dr. Suzanne Cross**, **Dr. Joanne Riebschleger**, and **Cheryl Williams-Hecksel** are partnership facilitators; **Gretchen Archer** works on the evaluation. **S**



Former Lt. Governor Connie Binsfeld and Dr. Gary Anderson in 2009

Remembering Connie Binsfeld

Former Lt. Governor Connie Binsfeld passed away Sunday, January 12, 2014, at age 89. She was the first woman to hold leadership posts in the Michigan House of Representatives, Senate, and Executive Branch, and she had a special role in the growth of the MSU School of Social Work.

Binsfeld authored domestic violence legislation that is considered among the strongest in the nation. As chair of the 1994 Michigan International Year of the Family celebration, guided by her vision and love for children and families, she helped form the Chance at Childhood Foundation to identify and replicate proven, effective intervention and treatment programs aimed at child abuse, neglect, and exploitation; she also chaired the 1996 Binsfeld Children's Commission.

One Children's Commission recommendation was that lawyers and social workers needed to work well together to benefit children in the child welfare system, beginning when they are in graduate school. She approached Dr. Gary Anderson, director of the School of Social Work, and proposed establishing a social work and law program at MSU. The Chance at Childhood Foundation turned into the School's **Chance at Childhood** program, which brought social work and law students together through internships, shared coursework, and intensive exposure to each other's professional training. This program was inspired by Connie's dedication to children, and supported by funds raised to establish endowments, including one endowment associated with her retirement celebration.

Throughout her retirement, she maintained an active interest in the Chance at Childhood program. Her vision and her support leave a lasting legacy that will forever have a place in child welfare work in Michigan. **S**

FAME—Fostering Academics, Mentoring Excellence

The School's FAME program was named one of 15 Exemplary Youth Programs after a national search by the Center for the Study of Social Policy for its YouthThrive™ program.

Research shows that without effective intervention, many young people in the child welfare system will face more challenges to reaching a healthy and satisfying adulthood—higher rates of school failure, unemployment, teen pregnancy, homelessness, and delinquency—than their more advantaged peers. The goal of the YouthThrive™ program is to increase protective factors and reduce risk factors to achieve dynamic outcomes of healthy development and well-being for youth, built around these research-informed factors: youth resilience, social connections, concrete support in times of need, knowledge of adolescent development, and cognitive and social-emotional competence in youth.

"These 15 programs represent organizations and agencies that are achieving outcomes that are improving the well-being of vulnerable youth by understanding their unique challenges, creating opportunities, and sticking with them, no matter what," said Susan Notkin, associate director at CSSP.

Programs were selected out of more than 130 nominees and were chosen after a rigorous process that included a written application and extensive site visits with staff, youth, and families. **S**



YOUTHTHRIVE

Chance at Childhood

The School's **Chance at Childhood** (CAC) program participated in Ottawa County's Celebrate Law Day on May 1. Established in 1958 by President Eisenhower, Law Day celebrates the rule of law and underscores how law and the legal process contribute to the freedoms that all Americans share. Law Day 2014 occurs on the eve of the 50th anniversaries of two landmark pieces of legislation: the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

As part of the Ottawa County celebration of Law Day, CAC joined other MSU College of Law clinics in their mobile office at the Grand Haven Courthouse to provide information about family and children's law issues.

CAC students do similar outreach and service on an ongoing basis at the Ingham County Self-Help Center, where they provide basic information about completing forms, motions, or complaints in domestic relations matters. This program has proved so popular and useful, that students—paired MSW and JD students—have volunteered to increase the number of hours available. This is not legal advice, but helping people get ready to advocate for themselves. **S**





MLK panel (from left):
Adriana Carreon, Jennifer
Onwenu, Elvie Banda, and
Ben Spreitzer



Dr. Martin Luther King Jr. *A Person Nurtured by His Community*

On January 20, the School offered a celebration of reflection and song in honor of Dr. Martin Luther King Jr. The program opened with a performance by the Earl Nelson Singers Company, an integrated ensemble of singers from the Lansing, MI, area who are dedicated to collect and perform arrangements that capture the original mood, style, and character of the sacred song of the slave.



Dr. Margaret
Counts-Spriggs

This was followed by **Margaret Counts-Spriggs** speaking on *The Evolution of Dr. King & the Call to Social Action*. Dr. Counts-Spriggs is associate professor and chair of the Baccalaureate Social Work Program at Clark Atlanta University in Atlanta, GA. Using the social work concept of "Person in Environment," she addressed family, cultural, social, community, political, and historical influences that inform the people we become. Special focus was paid to how social institutions shape us as we celebrate the legacy of Dr. King's work and the role of social work education in continuing Dr. King's vision for social and economic justice. Participants were encouraged to identify social action steps they might take toward improving the lives of underrepresented populations.

After the announcement of the BASW student diversity poster contest winners (see page 21), a student panel shared their personal experiences related to the topic *Has King's Dream Been Realized? Lessons for Today*. The panel was coordinated by BASW senior **Jennifer Onwenu**; also participating were BASW juniors **Adriana Carreon** and **Ben Spreitzer**, and James Madison junior **Elvie Banda**.

The program was free to community members, students, and staff. Lunch was provided, and licensed social workers were able to earn one continuing

Event Schedule

- 11:30 AM Welcome & Lunch Provided
- 11:45 AM Earl Nelson Singers Perform
- 12:05 PM The Evolution of Dr. King & the Call to Social Action Lecture
- 1:30 PM Announce Diversity Poster Contest Winners
- 1:45 PM Introduction of Student Panel
- 2:15 PM Closing Remarks



education credit. Following the event, participants joined the University's MLK Commemorative March (above). Thanks go to the School's continuing education team, Diversity Committee, Students for Multi-Ethnic Community Action, graduate students **Kristen Steiner** and **Ashley Gonsler**, and **Ron Hall**, **Daniel Vélez Ortiz**, **Shani Saxon**, **Rita Walters**, **Kyunghee Lee**, **Debbie Vasicek**, and **Michele Brock**. Funding was provided by the School of Social Work, the College of Social Science, and the Lansing Area Black Social Workers. **S**

Spring 2014 special School-sponsored CE programs

Thanks to generous donors, the School has established several endowments to support practice-focused education and training. In addition, our Alumni Association has been active in providing a series of breakfast programs each year, and we have a variety of strong partnerships that help us expand our offerings to broader audiences.

Endowment-supported programs



Mruk Memorial Lectureship on Schizophrenia

- Early Intervention: Changing the Trajectory of Psychosis—Vulnerability, Resiliency & Recovery – **Catherine Adams**, LMSW, ACSW, CAAC



The Fund for Advocacy Leadership & Social Justice

- Managing Ethical Dilemmas in Social Work: Difficult Cases in Contemporary Practice – **Frederic G. Reamer**, PhD, AM, BA
- Effective Program Evaluation: It Starts at the Beginning – **Anthony King**, PhD, MSW
- Leadership as Craft: A Guide for Social Workers – **Jeff Roley**, MS, LBSW
- Looking Beyond Your Silo: The Art & Science of Collaboration – **Susan Lebold**, JD, LMSW
- Transformative Leadership: Creating & Managing Change in an Organization, in a Community, Across a Society – **Robert Sheehan**, LMSW, MBA
- Social Work Practice in the Legal Arena – **Joseph Kozakiewicz**, JD, LMSW, and **Delanie Pope**, JD



Dorothy Harper Jones Endowed Lecture

- Harnessing the Natural Cycles of Change with Couples: The Collaborative Change Model for Treating Complex Trauma – **Mary Jo Barrett**, MSW



Levande Program in Gerontology

- Enhancing Cultural Awareness & Inclusivity: Working with Lesbian, Gay, Bisexual & Transgender (LGBT) Older Adults – **Natalie Pearce**, LMSW
- Advance Directives: The What, the How & the Legal Requirements – **Nan Hunt**, LMSW, CMAC, CMFSW
- Aging, Loss & Grief: Practical Interventions for Social Workers – **Sally Pelon**, LMSW



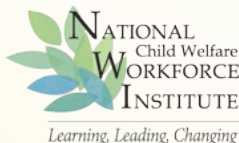
Ruth T. Koehler Endowed Lecture

- Trains, Dolls, Crayons, Oh My! Family Play Therapy Techniques Designed to Engage Families – **Jennifer Farley**, MSW, LMSW, RPT-S

Co-sponsored programs



School of Social Work



- **Child Welfare In-Service Training:** DHS and all 7 Michigan graduate schools of social work

- **MLK Day:** Lansing Area Black Social Workers; College of Social Science

- **Supervision in Child and Family Services Certificate & Foster Parent Training:** Michigan Federation for Children and Families

- **Leadership Academy for Supervisors:** National Child Welfare Workforce Institute

Spring/Summer 2014 SSW NEWS

6TH ANNUAL GREAT LAKES SUMMER INSTITUTE

Relax, learn in scenic Traverse City, Michigan

Choose from two-day, one-day, and half-day intensive professional development courses designed to advance your practice

- July 9–10: Creating a Playroom: Play Therapy Assessment & Intervention/Traumatized Children
- July 9: Treating & Supporting Adoptive Families: Change the Lens, Change the Life
- July 9: Discovering Worth, Competence & Self Esteem: Applying Positive Psychology
- July 9: Ethics & Personal Values in Child Welfare Practice
- July 9: Motivational Interviewing: Essential Components & Clinical Applications
- July 9: Motivational Interviewing: Advanced Components & Expanded Clinical Applications
- July 10–11: Building Capacity for Emotional Resilience in Social Work Practice
- July 10: Understanding the Needs of Adopted Children & Families
- July 10: Sex Therapy 101: Integrating Sexuality into Clinical Practice
- July 10: The DSM-5: A Major or Minor Revision? The Answer Is “Yes”
- July 10: Empowering People Living with Pain: The Important Role of Social Work
- July 11: An Integrated Theoretical Model for Affair Recovery
- July 11: Intervening with Families Whose Adoptions Are in Jeopardy
- July 11: Ethical Dilemmas & Decision Making in End-of-life Care
- July 11: Building Resiliency with Traumatized Children—Beyond Treatment Alone
- July 11: Strengths-based Leadership: Focusing on Your Strengths



Find all the details and register for CE courses at: <https://socialwork.msu.edu/ceu> ◆ (517) 353-3060

Exciting two-day continuing education opportunities

Trauma-Focused Cognitive Behavioral Therapy

Kristine Buffington, MSW, LISW-S
September 11–12, 2014
Troy
11 CECHs

Ruth T. Koehler
Endowed Lectures



An Exploration of Trauma & Healing Pathways from the Viewpoint of Interpersonal Neurobiology

Bonnie Badenoch, PhD, LMFT
November 14–15, 2014
Lansing
12 CECHs

Kristine Buffington has more than 27 years of experience as a clinical social worker, therapist, agency administrator, and a trainer and consultant in the area of child traumatic stress. She has published papers on trauma-informed policy and the connections between traumatic stress and risk of juvenile delinquency. Her training and background include preparation with Cohen, Mannarino, and Deblinger, the developers of this model.



Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) is an evidence-based practice for trauma treatment of children and adolescents and their families. TF-CBT is a components-based psychosocial treatment model that incorporates elements of cognitive-behavioral, attachment, humanistic, empowerment, and family therapy models. TF-CBT is the most evidence-based therapy model for children who are experiencing traumatic stress. **S**

This event features **Dr. Bonnie Badenoch**, an in-the-trenches therapist, supervisor, teacher, and author who has spent the last ten years integrating the discoveries of neuroscience into the art of therapy. She co-founded the non-profit agency Nurturing the Heart with the Brain in Mind, where she serves as president and executive director, and is an instructor at Portland State University in the interpersonal Neurobiology Certificate program. Her work as a therapist has focused on helping trauma survivors and those with significant attachment wounds reshape their neural landscape to support a life of meaning and resilience.



Beginning with an exploration of the neurobiology of change processes, Badenoch will present how brains respond to traumatic circumstances, and how interpersonal neurobiology tells us that within the foundation of a warm, sustaining relationship, all the ingredients for repairing upset nervous systems and finding the road toward secure attachment are present. **S**



Sacha Klein

Sacha Klein

Assistant Professor **Sacha Klein** knows that seeing is believing. Much of her research uses Geographic Information Systems, which is a type of mapping software widely used in other disciplines like Geography and Urban

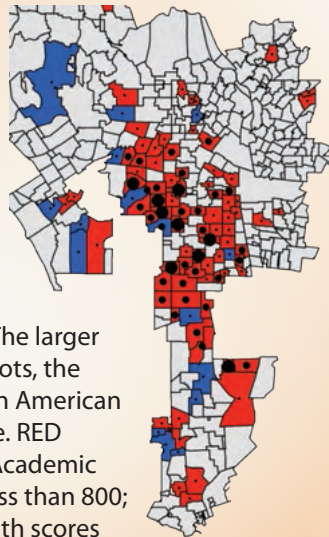
Planning. GIS is designed to visualize and understand spatial data and is increasingly being used by social workers like Klein to understand how the environments that people live in, not just their personal experiences, affect both the problems they face and the resources at their disposal to overcome them.

Klein teaches GIS to MSU's Organization and Community Leadership (macro practice) students. In addition to her other research, Klein has four current projects related to GIS.

1 Unequal Access: A Comparison of Mental Health Service Availability in Hispanic and Non-Hispanic Neighborhoods. *Research team: Dr. Sacha Klein, Dr. Daniel Vélez Ortiz, doctoral student Jaewon Lee, and BASW junior Samantha Linck*

This project is a GIS-based analysis of ethnic disparities in access to mental health treatment services in Michigan. The research explores whether the concentration of Latinos in a given Michigan census tract is a predictor of the travel distance to the nearest CMH or affiliate treatment location. Preliminary analysis based on Euclidean distance (i.e., "as the crow flies") finds that mental health treatment services are harder to access—farther away—geographically for tracts with higher concentrations of Latino residents, even after controlling for rurality. GIS is being used to re-calculate these analyses based on road/path/travel distance instead of Euclidean distance.

Data provided by Los Angeles Department of Child and Family Services. This map shows that the schools with lots of African American foster children (large dots) tend to be located in neighborhoods with poor performing public elementary schools. The larger the concentration of black dots, the higher the number of African American foster children in attendance. RED sections have schools with Academic Performance Index scores less than 800; BLUE sections are schools with scores more than 800.



2 School Stability and Quality for Foster Children.

Research team: Dr. Sacha Klein, doctoral student Lauren Fries, and Molly Ballantyne (MSW 2013)

This project explored the hypothesis that recent policies that encourage maintaining foster children in their "schools of origin" (those located in their birth parents' neighborhoods) to promote educational stability may not always be in children's best interest if/when schools in foster parents' neighborhoods are better quality. GIS was used to identify the schools associated with birth parents' and foster parents' addresses for elementary school-aged children in Los Angeles. A paper entitled "Are foster children's schools of origin always best? A comparison of school quality in birth parent versus foster parent neighborhoods" was just accepted by the *Journal for Child & Family Social Work*.

3 Neighborhood Racial and Ethnic Diversity as a Predictor of Child Welfare System Involvement.

Research team: Dr. Sacha Klein and Dr. Darcey Merritt (assistant professor, NYU Silver School of Social Work)

Drs. Klein and Merritt use GIS to examine whether racial-ethnic diversity within neighborhoods operates as a risk factor for child maltreatment as well as how other indicators of neighborhood social organization differentially relate to risk of child maltreatment for Black, Hispanic, and white children. Findings point to the importance of community-based child abuse prevention initiatives addressing racial/ethnic segregation and isolation as a risk factor for child maltreatment, and also the importance of tailoring prevention initiatives for the racial/ethnic group most at risk of maltreatment.

4 Using Geographic Information Services (GIS) to Teach Social Work: Lessons Learned from Faculty Interviews. *Research team: Dr. Sacha Klein, doctoral student Gina Fedock, Jonathan Litt (MSW/JD 2013), and BASW senior Kaitlyn Kapnick*

This is a qualitative research project investigating how social work faculty use Geographic Information Systems (GIS) to teach MSW students. A dozen US social work faculty at all levels who currently teach, or in the past have taught, students in an MSW course how to use GIS as a primary or secondary course learning objective were interviewed either by phone or in person. They were asked about how they used GIS within their courses, what benefit they perceived from using GIS, what challenges they encountered, and what they did to overcome those challenges. At press time, interviews were ongoing.

As can be seen from the research teams involved, Klein is an outstanding example of how MSU social work faculty are incorporating student learning into their research activities, mentoring graduate and undergraduate students, and giving them hands-on opportunities to participate in research and co-author findings. **S**

*Ruth T. Koehler
Endowed Lecture*



Koehler Endowed Professorship in Children Services

Ruth Koehler was a passionate child clinician and educator. She joined the faculty of the MSU School of Social Work in 1965, became a full professor in 1971, and retired from the University in 1987. To honor Ruth's legacy, the School holds Koehler conferences and smaller workshops on topics related to the treatment of childhood problems.



Victoria Fitton

Victoria Fitton

Six years ago, the School created an endowed faculty position in honor of Ruth Koehler, to further the Koehler program mission and continue to exemplify the School's commitment to child welfare social work. This unique appointment is dedicated to services for children and supports 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. **Victoria Fitton**, PhD, LMSW, ACSW, RPT-S, was hired to further these goals, working independently as well as with faculty colleagues.

Faculty. Dr. Fitton teaches advanced MSW practice courses, has designed and teaches four elective courses related to child treatment, offers 1-hour lunchtime presentations on child assessment and intervention activities open to students and colleagues throughout the academic year, and presents on special topics in others' classes. In addition, she works directly with students doing independent studies and undergraduate research and serves on doctoral committees.

Community educator. Fitton has guided expansion of the Koehler legacy of training. Now major presenters are invited yearly, proving successful in linking students and area clinicians to well-known clinical names in the field of child treatment, as well as fostering interest in the treatment of childhood disturbance using developmentally appropriate methods of play and art. Presenters have included Terri Krull, Dr. Cathy Malchiodi, Dr. Eliana Gil, and Dr. Bonnie Badenoch. In addition, Fitton herself offers continuing education programs (both online and face-to-face) and community presentations on a wide array of presenting problems, assessment tools and techniques, and interventions for children and adolescents.

Resource. Fitton has developed the Koehler Legacy programs website (<http://socialwork.msu.edu/koehler/>). Here children, parents, clinicians, and educators can find information and sources relevant to their needs. She has also used her clinical practice and academic teaching experience to create videos, syllabi, and ancillary teaching materials for publishers, the School, and other universities. She has made significant valuable contributions to designing and carrying out the School's Foster Care and Adoption Training grants and the Adoption Certificate program. In addition, doctoral students from other units at MSU seek out her expertise.

Researcher. Fitton's research agenda has focused on qualitative methodologies and includes attachment, mother-infant/toddler attachment, resilience, and kids and technology. She continues to study attachment, particularly how attachment, brain development, and child development are so critically important in the first 1,000 days of a child's life and set the stage for all future development.

Author. In addition to published articles in peer-reviewed journals, Fitton writes reviews for major publishers in the field. In response to their inquiries, she has begun writing a book on child treatment from a social work perspective. Her goal is to include in one volume the various course topics that until now have required multiple books.

Dr. Fitton's extensive experience as a private practice clinician with a specialization in childhood sexual abuse and treatment across the lifespan informs her work as Koehler Endowed Professor. Her work in the School clearly illustrates the land grant mission of education, research, and outreach and service. **S**

School's expanding studies in Mexico

In 2010, for the first time, we offered our students an alternative spring break opportunity in Mexico, called International Engagement in Mexico (IEM).

Dr. Rick Paulsen, the lead instructor from Community, Agriculture, Recreation, and Resource Studies (CARRS), and **Luis Garcia**, director of the College Assistance Migrant Program (CAMP), welcomed our participation. Students were required to take a three-credit on-campus course that examined theories of civic engagement, volunteerism, and community building, all of which complement social justice and advocacy that we emphasize in social work education. An optional one-credit course was offered on campus that focused on aspects of international social work in a Latin American setting.

Nine BASW students participated, volunteering in social welfare agencies that provide services to homeless children and those with physical and mental limitations, and also in community programs supplying resources for entire families. Additionally, the students had opportunities to visit local cultural sites and museums to increase their appreciation of the roles Mexico has played in American history and their awareness of cultural characteristics that define US and Mexican societies.



2011 students engaged in service learning in Oaxaca, Mexico.



2012 students pictured at a community center with an award-winning karate team. Many of the team members came from extreme poverty, and being involved in a program like this has kept them off the streets.

2013 students, pictured here at Xacxamayo, an indigenous village in the state of Puebla, where they met with residents and learned about recent development projects being done by the DIF.



In 2011, MSW students in Mexico participated in community service activities for a hands-on approach and led reflection exercises with undergraduate students as part of their leadership requirement. Undergraduate students actively engaged with local community members through provision of needed maintenance and program assistance to Mexican human service agencies. Additionally, students explored the foundations of local cultures through visiting cultural/historic sites, connecting with community agencies and people, and participating in local special events. These engagement and cultural experiences were examined in relation to students' roles and impacts as community volunteers through hands-on and reflective program activities. There were four required pre-departure classes prior to spring break week, two post-program classes after spring break, and for the first time social policy content was included in the required coursework.

In 2012, International Engagement in Mexico was adapted to become one of the School's own spring break study abroad programs, now aimed at MSW students and focused primarily on social policy content. The new International Social Policy and Practice in Mexico program (SPPM) was designed with collaborative support from the MSU Migrant Student Services office and child welfare contacts in the Mexican National System for the Full Development of the Family (Sistema Nacional para el Desarrollo Integral de la Familia /DIF), which coordinates national policy for child and family welfare. Whereas the IEM had a service learning focus, the SPPM has a strong academic focus. As a part of this experience, students enrolled in an online advanced policy course and participated in a week-long study abroad experience in Puebla, Mexico. Nine master's students (eight from social work and one from public health) participated.

create new opportunities for students

In 2013, 19 MSW students traveled to Mexico during spring break as part of International Social Policy & Social Service Delivery in Mexico. This continued development of the program through the collaboration between the School and Migrant Student Services, with support from Desarrollo Integral de la Familia (DIF) of Mexico, the primary public assistance agency for Mexican families. DIF functions include policy development, program development and evaluation, social service financial system management and funding allocations, community needs assessment, and direct services provision.

The students took two required courses and enriched their coursework with the nine-day study abroad experience in Mexico City and Puebla, Mexico. Projects focused on comparative and applied social policy, practice, and international social work in the context of Mexican social services provision. Collabora-

tion with DIF provided uniquely rich opportunities for both student and faculty to learn about Mexican social policy processes and practice applications at federal, state, and municipal levels.

In this expanded program, students engaged in agency visits and cultural activities, first in Mexico City and then in the state of Puebla. A visit to the National Autonomous University of Mexico (UNAM), established more than 100 years ago, was added; here, students met with the director of the Institute for Social Research and other faculty, practitioners, and students.

In 2014, time spent in another city, Cuetzalan, was added to the program. Now students have an opportunity to visit officials and social welfare agencies in Mexico City, the nation's capital; Puebla, capital of Puebla State; and Cuetzalan, a municipal seat of government, which is less urban and more rural and mountainous. An exciting development was the chance to have two MSW students participate in field work in Mérida following their study abroad experience (see story page 16).

We have come a long way in just five years! In the future, we are looking to expand the options for social work internships in Mexico City, Puebla, and Cuetzalan, and we are hopeful that DIF representatives will be able to visit Michigan social welfare agencies in our part of the state. This continuous program development and expansion has been driven not only by the interests of our students, but also by the interest and response of the educators and agency representatives we have worked with in Mexico.

School of Social Work faculty involved included **Marcia Lampen, Karen Newman, José (Danny) Garcia, Rita Walters, and Natalie Kasiborski. S**



Mexico City: In 2014, our students were joined by students and faculty from Universidad Nacional Autónoma de México (UNAM) School of Social Work, including the director of research for social work. Shown in front of the UNAM Social Work Library, part of the social work school's area of campus comprising library, auditorium, classrooms, and conference space.



Cuetzalan: Highly motivated 2014 students with their guide at the Yohualichan pyramids and archeological site.

Puebla: The 2014 students were welcomed by Cinia, an agency that serves people with disabilities by providing supportive employment and training.

Field experience in Mérida, Mexico

Another aspect of global enrichment of the social work curriculum is exemplified by the School's exciting new Field Education pilot project. Under the leadership of **Leisa Fuller**, assistant director of Field Education, and in collaboration with MSU Migrant Student Services and the Beneficencia Pública Yucatán of Mexico, two MSW students took part in a three-week independent study abroad internship opportunity in Mérida, Mexico. Fuller served as their supervising faculty member and accompanied the students for the first four days in-city, then remained in weekly contact with students from East Lansing via Skype and e-mail. **José (Danny) Garcia** of the MSW program provided valuable logistical support, including acting as onsite translator and helping establish relationships with people both on campus and in Mexico.

This program was developed in response to a request for social work interns from the Beneficencia Yucatán, an agency with a working, collaborative relationship with leadership and programs from both MSU's Migrant Student Services (MSS) and College of Osteopathic Medicine (COM). MSS Director Luis Alonzo Garcia brought this invitation to the School and helped facilitate the on-campus introductions to COM

faculty who have worked in Mérida, and Miguel Angel Cabrera Palma, director general of Beneficencia Pública Yucatán. They then connected the School with Valerie Grimsley, director of College House in Mérida.

Beneficencia Yucatán is a decentralized administrative body of the public health sector, a state charitable organization that brokers medical resources and supplies for Mexico's most vulnerable and impoverished populations. Its financial resources are derived from donations, legacies, bequests, and the country's State Quota Recovery System. Its unique role in health resource allocation for the poor is a meaningful area of study for MSW students.

Qualitative data and feedback gleaned from the students' experiences in Mérida will inform the next steps in developing a study abroad field placement option in Mexico that addresses professionally based competencies and prepares students for competent, responsive, and ethical social work practice from a global perspective. A long-term goal is to host social work students from the Yucatán in a field education exchange. In addition, this experience will serve as another step along the path toward developing additional global field placements. **S**



The students who participated in this project were **James Geisen**, advanced standing Organization and Community Leadership MSW student, and **Tara Wilford**, first-year MSW student, both of whom also participated in the spring break study abroad program described on pages 14–15.

Special thanks go to their Field Education instructors and agencies: Robert Sheehan, executive director of Community Mental Health Authority of Clinton, Eaton, and Ingham Counties (CMHA-CEI), and Haida Lopez (task supervisor) and Juan Flores (MSW field instructor) of MSU Migrant Student Services High School Equivalency Program (HEP), who assisted the students with integrating the pilot project with their Spring semester learning agreements and gave them release time from their field placements to participate in the pilot.



MEXICO

International committee established to guide growth of global partnerships

In line with the University priority on internationalizing the student experience, the School has established a working group to look at International Social Work and Global Partnerships for the MSW program, based on a definition of global that goes beyond study abroad opportunities. (See page 7 to learn what the BASW program is doing along these same lines.)

The School is looking at expanding the number of available study abroad opportunities, but other aspects and initiatives include developing field experiences in other countries (see page 16), promoting curricular infusion of international content into MSW curriculum, investigating ways to increase international student participation in study at MSU, and researching the role of social work in other countries.

In summer 2013, the School's study abroad program in Finland added reciprocal international components. MSU students visited Finland for two weeks in the summer, and Finish students visited Michigan in the fall. In addition, two of the Finnish social workers—a lecturer at Tampere University of Applied Sciences and a unit manager with Helsinki Department of Social

Services—were visiting lecturers at MSU. This program grew out of a chance meeting between a School faculty member and one of the visiting lecturers, who was an exchange student from Finland to MSU at the time.

In further development, **Dr. James Lucas**, assistant dean of Global Education and Curriculum in the Office of the Associate Provost for Undergraduate Education, met with the committee to discuss how curriculum in our program might include more international content, and how this could align with both School and University goals. In addition, he gave a presentation to the faculty describing current issues in global and international education and students' understanding of diversity.

A lot has been accomplished. Future plans include emphasizing international content in the curricula, cultivating additional field experiences in Mexico and possible exchange programs, continuing further recruitment of international students, and facilitating interactions among School of Social Work faculty with international interests and projects.

Committee members include **Leisa Fuller, Marcia Lampen, Marya Sosulski, and Amanda Woodward. S**

Sosulski leads Freshman Seminars Abroad

Associate Professor **Marya Sosulski** has been active in supporting global experiences for undergraduate students at MSU through the Freshman Seminars Abroad (FSA) program. MSU's FSA program is specially designed for students who have recently graduated from high school and are entering their first year of full-time study at MSU.



Marya Sosulski

These short-term programs (12 to 18 days) run during the summer between students' high school graduation and the start of MSU's school year. They are specifically designed to advance students' understanding of the world—in support of MSU's global learning goals—and provide new Michigan State University students a chance to explore intriguing topics in small active learning environments.

In 2011 and 2012, Dr. Sosulski co-led programs in Ireland and taught a class titled *Social Safety Nets: Who's In, Who's Out?* This class was a comparative look at past and present Irish, US, and UK (Northern Ireland) social

policy. Students were exposed to different perspectives through academic texts, research, and various media (e.g., literature, popular culture, art, and influences of technology) enhanced by cultural experiences in Dublin and Galway, including field trips and academic and personal exploration of the cities and people they met.

Dr. Sosulski will be co-leading another program this summer, this time looking at *The Media, Social Action, and Social Change* through the lens of South African social movements. Students on this 14-day trip to Pretoria, Johannesburg, and Cape Town will explore the history of resistance and social action in South Africa from 1835 to the present through contemporaneous media sources. They will also participate in experiential learning through field trips, events and speakers, project-based homework assignments, and hands-on work in a community organization. Comparisons to US history of colonization, revolution, and social change will provide insight into global connectedness and the importance of cultural awareness for progressive social change. Dr. Sosulski is chair of the School's Social Policy Sequence Committee. **S**

"I Have a Chance to Make It Different for This Child" An Exploration of Maternal Cumulative Risk and Child Welfare Outcomes of Children Born during Maternal Incarceration

By Natalie Blake Kasiborski (PhD 2014)



Natalie Blake
Kasiborski

The mother-child dyads that intersect with the criminal justice and child welfare systems face many risk factors. Children of women involved in criminal justice may be at greater risk for involvement in the child welfare system than children of fathers involved in the criminal justice system. In addition, a greater proportion of women in the criminal justice system, as compared to men, experience multiple risk factors simultaneously.

The aim of this dissertation was to explore the intersection between the child welfare and criminal justice systems, as well as the role of maternal cumulative risk on the outcomes of involved mother/child dyads, building upon previous research using data from a sample of pregnant women sentenced to state prison and follow-up data obtained ten years later from multiple state-level administrative databases. Child welfare outcomes of children from high and

low maternal cumulative risk groups were compared, and case studies were used to explore the movement of children into and within the child welfare system.

Results suggest that the presence of systematic barriers make it difficult to navigate the criminal justice and child welfare systems at the same time. The application of a cumulative risk framework further differentiates those with the highest risk and greatest likelihood of negative outcomes. Cross-system collaboration between criminal justice and child welfare systems is needed in order to provide targeted intervention aimed at the high-risk mother-child dyads who are trying to navigate these systems simultaneously. In addition, collaboration is essential to systematic data collection to allow researchers to better understand the scope of this issue. **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.

The Construction of Social Work Leadership Development: A Qualitative Study

By Dee Ann Sherwood (PhD 2014)



Dee Ann
Sherwood

This qualitative study used in-depth interviews with 18 human services leaders to examine how they define the construct of leadership development within the context of social work practice. A stakeholder approach was utilized to identify non-profit executive directors, social service agency directors, and social work faculty administrators who had MSW-level training. These social worker leaders reflected on life experiences, including challenges, discrimination, personal failures, supports, and perceived strengths. Each was able to affirm their identity as leaders through the transformative processes of education, reframing life experiences, and resolving ethical dilemmas. Misconceptions of leadership and problematic issues in social work leadership are noted.

There is a notable gap between calls for leadership within the social work profession and the absence of leadership in the Council on Social Work Education (CSWE) competencies and practice behaviors. Analysis

of the data revealed that social work leadership is a widely defined, gendered, and culturally dependent construct. Social workers tend to identify leaders in the historical sense, while remaining ambivalent in some cases about self-identifying as a leader. Leadership development may be seen as part of a process of social construction and transformation of oneself and, following, of one's environment. Advocacy and action are needed to redefine social work education to include leadership theory and practice as essential components of social work curricula.

A framework for social work leadership development demonstrating the tensions of competing values is proposed by the study. This model is empirically grounded and integrates leadership values, skills, and competencies around four main areas: control, collaborate, compete, and create. **S**

Here's what you're up to!

Cindy Ahmad (MSW 2000) works for Michigan DHS Division of Continuous Improvement in Child Welfare. Beginning July 1, 2014, she will serve as president of the NASW-MI Chapter board. In addition, she offers CE training through the School, serves as MSW field liaison/instructor, provides ongoing child welfare trainings, and "is continuously discovering how many opportunities exist with [her] MSW degree."

Randi (Weddon) Bergsma (BASW 2008) lives in Los Angeles and works as a theatrical talent agent, after a few years in non-profit management. She says, "It isn't something I ever would have picked for myself, but I love it!" She recently completed 2-1/2 years of church youth group service and felt honored to be able to support them through vulnerable times and circumstances while encouraging them in their faith. LA has 100 different people groups, languages, cultures, etc., and is interested in the power of communities to create social change. She says her BASW education was great for a curious and open mind.

Kate (Rose) Brissette (MSW 2007) currently lives in Royal Oak, MI. Since 2012, she has been working for Oakland Family Services in Pontiac as the supervisor of home-based counseling in a CMH children's program. Her son was born in December 2013.

Vince Coraci (BASW 2007, MSW 2008) lives in Chicago, IL, where he is a process associate in the Accreditation Services Department for the Higher Learning Commission. In his personal time, he is often found volunteering at PAWS Chicago, the local no-kill animal shelter, and training for his next marathon along the beautiful lakeshore.

Jessica Greenfield (BASW 2012) is working as the residential program manager at a non-profit in Ann Arbor called the Ecumenical Center and International Residence (ECIR). ECIR is an intentional international, intercultural, and interreligious living and learning community that strives to create lasting friendships between people of all different backgrounds, creating peace and unity between communities and nations of the world. She wears a lot of hats at her job, including the leasing of apartments, planning and facilitating programs and events, and other day-to-day operations.

Sara Bacheller Jones (BASW 2003) lives in Chicago and is working as associate administrator/COO at Garfield Park Hospital, a child and adolescent inpatient behavioral health facility. She oversees the intake, business development, and utilization review departments and analyzes market trends and volume to prepare budgets and shape decisions on the strategic plan. She also oversees clinical decisions made by intake staff regarding acuity and appropriate levels of care.

Joshua Margaritondo (BASW 2003) is currently in Chicago working as a hospital liaison for HCR ManorCare. He is also in a Master's in Healthcare Administration program through Ohio University.

Elizabeth Montemayor (BASW 2002, MSW 2006) has been working in child welfare for the State of Michigan for 11 years, currently as a Children's Protective Services supervisor, and has joined the Oakland University social work program as part-time faculty, teaching a beginner course on child welfare. Her son was born in December 2013. **S**

Dr. **Susan Grettenberger** (PhD 1997) is running for Congress as a Democrat in Michigan's 8th Congressional District. She joined Central Michigan University in 2002 as social work field director and became director of the undergraduate social work program in 2006. She has extensive practice experience as both a direct service worker and administrator and has worked in the areas of HIV/AIDS, child welfare, domestic violence, and substance abuse. She has conducted research regarding aspects of the federal faith-based initiatives and HIV/AIDS. Prior to joining the CMU faculty, Susan taught at MSU in both the BASW and MSW programs. An August 5 primary will determine which Democratic and Republican candidates will run in the November election to fill the opening created by the retirement of US Representative Mike Rogers.



Other alumni hold elected office in Michigan:

▲ **US Senator Debbie Stabenow** (MSW 1975, BASW 1972), the first woman from the State of Michigan elected to the US Senate. First elected to the Ingham County Board of Commissioners in 1974, she was subsequently elected to the Michigan House and Senate and the US House before she was elected to the US Senate in 2000. Her original field of practice before running for public office was working with youth in public schools.

▲ **Michigan Representative Terry Brown** (MSW 1983) currently serves Michigan's 84th House District. Terry's early practice experience was in special education and early childhood programs as well as with students with behavioral and emotional issues. He has served as a principal and special education supervisor, and now also consults on training, advocacy, and staffing related to interpersonal skills, education, and politics.

▲ **Judge John Gadola** (BASW 1988) earned his JD in 1991 and practiced as a lawyer in Flint and was a Family Division referee prior to his election in 2002 to the 7th Circuit Court in Genesee County.

▲ **City Commissioner Rosalynn Bliss** (MSW 2000) was recently re-elected to the Grand Rapids City Commission for her third term. She also serves as director of residential services at D.A. Blodgett-St. John's, which provides emergency shelter and residential services for abused and neglected children. In addition, she is certified as a Child Trauma and Loss Consultant and is an adjunct professor at Grand Valley State University's School of Social Work.

▲ **Supervisor Paula Clark** (BASW 1969) will serve as Bath Charter Twp. Supervisor until 2016. Her professional career has followed a strong interest in geriatric social work. In 2002, she retired as director of the Clinton/Shiawassee County Family Independence Agency. **S**

Live actors portray clients in cycles of change



Mary Jo Barrett

The Dorothy Harper Jones Lecture in Family Therapy is an endowed biennial event named in honor of the School's esteemed professor emerita. This year's event took place on April 8 at the Kellogg Center.

It featured **Mary Jo Barrett, MSW**, who presented a program titled, *Harnessing the Natural Cycles of Change with Couples: The Collaborative Change Model for Treating Complex Trauma*. This is a three-stage model that involves creating a context for treatment by attending to strengths, vulnerabilities, safety, and acknowledgment; applying interventions to change symptomatic patterns; and consolidating gains to prevent relapse.

Ms. Barrett presented and explained each stage. She also illustrated them with live demonstrations, employing actors to portray clients in interactive improvisations of clinical sessions.

*Dorothy Harper Jones
Endowed Lecture*



Ms. Barrett is an internationally known clinician, author, and trainer, who specializes in interpersonal trauma. She is executive director and founder of The Center for Contextual Change and is currently on the faculties of University of Chicago School of Social Service Administration, The Chicago Center for Family Health, and the Family Institute of Northwestern University. Her newest book, coauthored with Dr. Linda Stone Fish, will be released in the summer of 2014. **S**

Welcome to newest School staffers

Shannon Lutz

*Continuing Education
Administrative Assistant*

Shannon Lutz has taken on customer service, registrations, and event management responsibilities for the School's Continuing Education program. She anticipates graduating in 2015 with a bachelor's degree in business administration. Before coming to MSU, she worked as a strategic business analyst. Shannon tells us, "I applied for the position that I am currently in because I wanted a more challenging position and knew that Michigan State University has a good work environment where I can grow in my career goals."



Shannon Lutz

Roseann Bills

Graduate Office Assistant



Roseann Bills

Roseann Bills has joined Joan Reid in the Graduate Office to support the School's MSW program. Roseann has several years' experience working in graduate programs at MSU and is excited to join the School of Social Work. She says, "I was attracted to the MSW program because of the size and all the different components/options of the graduate program. I love to organize, and I am excited to learn how all of the different components are managed." Roseann's favorite part is working with the graduate students and assisting them in reaching their goals. **S**

School-sponsored events

The School Diversity Committee sponsored free diversity events in classes this semester. In addition to *Aggie's Story* (see page 26), panel discussions on immigration were presented, including one MSU student and two Lansing Community College students (from Mexico, Iran, and Guatemala).

The School co-sponsored a film in the ninth annual MSU Israeli Film Festival hosted by the MSU Jewish Studies program. Other co-sponsored programs appear on page 10. **S**

Student groups

The members of the **Phi Alpha National Social Work Honor Society** joined the **FAME** program to sponsor the end of semester drive to collect items for exam survival kits for FAME students. They also held a fundraiser for **Student Parents on a Mission (SPOM)**, a support organization for MSU students with children; SPOM is for student-parents who want to succeed academically, develop an effective peer support system, and make new friends.



The Phi Alpha Induction Ceremony for new members was held at the East Lansing Hannah Community Center on April 25.

Students for Multi-Ethnic Cultural Action (SMCA) was once again instrumental in organizing the School's event honoring Martin Luther King, Jr. Read more about this event on page 9. **S**

In memoriam

Deb Moray, who worked as field office administrative assistant for four years, passed away on February 8.

Students in the news

Outstanding graduates

Katherine Stuehrk has been selected by the faculty as this year's *Outstanding Senior*. Katherine is also a member of the Residential College for Arts and Humanities and the Honors College. She has been active as a peer educator in the Sexual Assault and Relationship Violence Prevention program and is an active volunteer at a number of community agencies in the Lansing and Detroit areas. Katherine led her BASW classmates into the Breslin Center at their graduation ceremony.

Kristen Steiner has been selected by the faculty as this year's *Outstanding MSW Student*. She is also a member of the School Diversity Committee, has served as a research assistant, and has provided support to the Phi Alpha Honors Society. She is a volunteer with Habitat for Humanity. She hopes to pursue her strong interest in services for veterans as she continues in her career.

In addition, both Stuehrk and Steiner have been selected by National Association of Social Workers–Michigan Chapter as *Students of the Year*. They were honored at a ceremony on March 24, along with other schools' students of the year. **S**



Kristen Steiner (left) and Katherine Stuehrk at the NASW–Michigan *Student of the Year* awards

Presentations

Senior **Jennifer Campbell** and junior **Jessica Silber** presented workshops at the Baccalaureate Program Directors Conference in Louisville, KY, in March. Both spoke about their experiences as undergraduate student researchers in the School. Jennifer's co-presenters were **Sue Bowden** and **Dr. Ellen Whipple**; Jessica co-presented with **Sue Bowden** and doctoral student **Terry Keller**.

Junior **Olivia Ehret** co-presented at the International Conference on Families with Parental Mental Illness in Oakland, CA, in April, with her faculty research mentor **Dr. Joanne Riebschleger**.

Senior **John Swartz** co-presented *A Practical Approach to Social Work Allyship* at the NASW–Michigan Chapter Annual Conference in April. John has done his field work at the NASW–MI office this year.

Doctoral student **Terry Keller** and BASW junior **Jessica Silber** presented *Story Telling & Sharing Traditions with Dad* at the Michigan Fatherhood Coalition conference in February.

Marie Rose (junior) was co-director of April's reading of *A Memory, A Monologue, A Rant, and A Prayer*, a collection of monologues by world-renowned authors and playwrights to raise awareness about domestic and sexual violence. It was part of Lansing's event for V-Day, a global movement to end violence against women founded by Eve Ensler. The performance was a fundraiser for EVE (End Violent Encounter), a Lansing-area non-profit that provides free shelter and supportive services to victims of domestic violence. **S**

In memoriam

Troy Grice, advanced standing MSW student on our Saginaw campus, died in an accident in January. He was in the last semester of his degree program. Troy served in the National Guard and the US Navy and returned to school after leaving the service, earning his associate's degree from Delta College and his bachelor's degree from Saginaw Valley State University before enrolling in the MSU MSW program.

2013–2014 Diversity Poster Contest winners chosen

As part of the School's BASW Diversity Curriculum, all juniors create poster presentations, which are displayed in Baker Hall. The Undergraduate Advisory Board leads the effort to judge the posters, and winners are displayed and announced at the School's Martin Luther King Jr. Day Celebration. This year's winners:

First Place (tie)

Aubree Kugler – *Yo Yo's Roomies*
Joshua Swab – *Greater Lansing Islamic Center*

Second Place

Abbi Reynolds – *Lakota Nation*

Third Place

Taylor Birman – *Experimentoring*
Brittany Hescott – *Capital Area Therapeutic Riding*
Marissa Horn – *Working with Students with Learning Disabilities*
Lindsey Michalik – *Big Brothers Big Sisters*
Lisa Rumptz – *Hospice & Small Groups*
Megan Raubolt – *Kin Cares*
Allison Ulmer – *Helping Hands*
Stephanie Wallace – *Tendercare West*

Undergrad Research Fair provides valuable experience

The School's 5th annual Undergraduate Research Fair was held on March 27. Our undergraduate researchers and their faculty mentors have been hard at work expanding knowledge on a variety of topics that will have lasting impact on client populations for years to come.

This fair is an opportunity for our junior and senior undergraduate researchers to exhibit posters describing and summarizing their research work with their faculty and doctoral student mentors. Many of these same students entered their posters in the University Undergraduate Research and Arts Forum (UURAF) on April 4 in the MSU Union (see articles this page and next).

Dr. Doug Estry, associate provost for undergraduate education, and **Dr. Steve Kautz**, associate dean for undergraduate education for the College of Social Science, attended; their offices have provided funding for all of our undergraduate researchers this year, and we are very grateful to them. Funding sources included Provost Undergraduate Research Initiative Grants, Dean's Assistantships, the School, and/or faculty mentor research grant funding.

Thanks to **Monaca Eaton** and **Arnie Greenfield**, instructors for the undergraduate Research Methods in Social Work classes, and **Sue Bowden** and **Debbie Vasicek** for their help in organizing the Fair. All of this year's undergraduate researchers and their faculty / doctoral student mentors are listed in the righthand column. **S**



Left: A bird's eye view of the School's research fair. Right: Provost Doug Estry addresses with the researchers, judges, and guests.

JUNIORS

- Elizabeth Bonham** Faculty: *Amanda Woodward*
Marjorie Bothwell Faculty: *John Seita*
Hadley Brandenburg, Marianne Caddy, & Lisa Swinter Faculty: *Paul Freddolino & Amanda Woodward*
Adriana Carreon Faculty: *Daniel Vélez Ortiz*
Olivia Ehret Faculty: *Joanne Riesbschleger*
Adriana Flores Faculty: *Monaca Eaton & Danny Garcia*
Charletta Hill & Mallori Fassezke Faculty: *Gretchen Archer*
Carmen Hillier Faculty: *Gina Fedock & Sheryl Kubiak*
Lindsey Hollinger Faculty: *Monaca Eaton*
Christina Johnson Faculty: *Joe Kozakiewicz*
Kaitlin Kapnich Faculty: *Gina Fedock & Sacha Klein*
Samantha Linck Faculty: *Sacha Klein*
Jessie Lucero Faculty: *Suzanne Cross*
Ashley McElyea Faculty: *Anne Hughes*
Marie Rose & Kathryn Coleman Faculty: *Marya Sosulski*
Jessica Silber Faculty: *Terry Keller*
Mackenzie Stevens Faculty: *Ellen Whipple*
Kayleigh Wang Faculty: *Kyunghee Lee*

SENIORS

- Taylor Birman** Faculty: *Gretchen Archer & Cheryl Williams-Hecksel*
Jennifer Campbell Faculty: *Marya Sosulski*
Brittany Massa Faculty: *Jennifer Farley*
Samantha Morgan Faculty: *Marya Sosulski*
Raul Orduna Faculty: *Pilar Horner*
Megan Raubault Faculty: *Lynn Nee*
Abbi Reynolds Faculty: *Anne Hughes*
Kennett Thaden Faculty: *Sheryl Kubiak*



UURAF showcases student research

The annual **Undergraduate University Research and Arts Forum (UURAF)** provides MSU undergraduate students with an opportunity to showcase their scholarship and creative activity. This prestigious competition brings together an intellectual community of highly motivated students to share their work with faculty, peers, and external audiences and provides a unique educational opportunity for aspiring researchers. This year's forum on April 4 showcased more than 660 students from 13 different colleges who were mentored by more than 340 faculty members. Because of the School's high UURAF participation, the School of Social Work has its own program category, distinct from the other College of Social Science disciplines. The full list of undergraduate researchers who participated in UURAF is on the next page. **S**

First Place Winners

The Role of Childhood Adverse Events with Suicide Attempts: An Examination of Incarcerated Women
Carmen Hillier
 Mentors: **Sheryl Kubiak & Gina Fedock**

Caregiver Role and Patient Use of Telehealth Resources
Marianne Caddy
 Mentors: **Paul Freddolino & Amanda Woodward**

2014 UURAF Poster Presentations

JUNIORS

Elizabeth Bonham

"We're Flowers, but We're Just Weeds": Examining Social Interactions of Older Adults with Mental Illness
Mentor: Amanda Woodward

Hadley Brandenburg & Lisa Swinter

Health Information and the Geriatric Population
Mentors: Paul Freddolino & Amanda Woodward

Marianne Caddy

Caregiver Role and Patient Use of Telehealth Resources
Mentors: Paul Freddolino & Amanda Woodward

Adriana Carreon

Let's Talk About Mental Health: Puerto Rican Older Adults and Depression
Mentor: Daniel Vélez Ortiz

Kathryn Coleman

An Obstacle to Opportunity: The Impact and Implications of Stigma on Mental Health Consumers
Mentor: Marya Sosulski

Olivia Ehret

Effective Recruitment for Prevention Programs
Mentor: Joanne Riebschleger

Charletta Hill

Teen Court
Mentor: Gretchen Archer

Carmen Hillier

The Role of Childhood Adverse Events with Suicide Attempts: An Examination of Incarcerated Women
Mentors: Sheryl Kubiak & Gina Fedock

Samantha Linck

Unequal Access: Mapping Racial/Ethnic Disparities in Geographic Access to Community Mental Health Services
Mentor: Sacha Klein

Jessie Lucero

Behavioral and Cultural Differences of the American Indian Population in the Experience of Physical Pain
Mentor: Suzanne Cross

Marie Rose

Implications of Civic Engagement Within Community Systems
Mentor: Marya Sosulski

Kayleigh Wang

Head Start Impact on Foster Care Parents and Children
Mentor: Kyunghee Lee

SENIORS

Taylor Birman

Demographic Risk Factors for Teen Court Offenders
Mentor: Gretchen Archer

Jennifer Campbell

A Meaningful Life: The Importance of Psychological Community Integration in Mental Health Recovery
Mentor: Marya Sosulski

Christina Johnson

Lending a Hand and Empowering People
Mentor: Joseph Kozakiewicz

Kaitlyn Kapnick

Using Geographic Information Systems (GIS) to Improve Social Work Students' Practice
Mentors: Sacha Klein & Gina Fedock

Brittany Massa

The Parent-Young Child Program: A Research Evaluation
Mentor: Jennifer Farley

Samantha Morgan

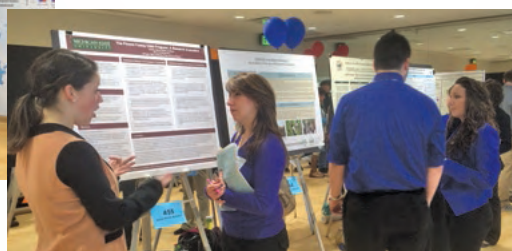
Detroit Neighborhoods: A Comparative Study
Mentor: Marya Sosulski

Raul Orduna

HIV/AIDS and Migrant Workers
Mentor: Pilar Horner



Jessie Lucero (left) and Kayleigh Wang



Brittany Massa (left) talking with a judge

Evaluation criteria

Faculty judges take the following criteria into consideration when evaluating UURAF programs:

Delivery: The presentation was organized and delivered in a clear, engaging, and professional manner.

Comprehensibility: The presentation could be understood by an educated but non-expert audience.

Significance: The presenter explained the significance of the work and how the work contributes to broader research on the subject area.

Elements: The presenter adequately addressed the project's essential elements (e.g., introduction, literature review, conceptual framework, methods, and analysis).

Current status: The presenter effectively illustrated the current status of the project (e.g., results obtained, discussion of findings).

Visual aids: The visual aids were appropriate, effectively used, and appealing.

Faculty news in brief

Dr. Gary Anderson has been selected as NASW–Michigan Chapter’s 2014 recipient of the *Lisa Putman Award for Excellence in Child Welfare*. Named in honor of Lisa Putman, a 28-year-old Children’s Protective Services social worker who was murdered in 1998 during a home visit, this award is in memory of her, but it also recognizes current social workers who demonstrate excellence in the practice area of child welfare.



Dr. Suzanne Cross, even though officially retired, is completing work that was underway when she was full-time at MSU. Her article, “Challenges to Recruit and Retain American Indian and

Alaskan Natives into Social Work Programs: The Impact on the Child Welfare Workforce,” appears in *Child Welfare Vol. 92, No. 4*, pages 31–53; her co-authors are **Angelique Day**, **Lucas Gogliotti**, and **Justin Pung**, all MSU social work graduates. She is presenting *The Trauma Experienced in Bureau of Indian Affairs Boarding Schools: The Impact on Subsequent Generations* with co-presenter **Jason Cross** (MSW senior and NASW–MI board member. And she continues to be involved with the NCWWI grant project (see page 7).

Dr. Pilar Horner was interviewed by Comcast Newsmakers in her role as co-president of the Organization of Latino Social Workers. The interview airs on *Headline News* and *Xfinity On Demand*, on the web at comcastnewsmakers.com, and is available on the Comcast newsmakers YouTube channel.



Home away from home

Faculty in the tenure system at MSU have the opportunity to apply for a sabbatical in their seventh year, or beyond, at the University. Per University guidelines, “A sabbatical leave is intended for the mutual benefit of the University and the faculty member granted a leave. The purpose is to encourage academic and institutional revitalization by providing sustained time for research/creative activities; development of new courses or programs; acquisition of expanded and/or new qualifications and skills; contribution to academic unit plans to improve and/or refocus instructional, research, or public service activities in accordance with the mission of the University.”



Associate Professor **Hyunkag Cho** is spending his seventh year on faculty with MSU School of Social Work living and working in Korea. During this year, he is teaching at undergraduate and graduate levels as a visiting professor at Ewha Womans University in Seoul. He is also doing research collaborations with Korean colleagues from multiple disciplines, including social work, criminal justice, and education, on relationships between bullying, school violence, and domestic violence among middle and high school students in Korea. This will advance his scholarship by adding international and cross-national perspectives to his work and establishing collaborative relationships that may benefit not only him, but also other MSU researchers and teachers. In his words:

“It has been refreshing and satisfying to take one full year of sabbatical, especially in a country where I and my family were born. Given that e-mails from MSU have been increasing recently, it is a reminder that time is ticking away, and I would like to share what I



Hyunkag Cho

have been doing during sabbatical before my mind is full of things to be done after one year of absence.

“Ewha Womans University in Seoul thankfully agreed to hire me as a visiting professor to teach. English has been used in Korea as an irrefutable means to evaluate someone’s preparation for whatever subject and job they plan to pursue. Thus, I am teaching two social work classes per semester in English. Having to learn something in a foreign language is quite a challenge for most Korean students. My classes may have to be labeled “blended,” because I continually switch between English and Korean to better facilitate students’ participation. What a crazy thing to do!

“I have realized it is difficult to do research while teaching, but I am perfectly happy to teach here and make connections for future collaboration.

“Seoul is one of the most expensive cities in which to live. Housing costs are prohibitively high, which would make it impossible for me even to rent a humble apartment for my family with what I would get by selling my house in Michigan. Luckily, my wife found online a professor at a university in Korea who wanted to rent his furnished house for a year during his sabbatical in Sweden.

“I live with my wife and a younger son who left Korea as a toddler and now attends a school using only Korean. He adjusted to a totally new environment amazingly well, making new friends, joining several student clubs, and testing lots of food he would never try in the US. My oldest son attends MSU and stays at our home in Michigan, keeping it clean and neat—at least theoretically—while struggling alone to stay warm in the record cold winter. All of these challenges and joys may make each of us a better person in a unique sense. Who knows?” **S**

Dr. Joanne Riebschleger is principal investigator on an evaluation enhancement grant from the US Substance Abuse and Mental Health Services Administration's (SAMHSA) Service to Science (STS) Initiative. STS is a national initiative designed to enhance the evaluation capacity of innovative programs and practices that address critical substance abuse prevention and related behavioral health needs. The award will support the evaluation of the prevention and early intervention Youth Education and Support (YES) program developed by Riebschleger and currently being tested in Waverly Community Schools. The prevention and early intervention YES program provides information to sixth- through eighth-grade students about mental illness, substance abuse, recovery, and coping. Youth group participants have a family member, usually a parent, with a mental illness, such as depression, and/or a substance abuse disorder, such as alcohol abuse. Lively, fun, and interactive activities are co-facilitated by Riebschleger and Waverly Community School workers **Kristen Hood** and **Mark Nester**. **S**



Research & Teaching Brown Bags

February 24

Angie Kennedy

Associate Professor
"The Responsible Conduct of Research: A Focus on Authorship Issues" [Part of the MSU Graduate School's Responsible Conduct of Research (RCR) series]

March 17

Eva Palma Ramírez

PhD Student
"Methodological Challenges of Conducting a Qualitative Analysis of a Secondary Data Set"

March 24

Gina Fedock

PhD Student
"Examining Physical and Mental Health Factors for Women with Arrest Histories: Findings from the National Survey on Drug Use and Health"

April 7

Ilan Kwon

PhD Student

Amanda Woodward

Associate Professor
"Mental Health Service Utilization Among Older Adults"

April 21

Gina Fedock

PhD Student

Sacha Klein

Assistant Professor
"Using Geographic Information Services (GIS) to Teach Macro Practice: Lessons Learned from Interviews with Social Work Faculty"

Rypkema retirement, legacy



Sally Rypkema

Dr. Sally Rypkema's retirement provides a special opportunity for the School to thank her for her many years of leadership and service. During and after her doctoral studies at Michigan State University, Dr. Rypkema contributed to the teaching mission of the School in multiple ways. In 2002, Dr. Rypkema began as a full-time faculty member with significant teaching responsibilities. She anchored the Human Behavior in the Social Environment (HBSE) curriculum and went on to lead the faculty who taught in that curriculum sequence. She actively engaged in the distance education initiatives of the School, teaching at multiple MSW sites off-campus. Eventually, she led both the HBSE sequence and the Statewide Blended MSW program. In addition to teaching and leadership, Dr. Rypkema faithfully and skillfully served on multiple committees and supported multiple projects at the School.

Sally loves teaching and was constantly seeking new ways to effectively communicate with and engage students. She mastered the HBSE content, which is massive in quantity and ever changing and growing. She has high standards for her students and herself and always expected a high quality experience in the classroom. She was devoted to student learning, frequently extending herself to help students facing challenges. Her interest in students was holistic—she cared about them as people and professionals. She effectively led programs and had a strong commitment to the land grant mission of Michigan State University. She was hard working, responsible, and reliable—always ready to support a colleague. She was and remains dedicated to the School—its faculty, its students, social work education, and MSU's mission.

Dr. Rypkema is also an artist, and she brought that creativity and perspective to all that she did at MSU. We hope that she will have more time now to dedicate to her art. We are deeply appreciative for all that she has given to the School, and she leaves a legacy of hundreds of well-educated students and strong off-campus programs; she truly advanced the School's mission to promote competent, ethical, and responsive social work education and practice. **S**

Nielsen Award honorees celebrated

The School Diversity Committee honored this year's *Margaret Nielsen Award* winners at a special ceremony on Friday, April 4:



Sheryl Groden

▲ Doctoral student **Sheryl Groden**, was instrumental in bringing Steve Luxenberg, author of *Annie's Ghosts*—the story of an immigrant woman's struggles with mental illness—to share his work with students and staff from the Clinton-Eaton-Ingham Community Mental Health; this book was chosen by the Michigan Humanities Council as this year's Great Michigan Read.

▲ **Dr. Anne Hughes**, who served on the University committee that conceived *Aggie's Story*, a theatrical presentation sponsored by the Office of Inclusion about a lesbian couple facing difficult choices when one of the partners becomes ill. This was presented in four classes this year; additional students and faculty attended.



Anne Hughes

▲ **Mrs. Verna Holley**, who is the founder of the Earl Nelson Singers Company, an integrated ensemble of singers from the Lansing, MI, area dedicated to collect and perform arrangements that capture the original mood, style, and character of the sacred song of the slave and promote diversity throughout our community.



Margaret Nielsen

Margaret Nielsen, long-time chair of the School's Diversity Committee and now retired from MSU, was at the ceremony to present the awards. **S**



Verna Holley (seated at the piano) directs the Earl Nelson Singers.

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.
- 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 go 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 page bottom and click "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!!

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 alumni* group! Or check out the *Michigan Kinship Care Resource Center*



Read the School's "tweets" at 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.

Giving to the MSU School of Social Work

Why give to MSU?

Many of us donate to MSU School of Social Work to support the work of the School: educating terrific BASW, MSW, and PhD students, conducting research that creates knowledge that can make a difference, and building partnerships to assist area agencies, communities, and organizations.

A number of us donate because we are alumni, and it is a way to “give back” in gratitude for our educational opportunities. We have a sense of appreciation, loyalty, and responsibility for the preparation of the next generation of social workers.

Many of us want to advance a more positive future, and supporting the education of social workers fits with our values and what is important and lasting.

Some of us hear “Go Green,” and we are inclined to say (out loud or silently), “Go White!” The School of Social Work needs all of our support, including financial gifts.

Why does MSU need our financial support when it is a public university supported by tax dollars?

There was a time—when a number of us went to the University—that State support comprised about 80% of the University budget, and the State contributed to building construction and maintenance. Costs, such as fuel and health care, were less expensive. Today, State support for MSU is effectively less than 20% of the University budget. Construction is rarely State-supported, and maintenance costs fall totally on the University. Attracting and retaining world-class faculty is a challenge. As a result, tuition dollars are crucial to the University budget, resulting in an increased need for student scholarships. The financial gifts of alumni and friends are also crucial to develop new programs and support innovation in teaching, research, and outreach.

What about the expense of athletics? And instituting cost saving measures?

It is great to cheer on our championship athletic teams and to know that MSU athletics is supported by its own revenue—not taxpayer dollars or tuition. Faculty salaries at MSU are among the lowest in the Big Ten. We are not proud of this, but the University is cost-conscious and works to reduce expenses.

What happens to my donations to the School?

Your donations will be used to support the School in whatever ways have the most meaning to you. Most donations go to student scholarships or support the enrichment of the academic experience through special lectures, research projects (such as mentoring BASW students), and study abroad.

How do I give to MSU School of Social Work?

By mailing a check to the School, made out to “MSU” and designating how you want the funds directed. You can also give online with a credit card through our website (www.socialwork.msu.edu). Several alumni and friends have established endowments that provide a lasting legacy for an intended purpose. Establishing a new endowment requires a minimum of \$30,000, which can be donated over five years or designated in one’s will. All gifts of all sizes are greatly appreciated.

Go Green!

Visit the School on the web: www.socialwork.msu.edu

S

Spring/Summer 2014 SSW NEWS

Writer and editor: Toby Salzman, LMSW, ACSW
Graphic design: Rose Homa Design
Printer: Aldinger, Inc.

This newsletter is printed on FLO Dull Text, which is 10% post-consumer waste, using 100% vegetable-based inks. All production waste is recycled. Please recycle after reading.

MSU School of Social Work
Baker Hall
655 Auditorium Road, Room 254
East Lansing, MI 48824

Non-profit Org.
US POSTAGE
PAID
East Lansing MI
Permit No. 21



School of Social Work

Advancing Knowledge. Transforming Lives.

OUR MISSION: We are dedicated to educating students for competent, responsive, and ethical social work practice. Our teaching, research, and outreach seek to promote positive change and social justice for diverse communities, organizations, groups, families, and individuals.

Please e-mail us your e-mail address! Our address is socialwork@ssc.msu.edu — What's yours?

E-MAIL ADDRESS:

Current name _____ Circle degree earned: BASW / MSW / PhD

Name when enrolled _____ Year of graduation _____

Current address _____ Home phone _____

City/state/zip _____ Business phone _____

Please check here if this is a new address

Business/employer (optional) _____

Business address _____ City/state/zip _____

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

Notes from Alumni will be featured in the *Fall 2014/Winter 2015 News*.

Please send this form to: MSU School of Social Work
Baker Hall
655 Auditorium Road, Room 254
East Lansing MI 48824

or e-mail: socialwork@ssc.msu.edu



School website: www.socialwork.msu.edu

HELP US STAY CONNECTED!