

SCHOOL OF SOCIAL WORK NEWS

Fall 2014/Winter 2015



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Steve
Anderson

Looking forward to continued growth and development

Dear friends,

It is my great pleasure to greet you as the new director of the MSU School of Social Work. I joined the School in July and appreciate the warm response I have received both within MSU and from so many of our community partners.

As a new director, I have spent a good deal of time learning about the rich array of social issues and activities in which our faculty members, students, and alumni are involved. The reach of the School's programming across Michigan and beyond truly is impressive, whether it be through our geographically accessible degree programs, extensive continuing education offerings, field placement collaborations, or research partnerships with community organizations. It is my goal as director to foster continued growth and development in all of these areas, and also to establish innovative new directions responsive to the ever-changing needs of our communities and people.

I would like to take a moment to recognize the outstanding work of my predecessor and colleague, Dr. Gary Anderson, in leading the School for 15 years. Together with our faculty members and community partners, Gary has built on a long tradition of excellence and helped position the School as a leader in social work education not only in Michigan but nationally. He has been a tireless advocate for the School and for social work in general. My hope and expectation is that we collectively continue to enrich the fine foundation that Gary has done so much to create.

I hope that you will enjoy this latest issue of *School of Social Work News*. It provides updates on only a sliver of the many activities ongoing in the School, and our intent is to highlight the diversity of projects in which our faculty members, students, and community partners are engaged. If you have information you would like included in future newsletters, please let us know.

If I have not yet met you personally, I hope to do so soon and, of course, would welcome hearing from you as well; always feel free to e-mail me at stevea@msu.edu or call (517) 355-7515. I also invite you to become more involved in our School if you are not already engaged, or to join us in new activities. A list of some possibilities and how to pursue them is shown on the back cover.

Thanks so much for your contributions to our School; the quality of the education, research, and service we provide is critically affected by the diverse and extensive efforts of our many community partners.

Best regards,

Steve Anderson

Steve Anderson, PhD
Director, School of Social Work

School observes Voting Rights Act anniversary: past, present, future

The Voting Rights Act of 1965 (VRA), a landmark piece of federal legislation which expanded the right to vote to millions of people throughout the United States who were previously not allowed to, is 50 years old in 2015. According to the US Department of Justice, the VRA is considered to be the most effective piece of US civil rights legislation ever enacted.

During the 1950s and 1960s, civil rights activists in the South were subjected to various forms of mistreatment and violence. Martin Luther King, Jr. led thousands on a 54-mile march in Alabama from Selma to Montgomery, the state capital, which received tremendous national coverage. On May 7, 1965, peaceful marchers suffered an unprovoked attack by Alabama state troopers; the incident was captured on national television and created outrage.

US President Lyndon B. Johnson issued a call for a strong voting rights law, and hearings began soon thereafter on the bill that would become the Voting Rights Act,

which he signed into law during the height of the American Civil Rights Movement on August 6, 1965. The Act significantly extended voting rights for all US citizens and, in particular, prohibited many exclusionary practices some states had used to restrict minority participation.

Telling the story

To mark the 50th anniversary of the VRA, the School of Social Work has planned an ambitious educational program in our School and beyond to tell the story of the VRA, the Selma marches, and current efforts to restrict access to voting.

Delanie Pope, JD, clinical assistant professor and Chance at Childhood staff attorney, developed a slide show about the VRA that has been shown several times at School events and in social policy classes, each time followed by discussion to strategize how we as a School can help spread the word about the Voting Rights Act and the efforts to erode it today. It provides valuable background information and provides context for other anniversary events. In addition, she arranged multiple opportunities to view and discuss a film about the life of Whitney Young, a social worker and a great civil rights leader.

The 2015 MLK Day event

This year, the School's MLK Day event—January 19—was devoted to the Voting Rights Act (VRA), the Selma, AL, marches, and Dr. King's role in these pivotal events. The featured speaker was Helen Moore, JD.

The Earl Nelson Singers again entertained us, this year singing songs from the 1965 Selma march to Montgomery. For more about this program, see page 14.

Thanks go to the School of Social Work and the College of Social Science for funding this

Additional events:

February 24, 2015

March 16, 2015

Showing of the film "Freedom Summer" followed by a moderated discussion

March 27, 2015

A commemorative march from Kellogg Center to the Beaumont Tower, jointly planned with the Office of Inclusion and Intercultural Initiatives, honoring César Chávez and the VRA

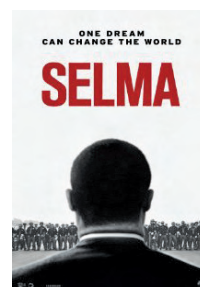
Summer 2015

School showing of "Freedom Summer"

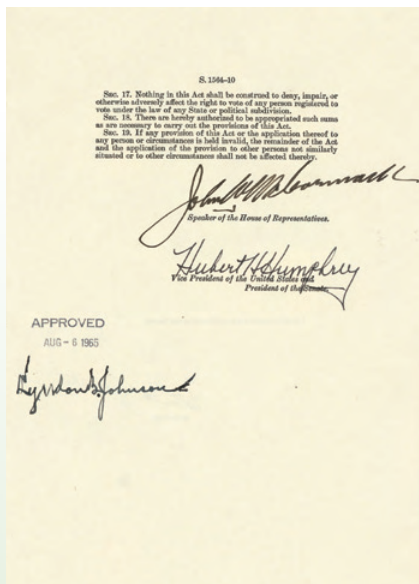
memorable and meaningful annual event. Following our event, faculty and students carried the School banner during the University's Martin Luther King Day march.

Private screening of historical drama

The School held a private screening of the 2014 historical drama film *Selma*, which chronicles the three-month period in 1965 when



Dr. Martin Luther King, Jr. led a campaign to secure equal voting rights in the face of violent opposition, culminating with the civil rights marches of Selma, AL, that changed America forever. The film, nominated for four Golden Globe Awards, won best picture and several other awards from the Black Film Critics Circle and the African-American Film Critics Association; producers included Brad Pitt and Oprah Winfrey. The film presentation, underwritten by the School, was introduced by David Hollister, former state representative and mayor of Lansing, who saw firsthand much of what happened 50 years ago. **S**



Final page of the Voting Rights Act of 1965, signed by President Lyndon B. Johnson, President of the Senate Hubert Humphrey, and Speaker of the House John McCormack.



Using an Ecological Framework to Examine Reporting of Sexual Abuse During Incarceration

Dr. Sheryl Kubiak serves as principal investigator on a newly awarded National Science Foundation (NSF) grant. She will work with a team from MSU's Research Consortium on Gender-based Violence (RCGV), including **Deb Bybee**, PhD (Psychology), **Rebecca Campbell**, PhD (Psychology), and **Hannah Brenner**, JD (College of Law). Social work doctoral students **Gina Fedock** and **Eva Palma-Ramirez**, BASW and MSW students, and students from psychology and law will also work on the project.

This two-year award will examine sexual victimization during incarceration. The US Department of Justice (2012) estimates that there are between 149,200 and 209,400 incidents of sexual victimization annually in prisons and jails, incurring an estimated cost of \$52 billion. Yet fewer than 8 percent of those experiencing sexual victimization during incarceration report it to correctional authorities.

Although there has been research on barriers, facilitators, and processes associated with reporting sexual victimization in community settings, the scarcity of systematic analysis focused on reporting within prison may impact prevention efforts and intervention strategies aimed at reducing victimization specifically within prisons.

This project, which focuses only on those who did report their victimization, is intended to provide relevant social science evidence that will inform both

legal policies and institutional practices through these specific aims:

- to examine processes and outcomes associated with reporting sexual victimization to legal advocates external to the prison
- to identify the individual- and system-level characteristics distinguishing those who reported their victimization internally from those who did not
- to assess the processes, outcomes, and perceptions of the internal prison reporting mechanism and determine differences between cases that were deemed by prison authorities as "founded" (affirmed) versus those that were "unfounded" (insufficient evidence to affirm) or invalidated due to process-related denials

It is also hoped that a broader impact of this project will be its potential for legal/legislative reform. The Prisoner Litigation Reform Act (PLRA) has been pinpointed by scholars, practitioners, and numerous advocacy groups as legislation that is in need of change. Despite widespread critiques of the law, no research has provided evidence that it presents obstacles to prisoners who have experienced sexual victimization while incarcerated who wish to pursue civil litigation. Project findings will be broadly disseminated to legal advocates, prison administrators, policy makers, and legislators to assist in efforts to create "zero tolerance" for sexual victimization within prisons.

In addition, this project makes use of a high degree of University collaboration, comprising professionals and students from the School of Social Work, Department of Psychology, and the College of Law, working together with the private legal sector to enhance knowledge, theory, and practice related to the reporting of sexual victimization within prisons. **S**



The NSF is a US government agency that supports fundamental research and education in all the non-medical fields of science and engineering.

The RCGV provides a collaborative, multi-disciplinary vehicle for MSU faculty and students to engage in social action research that influences policy and practice related to gender-based violence.

MAJOR GRANT PROJECTS

Improving Care Transitions for Acute Stroke Patients Through a Patient-centered Home-based Case Management Program

The Patient-centered Outcomes Research Institute (PCORI), a nonprofit, non-governmental organization located in Washington, DC, has awarded a three-year research grant to MSU. **Dr. Mathew Reeves** from the Department of Epidemiology along with **Drs. Paul Freddolino, Anne Hughes, and Amanda Woodward** of the School of Social Work faculty lead this project, which will focus on improving the experience of stroke patients and caregivers as they transition back to home after being discharged from the hospital following an acute stroke.



Because not all healthcare options work equally well in all circumstances, PCORI funds clinical effectiveness research (CER) that addresses the questions and concerns most relevant to patients.

Often, the access and coordination of care services following discharge is deficient. Poor transitions for stroke patients frequently result in hospital readmissions, slow recovery, poor quality of life, dissatisfaction with care, and caregiver stress. Currently, 20 percent of stroke patients end up back in the hospital within 30 days of discharge because of complications. Many more report high levels of stress and poor quality of life.

Social workers play a vital role in healthcare systems by advocating for clients, providing counseling, and coordinating services to bridge the transition from hospital to home. During home visits, social workers can learn valuable information about the complex social and medical needs of patients, resulting in greater opportunities to improve their transitional care experience.

This project proposes to engage a broad community of stakeholders—including patients, caregivers, and health professionals—to develop and test the effectiveness of home visits conducted by Social Worker Bridge Coordinators. During the first phase of the project, stroke patients and caregivers will be asked about their experiences after they left the hospital and returned home to ensure that this home-based intervention matches their needs and preferences.

In addition, by asking stroke patients and caregivers about their information needs after they return home, a

“Social workers have a unique set of skills and training that allows them to assess patients and other family members helping in the



home and develop an action plan to help resolve needs and challenges. While an understanding of the patient’s medical care needs is clearly critical, the perspective that a social worker brings to the table is much broader. We believe that home visits from a skilled social worker in combination with access to patient-centered on-line information can make a meaningful difference in the quality of life and outcomes for both patients and their caregivers.” —*Dr. Mathew Reeves*

patient-centered online communication, information, and support resource will be developed. Working with MSU colleagues from Learning Design and Technology, Usability/Accessibility Research and Consulting, and the College of Communication Arts and Sciences, the team will be able to show demonstration versions of the tool and then test the final version for its usability and accessibility by patients and caregivers.

Use of the case management system alone or in conjunction with the online information resource will be compared to the standard care model, where patients receive the usual discharge instructions and navigate the process on their own. Because patients will be randomly assigned to one of these three possible conditions, the project is considered a randomized clinical trial, the CER “gold standard.”

It is anticipated that this personalized case management program will reduce patient and caregiver needs, improve quality of life, and decrease caregiver stress. The ultimate goal is to develop an intervention program that helps stroke patients and their caregivers return home with the fewest complications possible. **S**

This project was selected for PCORI funding not only for its scientific merit and commitment to engaging patients and other stakeholders, but also for its potential to fill an important gap in our health knowledge and give people information to help them weigh the effectiveness of their care options. We look forward to following the study’s progress and working with MSU to share the results. —*PCORI Executive Director Joe Selby, MD, MPH*

Field Education: The signature pedagogy of social work education

The Council on Social Work Education (CSWE), the accrediting body for professional social work education, considers field education to be the “signature pedagogy,” the central form of instruction by which the profession socializes its students to perform the role of practitioner. It is a basic principle of social

work education that the two interrelated components of curriculum (classroom and field) are of equal importance to the development of the requisite competencies of professional practice. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting.

At MSU School of Social Work, as part of a land-grant university, our mission includes providing access to education throughout the state of Michigan. From the Upper Peninsula to the Thumb and Southwest regions, students are able to pursue a social work degree through MSU. This year, our students are in 30 Michigan counties, as well as in northeastern Wisconsin and Indiana. Fifteen years ago, we had approximately 125 students in field courses. Today, we have 450—and next year we anticipate a 10 percent increase in BASW students in the field. In the 2014–2015 academic year, our field students are providing **229,680 hours of service!** We currently have:

- nearly 550 active agencies hosting field placements
- 336 field instructors
- 59 field liaisons
- 450 students in field education across all programs

Project-based field placements

The School has developed a new field education model for Organization and Community Leadership students: project-based placements (see page 10). This option is for concentration-year students who meet specific criteria and who, because of their own professional experience and qualifications, are uniquely positioned to lead the projects they develop.

In a standard employment-related field placement, the student is matched with an agency; a variety of tasks and experiences within that agency are identified to allow the student to meet the learning objectives. In a project-based

field placement, the student meets the learning objectives by completing one significant project with a broader scope than any individual project of an employment-related placement; these projects, which focus on community and/or organizational change, may impact one or more communities as well as more than one agency.

The student must (1) demonstrate that the project is a new learning opportunity that will contribute to their professional growth and development, (2) develop a proposal that articulates the project and demonstrates how the project will align with the established competencies and practice behaviors of the field education curriculum, and (3) obtain letters of support from leaders within the communities and agencies that the project will impact; the letters must both support the project and the student’s preparedness to lead the project.

Project-based field placements allow students a unique customized opportunity to enhance their leadership and contribute significantly to the communities and agencies where they live and work.

Community Programs provide unique field education opportunities for students

The School’s four Community Programs (see page 12) provide unique field education opportunities for undergraduate and graduate student placements, as these programs themselves follow a distinctive new campus-based model supported by endowments, grants, donations, and School funds.

The six professional staff who coordinate the programs are MSW-trained faculty who collectively supervise 22 BASW and MSW students. These students have the standard opportunities of the field placement: to learn the established competencies and practice behaviors of the field education curriculum in the context of each specific program.

Students learn how the particular program where they are placed carries out its own individual mission and service mandate. Then they all join together in one integrative field seminar, forming a cohort with a new integrative dimension to their learning as students host one another for shadowing experiences, advocacy efforts, funding strategies, research endeavors, and organizational integration of all four programs. They have the opportunity to look at their different experiences resulting from the independent missions of each program, but also the commonalities of endowed programs carrying out the University’s land-grant mission.

The Community Programs leadership is collectively assessing the field experience of social work alumni who have been placed in this special field education model.

Examples of student projects

- Implement and evaluate a sexual assault safety program at a Michigan university
- Provide support and coaching around implementation of a supervisor training curriculum on worker retention
- Use an economic model to evaluate the cost effectiveness of a 211 system
- Plan and lead the application and self-study for a tribal social service agency preparing for accreditation
- Develop and implement a supported employment program for adults with autism
- Develop and implement specialized interventions that support youth transitioning out of residential care
- Evaluate and assess issues related to organizational culture that impact employee satisfaction

Continuous quality improvement

The process of continuous quality improvement (CQI) across the entire curriculum is an important part of the School's culture. CQI is a cyclical, data-driven, proactive process used to make positive programmatic changes even when things are going well. The underlying assumption is that there is always room for improving operations, processes, and activities to increase quality.

Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate their achievement of program competencies. To achieve this, students and their field instructors complete outcome surveys measuring student competency in meeting field course goals and objectives. Assessment is an integral component of the profession's competency-based education, and we have many years of data to review.

Social work literature provides few examples of how programs can utilize this field data to improve overall program quality and outcomes, especially when benchmarks have been met and nothing appears to be "unsatisfactory." Nevertheless, we asked ourselves, "In addition to assessing individual student competencies, what else might we do with the information gathered about student self-assessment in field and about how competent field instructors evaluate their students to be?"

Looking at one two-year period, our field instructor assessment and student self-assessment data generally rated the policy competency acceptable, yet lower than ratings for the other nine competencies. This pattern was reinforced informally, with colleagues in other programs

reporting similar data patterns. The research and pedagogical question at hand was how to use the field assessment data to enhance policy content in field placements and potentially bring policy in line with the other competency ratings.

In order to better understand the factors that influence these lower ratings and, if possible, develop some type of training for field instructors that would lead to improvements in the policy content in field, we initiated School-agency dialogues as well as conversations with the School's Field Advisory Committees and core academic faculty. This alone would have been a benefit. But using the information gathered through this process, members of the field team developed and delivered a well-received continuing education offering to field instructors on the role of policy practice in reflective supervision.

In this way, ongoing data collection from students and field instructors led to new strategies for teaching students through field education and also a continuing education event for field instructors. The research team wrote about this process in the article, "Using Field Evaluation Data for Continuous Quality Improvement: A Policy Competency Example," that was published in the online journal *Field Educator* and was selected for their 2014 Excellence in Field Education Scholarship prize (see page 19).

It will take several years before we know if this increased attention to the policy competency will translate into higher assessment scores. Field instructor and student assessment data collection will continue, and the results for the policy competency will be examined annually for hints of progress. **S**

Assuring quality field placements: multi-dimensional approach

Field education for both the BASW and MSW programs provides experiential opportunities within human service organizations directed toward the development of professional identity, self-understanding, and competent practice. Classroom learning and theoretical content are integrated into field education through the CSWE-required practice competencies.

All of our field education faculty are professional social service practitioners (for BASW students) and MSW-trained social workers (for MSW students), comprising:

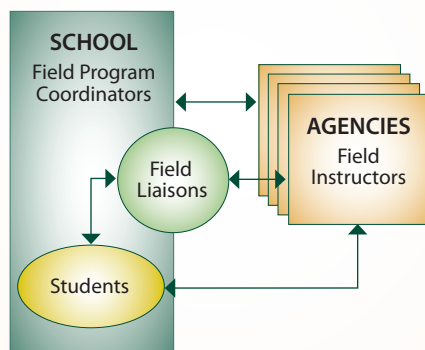
- field program coordinators
- agencies
- agency field instructors
- field liaisons

Agencies. All of our nearly 550 active agency hosts have a philosophy of service compatible with the values and ethics of the social work profession and support a focus on diversity among staff and service programs with demonstrated attention to potentially vulnerable and/or oppressed client groups. Each agency is expected to have programs that will offer students

a wide range of learning opportunities commensurate with the School's competencies. Teaching is the primary focus of the agency's relationship with the student.

Field instructors. Field instructors are licensed professional social workers, usually employees of the field agency. They must have an interest in and ability to teach, possess knowledge of the community and its resources, and have the capacity to integrate academic content with the field education curriculum. They meet with students at least weekly. The student and field instructor together identify one activity per practice behavior to be completed by the end of each semester, integrating the School's curriculum, the specific learning needs, and the opportunities available at the agency.

Field liaisons. In addition to the field instructor, the student also has a licensed professional social worker assigned as field liaison, who monitors their educational progress and provides a direct connection between the agency and the School. Field liaisons are clinical faculty members of MSU. **S**



Are you interested in being an MSU School of Social Work field instructor?

Field instructors are eligible for reduced rates on MSU social work continuing education programs, plus many other benefits. For more information, call Julie Navarre, LMSW, director of Field Education at Navarre@msu.edu or (517) 432-3722.



Dr. Steve Anderson, School of Social Work director, addresses new BASW juniors.

BASW Program introduces new Phi Alpha Mentorship Program

Thanks to the efforts of Students for Social Work, the BASW Program team, several recent social work alumni, and the Undergraduate Advisory Board, the School held its first-ever banquet to kick off the year early in the fall semester. More than 50 students attended.

The School's new director, **Dr. Steve Anderson**, welcomed the group, followed by comments from BASW seniors **Celeste Santi**, Students for Social Work president, and **Olivia Ehret**, Phi Alpha Honor Society president. The purpose of the evening was to focus on social work and social work mentoring. Ehret announced the new Phi Alpha Mentorship Program that connects first-year social work major students at the BASW and MSW levels to a second-year student in their program to assist them with their studies and facilitate their networking through peer guidance.

Sean Hankins (MSW 2007) of the Department of Psychology's Adolescent Diversion Program presented an inspirational talk on mentoring, and a panel consisting of Undergraduate Advisory Board members **Elizabeth Purnell** and **Maresha Foreman** and National Association of Social Workers–Michigan Chapter's outreach coordinator, **Duane Breijak**, shared stories and answered questions about their own mentorship experiences.

Thanks to **Kristen Steiner** (BASW 2013) and **Jim Geisen** (BASW 2013, MSW 2014) for their help in planning the event, along with **Monaca Eaton** and **Debbie Vasicek** of the BASW Program and student assistant **Marcia Baczkowski** for their help in decorating, lifting, and serving! And a big thank-you goes to the MSU Federal Credit Union for providing the venue for the event free of charge! **S**



BASW juniors were excited to learn more about the newly formed Phi Alpha Mentorship Program, which matches first-year social work major students to a second-year student to assist with their studies and facilitate networking.



Panelists L-R: Duane Breijak, Elizabeth Purnell, and Maresha Foreman.

Weekend MSW Program offers flexibility, access

For the first time, the School is testing the feasibility of including MSW students who want the Clinical Concentration in this program, which so far has admitted Organization and Community Leadership (OCL) students only. (For more information about OCL, see pages 10–11.)

The Weekend MSW Program will admit its fourth cohort in 2015. The Weekend MSW Program is a 3-year, part-time, year-round program. Students in the program begin coursework in August and graduate in May three years later.

In keeping with MSU's land-grant mission, the basic purpose of the Weekend MSW Program is to respond to the professional leadership needs of the human services community throughout the state. Many people working in human service agencies seek the professional growth and skill development only a graduate social work program can provide. The combination of full-time employment, family, and other community obligations makes it very difficult for many of these individuals to continue on to a full-time MSW program, especially if this requires the extra burden of commuting to campus numerous times each week. The School has combined its fully accredited MSW Program with the best features of online learning so that qualified applicants can pursue an advanced degree without the requirement of being on campus every week.

The Weekend MSW Program provides the entire Master of Social Work (MSW) degree program through a combination of online learning and face-to-face instruction, taught by MSU social work faculty. Students in this program take part in eight weekend meetings (August through April) during each of the three years of the program, held at MSU's James B. Henry Center for Executive Development. Between these weekend meetings, course instruction takes place online; online courses also take place over the summer in the second and third years. This blend of features is designed to bring the best of classroom instruction and technology-based learning to make a great program more accessible. **S**

Apply today for the Weekend MSW Program that combines flexibility and access with a great curriculum

- Advance your career by completing an MSW degree in a part-time program—while keeping your job.
- Join a community of student colleagues for collaboration and support during the MSW Program and beyond.

The fully CSWE-accredited Weekend MSW Program combines the best of technology-based learning with face-to-face instruction into a unique weekend format, making MSU's MSW Program more accessible to students.

To learn more about our MSW Program options, please visit:
<http://socialwork.msu.edu/msw/>

Applications for fall 2016 admissions will be available soon.



Organization and Community Leadership at MSU

The School of Social Work has had a long and proud history of training social workers since 1920. The School's coursework and field experiences provide the grounding for all professional social work practice, regardless of setting, specialization, or professional role. Over the years, curriculum has become both broader and more specialized, resulting in the opportunity for students to concentrate their advanced training for either micro-level (clinical) or macro-level (leadership, management, advocacy, social justice, program development, and evaluation) interventions.

Why study Organization and Community Leadership (OCL)?

The purpose of the profession of social work in both micro and macro practice is to promote positive social growth. Some of the common features of social work practice include the adherence to social work ethics and values, application of problem-solving processes, use of a strengths perspective, placing work in a systems context, emphasis on the role of relationships

What is macro-level social work practice?

The social work profession promotes positive social growth using an integrated view of people within their individual and collective contexts. The distinction between micro and macro social work practice lies not in the intent or purpose, but the level of focus of the intervention and the nature of the contact.

Social work macro practice involves defining, clarifying, and working to resolve social problems at multiple levels. Macro-focused social workers may engage at the community or organizational level, or in the larger society at national and international levels.

Important in macro practice is the significance of leadership, management, advocacy, and social justice directed at large social systems. Social justice is an essential component of the social work profession and is a critical part of working toward change in all social work practice.

The macro practitioner has expertise in the following areas:

- Communities: their composition and type, and the power structures and influence within communities
- Policy making procedures and the dynamics and nuances of social problems
- Human services organizations: their purposes, functions, and constituencies
- Macro-specific tasks such as collaboration, capacity building, advocacy, negotiation, task group dynamics, marketing, research, evaluation, analysis, and teaching

in promoting change, and commitment to advocacy and social justice. Macro social work practitioners work with people within their individual and collective circumstances.

Leadership theory and practice are stressed in each macro course, allowing students to self-determine the most effective and successful leadership style to employ in different and dynamic situations. Coursework includes emphasis on ethics, technology, theory, culture, and diversity, as well as international and global perspectives.

The OCL macro practice concentration focuses on social issues at a larger scope—programs, policies, communities, laws, or social and governmental institutions—through activities such as program and policy analysis and development, advocacy, fundraising, grant-writing, research, and program evaluation.

The graphic below demonstrates the interrelationships of macro practice theory and skills, and defines the process of influencing and becoming a catalyst for social change.

Domains of Macro Social Work Practice



OCL prepares social workers to be leaders and catalysts for social change and social justice.

Why come to MSU School of Social Work?

Michigan State University consistently ranks among the leading social work programs nationally, primarily because of its high quality faculty and a well-developed network of social service agency partners. Our OCL faculty members not only are informed by and involved in research and knowledgeable about the most important trends in the field, but bring to the classroom their own extensive practice experience in agency-based, community, and private settings.

MSU brings together the best of a research-intensive university with the service mission of a land-grant institution to extend educational access and learning more broadly to diverse populations. We also are a national leader in technology-supported education and emphasize state-of-the-art classroom instruction.

Our state-of-the-art Continuing Education Program is among the best in the nation, and not only provides lifelong learning for our graduates but great networking opportunities.

The MSU School of Social Work has a strong commitment to macro practice. The OCL concentration draws upon multiple theories and approaches, utilizing practice wisdom and evidence-informed interventions. We pride ourselves on research-informed teaching. Small class size is a feature of our program, which allows intensive interaction between students and faculty. Students train with experienced practitioners in a practice-guided, application-focused curriculum. A directory including links to faculty résumés can be found at www.socialwork.msu.edu.

Our field instructors and liaisons

Our nationally recognized Field Education Program works with individual students to provide placement options throughout the state of Michigan that are responsive to student needs and career goals. The School's dedicated field coordinators, liaison faculty, and instructors work together to graduate well-prepared MSW macro practice social workers who are ready to provide outstanding macro practice service to organizations and communities. In addition, with its location near the center of state government, there are

numerous opportunities for students to observe and participate in macro practice directly.

The Field Education Program utilizes a unique liaison/seminar model that provides topical learning, reflection, and interpersonal support for students in seminar groups located geographically close to their homes. During the macro practice concentration year, field placements are provided to students in order that they may demonstrate competence related to roles in a specific practice setting such as state government, administrative or legislative offices, and nonprofit policy or service delivery organizations. Students may also have the opportunity to participate in project-based placements (see page 6). Students meet throughout the academic year in groups of seven to ten student colleagues, where field liaison staff monitor their placements, allow for enriched discussion, and encourage accountability. They will have the opportunity to learn from faculty experts with diverse experiences in influencing social change and operating social service agencies, as well as to interact closely with fellow students having similar interests.

Students also will receive structured field learning opportunities in a variety of macro social work settings to work toward mastery of functions such as:

- Community organization
- Program planning and development
- Administration of community services or programs
- Assessment of client needs for macro community programs and services
- Coordination and/or evaluation of service delivery
- Advocacy on behalf of persons or groups with unmet needs
- Social welfare policy analysis
- Organizational analysis
- Provision of training linked to community needs and challenges

Field education experiences and strong relationships with the practice community bring macro social work to life by integrating theory and practice. **S**

What do OCL graduates say about the concentration's value?

"The macro practice concentration prepared me to be able to do a wide range of tasks. It is really skill oriented, rather than being focused on population or level."

—Senior Vice President and Chief Operating Officer, national membership organization

"My macro practice training and education empowered me to see the world around me as a continuum of hierarchies, which allowed me to recognize which level of intervention would be more likely to lead to success. For example, am I looking at a problem, or is it a symptom of a larger problem?"

—Nonprofit Deputy Director

"As a macro social worker, I make positive changes within systems that are creating barriers for those seeking assistance. By securing funding for new programs, creating coalitions with community agencies, and working to provide exceptional care to our clients, I can begin to break through some of these existing barriers. I love macro practice for the variety of tasks I perform and my ability to make system changes."

—Nonprofit Fundraising and Development Coordinator

Community Programs provide valuable services

Veterinary Social Work Services (VSWS), a joint program of the School and the College of Veterinary Medicine, held the 5th Annual Companion Animal Memorial Service in November. This powerful event brings together families who have recently lost a pet and participate in the Pet Loss Support Group. Doctors and staff invite special people to participate due to the meaning of their cases to the hospital staff. Readings acknowledge the importance of the human-animal bond, and families share photographs and stories of their lost animal companions.

VSWS provides emotional support and educational and referral services for clients, veterinarians, medical staff, and support staff of the MSU Small Animal Clinic, Oncology Center, and Large Animal Clinic.



FAME Camp counselors prepared backpacks full of school supplies and snacks for their campers.

The **FAME** Program (Fostering Academics, Mentoring Excellence) is for MSU students who were in foster care or kinship care, have experienced homelessness, or are otherwise independent. FAME provides support and resources to these students to help them succeed at MSU and during their transition to becoming MSU alumni. FAME also provides outreach and referral services to high school students in any of the above situations who are interested in attending Michigan State University.

As part of this outreach effort, FAME offers a college and adult life preparatory summer camp for current high school students in foster care, held annually in August. This past summer, 25 youth grades 9–12 from all over the state came to camp for presentations from staff in the MSU Admissions and Financial Aid Office and the Michigan Department of Human Services. A campus tour pointed out many campus resources and included a special visit to the press boxes at the stadium and free MSU Dairy Store ice cream! Students attended workshops whose topics included résumé building, preparing for a job interview, personal budget skills, and financial resources/scholarships available to foster youth. A college life panel of foster care alumni attending MSU also shared stories.

First held in 2008, FAME Summer Camp is a rolling residential camp



FAME students pictured with Michigan Governor Rick Snyder at the Fostering Futures Charity Benefit Dinner. Three FAME students had the opportunity to volunteer at the Benefit to help raise money for the Fostering Futures scholarships for students in Michigan who were in foster care after age 13.

"Camp taught me that college is important and possible."

"I learned that my future is bright!"

"I learned that college is something I can do!"

program (three nights and four days in summer semester) held on the MSU campus. In addition to serving youth who are currently in foster care, the camp also employs current FAME students as camp counselors, providing them leadership and service-learning opportunities. **S**



FAME campers met MSU Director of Admissions Jim Cotter.

The School's Community Programs initiative combines four distinct service delivery programs, each run by MSW-trained professionals and 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 (see pages 6–7).

Community Programs Professional Staff



Chance at Childhood

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



FAME–Fostering Academics, Mentoring Excellence

Andrea Martineau, LMSW,
 Program Coordinator



Kinship Care Resource Center

Lynn Nee, LMSW,
 Program Coordinator



Veterinary Social Work Services

Linda Lawrence, LMSW,
 Program Coordinator

Continuing Education fall program highlights

The School's Continuing Education Program has expanded face-to-face programming to more than a dozen cities throughout Michigan. Nearly 300 hours of continuing education programming is offered in a variety of practice areas, and you can easily earn all 45 hours required in a renewal cycle from MSU!

Remember: discounted rates are available for MSU alumni; retirees; students; and current MSU School of Social Work faculty, field instructors, and field liaisons.

Nursing case management. The MSU School of Social Work together with the MSU College of Nursing presented October's 14th Annual Case Management Conference, *Riding the Waves of Change*, for health care professionals interested or engaged in case management.

DSM-5. Also in October, **Jerome Wakefield**, PhD, DSW, LCSW, came to campus to review the major changes made to the diagnosis of depressive and grief disorders in the DSM-5 and explore in depth the intense controversies—aired in public media as well as professional journals—that occurred in response to the changes. There has been vehement debate over how to distinguish genuine depressive and grief disorders from intense normal emotional reactions to loss and stress, which poses dilemmas for the clinician. Recent research has begun to answer some of the questions raised during the DSM-5 debates. Dr. Wakefield is a professor of social work and of psychiatry at New York University. He is also affiliate faculty in bioethics and honorary faculty in the Institute for Psychoanalytic Education. His work has been featured in many media outlets, including NPR, *The New York Times*, and NBC Nightly News.

Special ethics CE. The School's Field Education and Graduate Offices invited **Dr. Anwar Najor-Durack**, PhD, LMSW, to campus this fall for a special ethics workshop regarding the relationship between the Michigan Public Health Code and CSWE-accredited social work education programs focusing on social work faculty/staff roles in student conflict. Dr. Najor-Durack is a clinical assistant professor and the director of field education for the Wayne State University School of Social Work. Additionally, she is chair of the Michigan Board of Social Work and chair of the Approved Continuing Education (ACE) committee of the national Association of Social Work Boards.

Great Lakes Summer Institute. On July 9–11, the 6th Annual Great Lakes Summer Institute presented 15 two-day, full-day, and half-day intensive professional development courses on a variety of current topics taught by experts in their fields. Participants could earn as many as 18 social work continuing education credit hours.

Designed to blend meaningful learning with maximum relaxation, the GLSI is held in beautiful Traverse City, MI. Nearly 250 social workers registered for this opportunity. Program topics included affair recovery, DSM-5, ethics, empowering people living with pain, play therapy with traumatized children, and strength-based leadership, as well as courses required for the Adoption Certificate. **S**



Derek J. Bailey



Abigail Eiler



Tina Louise

Michigan Indian Day

MSU School of Social Work, together with the MSU American Indian Studies Program and Lansing Community College, presented Michigan Indian Day 2014 in September. Titled *Understanding North American Indian Communities:*



Integrating Culture and Traditions into Social Work Macro and Micro Practice, the program featured **Derek J. Bailey**, MSW, **Abigail Eiler**, LMSW, and **Tina Louise**, LMSW.

Bailey, former tribal chairman of the Grand Traverse (MI) Band of Ottawa and Chippewa Indians, opened the program with a discussion on how community-focused leadership nurtures culture and tradition. The three main Indigenous Tribes of modern-day Michigan—the Odawa, Ojibwe, and Bodewadomi (Ottawa, Chippewa, and Potawatomi)—have maintained their cultural heritage and traditions despite governmental policies. The Anishinaabek (“First People”) have always had a “macro” approach to tribal leadership and decision-making toward the goal of tribal citizens holding true to their ways and lifestyles.

Eiler (Shawnee/African American/German) is clinical supervisor at American Indian Health and Family Services of Southeastern Michigan, Inc. Louise (Western Cherokee Nation of Arkansas and Missouri) currently serves as the director of Behavioral Healthcare and Recovery for the Department of Emotional and Spiritual Wellness at American Indian Health and Family Services in Detroit.

The program shared an indigenous perspective of macro-community/Nation building and leadership that had a seven-generation focus, highlighted reasons why integrating culture into macro and micro social work practices is essential, and provided examples of how trauma-informed care is important when working with North American Indian populations.

Thanks to **Dr. Suzanne Cross** and **Michele Brock**, planners for the Michigan Indian Day event. **S**

Continuing Education spring features

A celebration of reflection and song!

Dr. Martin Luther King, Jr. & the Struggle for All U.S. Citizens to Have the Right to Vote

Helen Moore, JD

January 19, 2015 • Erickson Kiva – MSU Campus

2015 marks the 50th anniversary of the passage of the national Voting Rights Act (VRA). The VRA was a direct result of the struggles of the citizens of Selma, AL, to obtain the right to vote. The three civil rights marches from Selma to Montgomery, AL, in 1965 culminated in the passage of the VRA, but not without bloodshed, beatings, and death. Dr. King helped the citizens of Selma bring national attention to their cause.



Helen Moore, JD, of Detroit is a board member of the National Voting Rights Museum in Selma and shared her insights on Dr. King's role in the passage of the VRA and reflected on current challenges to the law today. As the co-chair of the Keep The Vote/No Takeover Coalition, Helen Moore filed a suit that went all the way to the Supreme Court to gain the right of the citizens in Detroit to vote and maintain an elected school board of education. She worked with Mother Rosa Parks, who filed a friendly brief in support of the right to vote. As a result, Mother Parks and Helen Moore became good friends and worked together on many education issues. Helen Moore has worked with many of the present foot soldiers who worked with Dr. King to safeguard the right to vote. Even now, there are those who seek to prevent blacks from having the right to vote, and social workers continue to mobilize to alert others and continue efforts to maintain the right to vote.

This event included a student panel and a performance of the Earl Nelson Singers with songs from the 1965 Selma march to Montgomery. Discussions focused on identifying current challenges to the law today and ways we can all be more active to protect the VRA from being further eroded. One CE credit hour was available for this workshop.

Celebrating 25 Years of the Americans with Disabilities Act of 1990

Robin Jones, MPA

March 27, 2015 • East Lansing

The ADA is an act to establish a clear and comprehensive prohibition of discrimination on the basis of disability.

The Americans with Disabilities Act of 1990 (ADA) marks an important anniversary this year. Over the past 25 years, people with disabilities have gained increased access to their communities, transportation, and services offered by local and state governments. While there is much to celebrate, there are also areas for continued concern, including the high unemployment rate of persons with disabilities. This special presentation will discuss the major accomplishments under the ADA, review case law and how it has shaped implementation, and discuss what the future holds. It will also describe the impact that the definition of disability and the ADA Amendments Act of 2008 had upon people with disabilities pursuing their rights under the ADA.

Robin Jones serves in multiple capacities within the Department on Disability and Human Development at the University of Illinois-Chicago: project director and principal investigator for the Great Lakes ADA Center; instructor; non-salaried clinical faculty within the Department of Occupational Therapy; and assistive technology specialist within the Assistive Technology Unit. The Great Lakes ADA Center's mission is to increase awareness and knowledge with the ultimate goal of achieving voluntary compliance with the ADA. Three CE credit hours are available for this workshop.

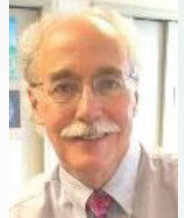


CET: Physical Therapy for the Brain

Ray Gonzalez, ACSW, LISW-S (OH)

April 16, 2015 • East Lansing

This community event, presented in partnership with the Clinton-Eaton-Ingham Community Mental Health Authority, is offered to people living with mental illness, interested family members, friends, professionals, and/or community members. It will discuss cognitive enhancement therapy (CET), an evidence-based practice recognized by the Substance Abuse and Mental Health Services Administration of the US Department of Health and Human Services, the agency that leads public health efforts to reduce the impact of substance abuse and mental illness on America's communities.



Ray Gonzalez is executive director of the Center for Cognition and Recovery in Cleveland. He has over 35 years of direct service, administration, and program development experience working with persons recovering from mental illnesses. He has helped establish 34 CET programs in 10 states. Participants will learn about the neuroscience research supporting CET, how CET promotes recovery, and the effectiveness of CET with groups in diverse settings.

On April 17, 2015, Gonzalez will also present a three-hour session for professionals on cognitive enhancement therapy (CET), an evidence-based practice that improves social cognition, vocational success, and physical health. Attendees will participate in a typical CET session comprising computer exercises, social cognition talk, homework questions, and an interactive cognitive exercise to get a feel for how CET helps promote recovery as well as vocational and educational success. They will also learn about the neuroscience research supporting CET and using CET with a variety of clients in diverse settings. Three CE credit hours are available for this workshop.

Meet the School's newest PhD students

Joshua Bishop (MSW 2013) is an ordained minister, social worker, and therapist. His experience is in youth work, congregational care, and trauma-focused therapy. He is inspired and fascinated by stories of everyday generosity and altruism. Josh's current research interests are in generosity and altruism, foster parenting, child welfare, and public health.



Kristin Prock earned her MSW at Indiana University–South Bend. Following graduation, her first position was as a program coordinator/therapist at The Family and Children's Center, a residential program. During this time, she obtained licensure as a clinical social worker (LCSW) in Indiana. Following that, she worked as a clinical services specialist for the State of Indiana Department of Child Services, where she provided clinical oversight for Indiana Department of Child Services family case managers and evaluated residential facilities in Indiana and four surrounding states for compliance with evidence-based practice.



During that time, she also worked as a child maltreatment coordinator at the University of Notre Dame Center for Children and Family Studies, where she was involved in research designed to explore the effects of training maltreating mothers and their preschool-aged children in elaborative and emotion-rich reminiscing to promote cognitive and emotional development for the child.

Her current interests are child abuse and neglect, associated risk factors and resiliency in childhood trauma and youth homelessness, the coming-out process and mental health treatment options for LGBTQ youth, and the influence of technology and social media on bullying within school systems.

Jisuk Seon received her MSW in child welfare from Ewha Womans University in South Korea, where her dissertation was *A Study on the Stress and Its Relative Effects of Variables Among Elementary School Students in Korea—Based on Ecological Perspective*. Before coming to Michigan State University, she worked as a case manager at Childfund Korea (Seoul) and as a social work fundraiser at Community Chest of Korea (Seoul). Her current interests are in the area of child welfare, specifically child abuse and neglect, child care and education, and child advocacy. She is serving as a graduate assistant to **Dr. Sacha Klein. S**



Have you ever considered earning your PhD in social work?

- Does it sound exciting to become an expert on a topic that's important to you?
- Are you interested in research that can be used to address practice issues or social problems?
- Do you think you might enjoy teaching and mentoring students?

If you would like to learn more about a PhD in social work, including coursework, financial support, and working with a faculty mentor, please contact **Dr. Angie Kennedy** at kenne258@msu.edu.

Strong presence at 60th Annual CSWE event

The MSU School of Social Work had a strong presence at the Council on Social Work Education 60th Annual Program Meeting themed *Advancing Social Work Education: The APM at 60*. The conference, the premier national meeting in the social work education field, provides a showcase for scholarship in social work education through a variety of competitive peer-reviewed presentations. It promotes social work education's advancement of the intersection of practice, service, and research.



At APM, the School hosted a booth in the exhibit hall and partnered with the other Michigan graduate social work schools to hold a reception. The APM was also an active venue for the search process for the School's two tenure-track faculty positions to be filled next fall.

Extra reward for BASW senior

"It was beyond amazing to be able to present what I have been working hard and dedicated to over the past year. Being able to get insight, tips, and feedback from other faculty across the nation was also a great learning experience for me."

—Kaitlyn Kapnick

Kaitlyn Kapnick, BASW senior, had the distinction of presenting at the CSWE Annual Program Meeting. It is rare that an undergraduate student has the opportunity to be an active participant at the foremost national conference on social work education. Kapnick has been serving as an undergraduate research assistant on a research study looking at the importance and incorporation of GIS in MSW classrooms.

Geographic information systems (GIS) 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 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.

As a result of our BASW emphasis on undergraduate research opportunities, Kapnick has had multiple opportunities to present in front of peers, colleagues, and faculty members within Michigan State University, but this provided her the experience of presenting in front of faculty and graduate students from across the US, as well as network with them.

Kapnick has been working with **Dr. Sacha Klein** and doctoral candidate **Gina Fedock** throughout the duration of the study and is continuing to work on the project during this school year. **S**

Expert panels

DeBrenna Agbényiga, chair, Council on External Relations: *The Politics of Food and Food (In)Security: Social Work Then and Now*

Joanne Riebschleger, member, National Rural Social Work Caucus: *Providing Quality Rural Social Work Education and Practice*

Paper presentations

Rena Harold, Jo Ann McFall, Joseph Kozakiewicz, Glenn Stutzky, John Seita: *Entering the Arena: Social Work's Contribution to University Athletics*

Anne K. Hughes, Joanne Riebschleger: *Preparing the Emerging Undergraduate Social Work Researcher: Models and Best Practices*

Sacha Klein: *Community Partnership Research and Evaluation Tools*

Marcia Lampen, Karen Newman, José Daniel Garcia: *Integrating Study Abroad in Mexico with Local Social Work Practice and Recruitment*

Jo Ann McFall, Rena D. Harold: *Reviewing the Field Education Paradigm: A Community Programs Model for Change*

Poster presentations

Gina L. Fedock, Kaitlyn Kapnick, Sacha Klein: *Teaching Geographic Information Services (GIS) to MSW Students: Lessons from Faculty Interviews*

Staci T. Hines, Edita Milanovic, Daria P. Shamrova: *An Analysis of Digital Content Involving International Focus in Social Work Education*

Sacha Klein: *Using Social Network Analysis to Evaluate Child Welfare-Early Childhood Collaboration*

Faculty active in service to the profession

DeBrenna Agbényiga, chair, Council on External Relations; member, Commission on Global Education

Rena Harold, member, Commission on Membership and Professional Development

Jo Ann McFall, chair, Council on Field Education; member, Commission on Educational Policy

Joanne Riebschleger, member, National Rural Social Work Caucus

Daniel Vélez Ortiz, member, Council on Racial, Ethnic, and Cultural Diversity

Jo Ann McFall, the School's associate director for Field Education and Community Programs, co-chaired the pre-conference *CSWE Summit on Field Education 2014*. This limited-attendance event addressed larger issues affecting field education in social work for field directors, deans, and program directors, and was designed to meet diversity goals, including type of program, size, geographic region, and ethnic diversity. The Summit opened with a Field Education Innovators Showcase, followed by the keynote address *Developing a Future Framework for Excellence in Field Education—Embracing the Signature Pedagogy of Social Work*, an introduction to creativity and innovation tools, and a presentation on *The Value of Social Work in Integrated Care*.

McFall was also a discussion facilitator. School of Social Work Director **Steve Anderson** and **Julie Navarre**, director of field education, attended the Summit. **S**

Special Faculty Honors

Dr. Daniel Vélez Ortiz has received a *Pearl J. Aldrich Faculty Research Award* for a project titled *Relationship of Filial Support and Functional Status with Depressive Symptoms Among Puerto Rican Older Adults*. This competitive award is given to support

MSU faculty who are committed to research with an aging focus. It is funded by an endowment created through an estate gift from Pearl Aldrich, who devoted nearly 36 years to MSU's Department of Family Ecology before retiring as professor and associate dean for research in 1978. Dr. Aldrich was very committed to encouraging interdisciplinary approaches to discovering new knowledge in the field of gerontology and/or applying such knowledge to improve the lives of older adults.

Depression among Latino older adults in the United States has been shown to develop from multiple stress factors. Although Puerto Ricans are the second largest Latino group in the US, they have the highest likelihood

of psychiatric disorders, including depression, as well as the highest rate of chronic health conditions among all Latino groups. While Puerto Ricans' strong cultural expectation relating to filial responsibility would be expected to help provide support and alleviate stress, many older adults lose social support from their adult children due to migration and the increasing participation of women in the labor force, which may increase stress and can lead to depressive symptoms.

The main purpose of Dr. Vélez's study is to examine the factors associated with functional impairment in activities of daily living and filial support as they relate to depressive symptoms among Puerto Rican older adults, using data from the Puerto Rico Elderly Health Conditions Study. The proposed study will use the Cohen & Willis *Stress-buffering Model*, which states that social support has a positive effect on health and well-being by guarding people from the negative influences of stressors. **S**



The **Walter and Pauline Adams Academy for Instructional Excellence and Innovation** is named in honor of former MSU President Walter Adams and his wife and MSU faculty emerita Pauline Adams in recognition of their sustained commitments to promote instructional excellence. Adams Academy members attend monthly facilitated cohort seminars that focus on teaching and learning topics; they also spend three to five hours on readings and preparatory activities prior to each seminar. They must also attend four campus instructional development activities of their choice in order to build upon the experiences and knowledge gained during monthly meetings and to learn from nationally recognized scholars. They are expected to use what they learn to serve as mentors and to advocate for excellent teaching among their peers.

Monaca Eaton, BASW advisor and clinical instructor, has been named a 2014–2015 fellow of the Adams Academy. Twelve fixed-term faculty members and specialists are chosen for this rich professional development opportunity to enhance their expertise as excellent teachers and deepen their understanding of principles in teaching and learning. Eaton is the third social work fellow in this program's six-year history, preceded by Linda Campbell (2011–2012) and Julie Farman (2013–2014) (see below).



of students. I knew that by completing this program I could enhance my current teaching practices to provide an even better learning opportunity for them.

The Adams Academy met each month through the fall and spring semesters and was facilitated by **Dr. Deborah DeZure**, assistant provost for faculty and organizational development. Seven other instructors from various departments and colleges across the University joined me. Each month, we prepared for the class by completing recommended and optional readings (so, so many articles!) and preparatory activities. I began to feel greater empathy for the students and the required readings we ask them to do!

Julie Farman, reporting in her own words: In the spring of 2013, I applied to the MSU Adams Academy and was selected! The academy is named in honor of former MSU President Walter Adams and Pauline Adams, his wife and MSU faculty emerita, who were committed to promoting instructional excellence throughout their careers. I had heard great things about this program from an Adams fellow, so I was very excited to participate. I take my teaching responsibilities very seriously and have a strong conviction to provide a learning experience that is long lasting for MSW stu-



L-R: Deb DeZure, Julie Farman, Pauline Adams

The nine sessions focused on learning and teaching styles, theories of learning, teaching methods, course and curriculum design, active learning and motivating students, collaborative and cooperative teaching, teaching critical thinking, assessments, and evaluating teaching effectiveness.

The final class involved discussion of our teaching philosophies and sharing these with Pauline Adams. My teaching philosophy as it relates to the social work profession is epitomized by the William Butler Yeats quote, "Education is not the filling of a pail, but the lighting of a fire." **S**

School faculty news

Dr. Steve Anderson's book, *New Strategies for Social Innovation: Market-based Approaches for Assisting the Poor*, has been published by Columbia University Press. According to the publisher, this book is the first to assess emerging market-based social change approaches comparatively, focusing specifically on social entrepreneurship, corporate social responsibility, fair trade, and private sustainable development.



Dr. Suzanne Cross, retired associate professor and currently serving the School as a tribal consultant for a major national grant program, created the exhibit *Healing Through Culture and Art—Shawl Collection* in honor of American Indian Women's Heart Health Awareness. This exhibit is on display at the Ziiibiwing Center of Anishinabe Culture & Lifeways in Mt. Pleasant, MI, November through February. In addition, she continues to actively present on issues of American Indian culture and issues.

Julie K. Farman was invited to be the keynote speaker at the Shiawassee County annual Foster/Adoptive Parents and Relative Caregivers Appreciation Dinner to present training on grief and loss to foster parents and caregivers as well as provide information on the losses that foster care children experience.

Dr. Victoria Fitton has been promoted to clinical associate professor; our thanks go to her for her excellent work and leadership in the area of social work services to children. Fitton also helped found Macheo-US, the nonprofit US fundraising arm of the Macheo Children's Center in Thika, Kenya. In addition, she has sent their orphanage texts on child development, treatment, and sensory toys. Some program support also comes from UNICEF.

Drs. Paul Freddolino, Amanda Woodward, and Anne Hughes received a federal grant award from the Patient-centered Outcomes Research Institute (PCORI). Each is a co-PI on the grant, led by Professor Mathew John Reeves of the Department of Epidemiology and Biostatistics at MSU. Read more about this grant, *Improving Care Transitions for Acute Stroke Patients Through a Patient-centered Home-based Case Management Program*, on page 5.

Dr. Freddolino is also co-chair of the first conference on social work and distance education, being developed in partnership with the Indiana University School of Social Work and CSWE. The School has been an innovator and leader in distance education and blended programming for many years.



Doctoral student and Levande Certificate Program in Gerontology Coordinator

Sheryl Groden received a Student Award Program Grant from the Blue Cross Blue Shield of Michigan Foundation. This one-year stipend will help to fund her dissertation research on *The Intersection of Geriatric Social Work and Complementary and Alternative Medicine*. The award is intended to support the next generation of applied researchers in health, health services, and policy in projects that focus geographically on the state of Michigan. Groden was in competition with medical and doctoral-level students enrolled in Michigan universities.



Dr. Rena Harold was reappointed to the Council on Social Work Education Commission on Membership and Professional Development for a three-year term.

Drs. Pilar Horner and Daniel Vélez Ortiz co-chaired the Julian Samora Research Institute's 25th Anniversary Conference, *Latinos in 2050: Restoring the Public Good*, featuring speakers from the University of Alabama and University of Houston Law Center and a student research paper competition with a \$2,000 prize.



In addition, **Dr. Horner** has been elected president of the Michigan Organization of Latino Social Workers, has been invited to present *International Social Work: Promoting Human Rights Through Research and Practice* at the Latino Social Work Organization's Chicago conference, and is running a series of webinars on Latino research and practices in the Midwest.

Also, **Dr. Vélez** has been awarded a research grant from the Pearl J. Aldrich Endowment to study *Relationship of Filial Support and Functional Status with Depressive Symptoms Among Puerto Rican Older Adults*. Read more about the Aldrich award on page 17.

Dr. Anne Hughes was on the planning committee and faculty for the Geriatric Education Center's 27th Geriatric Symposium: *Changing Relationships Along the Dementia Journey: Part 1* in December. Established in 1987, the Geriatric Education Center of Michigan (GECM) is a federally funded, statewide consortium administratively located at MSU. The GECM is a member of a nationwide network offering education and training opportunities for health professions faculty, practitioners, students, and others to enhance the quality and availability of health care for older adults. *Part 2: Continuing the Dementia Journey*, will be presented in the spring.

Faculty recognized for excellence in Field Education scholarship

Drs. Paul Freddolino and Amanda Woodward together with School faculty Sheryl Groden, Julie Navarre, Jo Ann McFall, and Alisson Jahr (BASW 2013) have been recognized for their article "Using Field Evaluation Data for Continuous Quality Improvement: A Policy Competency Example," published in the Fall 2014 edition of the peer-reviewed *Field Educator* journal. The prize is awarded for an outstanding paper on social work field education.

This year's committee "selected the article because the research represents a comprehensive approach to examining an issue of important relevance to social work field education: how to effectively use field education assessment data to improve student learning outcomes. The specific

focus on social policy and policy practice provides a much-needed exploration of the pedagogy for enhancing policy content and learning in field placement. We congratulate the authors and thank them for enriching the scholarly research base on social work field education."

The MSU School of Social Work has a long history of using its assessment data to improve curriculum and impact student outcomes, and this award provides a very visible acknowledgment of these efforts.

Read more about Field Education's continuous quality improvement efforts on page 7. **S**



Dr. Angie Kennedy has been appointed by Michigan Governor Rick Snyder to the state Task Force on the Prevention of Sexual Abuse of Children, established in accordance with "Erin's Law," which protects against the sexual abuse of children. The 15-member task force has one year to provide recommendations for reducing child sexual abuse. These recommendations will help in the creation of goals and guidelines for state and school policies. Kennedy was appointed to represent individuals who have experience and expertise in the fields of intervention and prevention of child abuse.

Dr. Sheryl Kubiak is principal investigator on a newly awarded NSF grant, *Using an Ecological Framework to Examine Reporting of Abuse During Incarceration*; it will create an interdisciplinary project involving collaboration from the MSU Psychology Department and the College of Law. Her co-principal investigators are Drs. Campbell, Bybee, and Brenner. Read more about this grant on page 4.

Maureen Moloney presented *Recovery from Mental Illness: How It Happens* at the National Association of Social Workers—MI Chapter 2014 Annual Meeting.

Dr. Joanne Riebschleger has had articles published in the *Journal of Aggression, Maltreatment, and Trauma*, the *Psychiatric Rehabilitation Journal*, and the *Journal of Family Social Work*. In addition, she presented a paper and two posters at the 4th International Conference on *Families of Parents with Mental Health Challenges: Addressing the Whole Family*, a cross-disciplinary conference sponsored by University of British Columbia Interprofessional Continuing Education held in Berkeley, CA. She was also the invited speaker for the 6th Annual Child Welfare Conference at the University of Nebraska—Kearney. Riebschleger is a national and international expert on

families of people with a serious mental illness. She has more than two decades of experience in mental health practice with children and families and has conducted extensive research with a focus on evidence-based practice for children who have a parent with a mental illness.

Dr. Marya Sosulski was co-author together with Hailey Mooney, W. Aaron Collie, and Shawn Nicholson, of "Collaborative Approaches to Undergraduate Research Training: Information Literacy and Data Management," published in the Fall 2014 issue of *Advances in Social Work*. Mooney, data services coordinator and social sciences librarian assigned to the School of Social Work, was first author.

Glenn Stutzky's social work elective "Disasters, Catastrophes, and Human Behavior: Surviving the Coming Zombie Apocalypse" was recognized in a November 10 *State News* article on student choice of academic majors as drawing the attention of students from MSU and beyond. This award-winning, fully online course brings together the latest thinking on how and why humans behave during disasters and catastrophes.

In addition, Stutzky is involved in the University's new project: the Michigan Food Hub Learning and Innovation Network, being developed by the MSU Center for Regional Food Services (CRFS) to unite the applied research, education, and outreach expertise of faculty and staff members at MSU to advance understanding of and engagement with regional food systems. **S**



☞ ☞ In memoriam ☞ ☞

Dr. Levande's profound legacy

Dr. Diane Levande was a special faculty member at the MSU School of Social Work, and her death in July 2014 left us with both sadness and a deep appreciation for Diane and her legacy. After receiving her master's and doctoral degrees at MSU, she soon joined the faculty of the School of Social Work. During her long tenure as a professor, she taught Human Behavior in the Social Environment (HBSE) courses and led the faculty in this curricular area; championed gerontological social work, including leading several grants funded by the Hartford Foundation; and for a time served as acting director of the School.



Her many achievements also include selection as a fellow of the Gerontological Society of America; major research on the care and treatment of older adults; delivering presentations at state and national conferences; publishing papers and a textbook on HBSE; mentoring graduate students; and in the community, serving on the East Lansing Senior Commission. She was an advocate for women's rights, elder rights, and women's studies education. As an emeritus professor, she established and faithfully supported the Diane Levande Endowed Fund for Work with Older Adults, which is dedicated to supporting students with a commitment to careers in social work with older adults and to supporting courses and programming at the School to advance gerontological education.

At her memorial service, a number of her former students spoke of the profound influence that Diane had on their lives and careers. This is among the highest tributes that can be given to a faculty member—the appreciation of one's students. Diane also had the appreciation of her colleagues, the School, and University, and she was honored at a memorial service at the Gerontological Society of America's 67th Annual Scientific Meeting in November.

Diane was dedicated to her students, committed to education and knowledge generation, passionate about social justice, hardworking, and a thoughtful leader and colleague. Each year as the School awards scholarships in her name, funded by her endowment, we will have the opportunity to remind future students and faculty of her leadership and life. She will be deeply missed.



Dr. Reed's distinguished career

Dr. Celeste Sturdevant Reed passed away peacefully in her sleep at home in Williamston, MI, on November 6, 2014.

Celeste spent many rewarding years as a faculty member of the MSU School of Social Work, where she served as coordinator for CAPE (Concentration in Administration and Program Evaluation), helping to add more leadership content to the curriculum, leading to today's concentration in Organization and Community Leadership (see pages 10–11). From 1982 to 1987, she was the assistant to Dr. Nancy Humphreys, director of the School. She was a selfless colleague who always saw the positive side of every person and every situation. She epitomized social work values and modeled them for students and colleagues alike.

Celeste's long and distinguished career in the field of social work included years of service at the Department of Social Services in Detroit and in Lansing; presenting social work continuing education workshops through Michigan State University and the University of Michigan; and, following her service with the School, positions at MSU with the Institute for Public Policy and Social Research; the Institute for Children, Youth, and Families; and University Outreach and Engagement. During her tenure at MSU, she worked on youth development, culture and arts, early childhood, community problem-solving, evaluation, and professional development initiatives. Celeste published articles on education, evaluation, and engagement in numerous journals, book chapters, and technical reports. Most of her evaluation efforts focused on building the capacity of evaluation partners, carried out through formal training as well as individual consultation. She retired from MSU in 2013 as an evaluator and engagement specialist for the Community Evaluation and Research Center.

School news

Once again the School leads the College of Social Science in post graduation placements (graduate school/employment) at the undergraduate level with a 96-percent placement rate! We also had a very high survey response rate of 87 percent from 63 graduates.

When the Michigan Department of Education (DOE) adopted new rules for defining *School Social Worker*, Michigan universities were required to revise their curriculum and submit a new application in order to continue to provide master's-level students with the opportunity to obtain temporary approval as a school social worker. **Kimberly Battjes**, with the help of **Mark Nester** and **Stephanie Diepstra**, the School's clinical faculty team for school social work, submitted the application on behalf of MSU. MSU's School Social Work Program was the first program to be approved by the DOE and, in addition, our application was sent out as a model to the other universities to help them in their approval process.

The School was a sponsor for the National Alliance on Mental Illness (NAMI) program celebrating Mental Health Awareness Week in October. **William R. McFarlane**, MD, spoke at the Hannah Center auditorium in East Lansing, MI, on *A New Reality: Prevention of Major Mental Illness*, describing a program that provides family-inclusive, youth-directed, supportive mental health services to youth and young adults exhibiting early indicators of psychosis. Early evidence from the national multiple-site clinical trial seemed to support that it may, indeed, be possible to prevent serious mental illness with very early intervention. McFarlane is the director of the Center for Psychiatric Research at Maine Medical Center in Portland, ME. He is also director of the Portland Identification and Early Referral Program and the Early Detection and Intervention for the Prevention of Psychosis Program, and he is a professor at Tufts University School of Medicine. **S**

Welcome new School staff



Pat Talbot

Pat Talbot

Executive Secretary to the Director

We are pleased to welcome Pat Talbot, who joined the School of Social Work in September 2014 as the executive secretary to the director. Serving in this role was especially attractive to her after a temporary assignment she held in 2012, when she found the School to be a professional environment with a unique and diverse staff and a collaborative mission for social justice. Talbot's MSU career began in 1984. She spent 27 years with MSU Extension's statewide children and youth programs, which includes 4-H Youth Development. "Their mission of *helping people improve their lives through educational processes* provided a foundation that complements the School of Social Work's mission of *educating students for competent, responsive, and ethical social work practice.*" Talbot is excited about working with the entire social work team and hopes to make a positive contribution within the School.

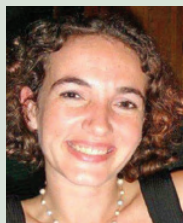


Amanda Everett

Amanda Everett

Main Office Receptionist

When you enter the School's main office on the second floor of Baker Hall, please say "hello" to Amanda Everett. Everett has taken on main reception and support duties for the School. She comes to us from a front desk position in a local software development company. Everett grew up in Haslett and achieved her lifelong dream of attending Michigan State University, receiving a bachelor's degree in education/English language arts. "This position seems to be a perfect fit for me, and I am looking forward to learning and growing professionally." She is delighted to return to MSU as an employee.



Quinn Kroll

Quinn Kroll

Graduate Office Assistant

Quinn Kroll has joined Joan Reid in the Graduate Office this fall to support the School's MSW and PhD programs. Prior to coming to the School, Kroll worked for six years as a housing assistant in the Division of Residential Education and Housing Services. There she represented Spartan Village Apartments and was responsible for assisting with resident housing needs. Kroll grew up in Holt, MI, and attended Central Michigan University, where she obtained a bachelor's degree in journalism. **S**

Connect
with the
School!



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



Read the School's "tweets" at www.twitter.com/MSUSocialWork 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.

Here's what you're up to!

Tania Allard (MSW 2012) is the foster home licensing/child welfare funding services supervisor for Shiawassee-Gratiot County Department of Human Services.

Stacie Bladen (MSW 2002) has been appointed as acting deputy director of the Children's Services Administration at the Michigan Department of Human Services. She most recently served as acting director of the Office of Child Welfare Policy and Programs. Bladen has worked in child welfare for 20 years in the public and private sectors.

Dr. Cheryl Brandsen (PhD 2001) has been appointed as provost of Calvin College. Dr. Brandsen is a professor of sociology and has most recently served as dean for social science and contextual disciplines.

Amelia Brumm (BASW 1946) served more than three years in the US Navy during the Korean Conflict as a teletype operator in communications. She is a charter member of Women in the Military Service for America and is registered in the Women's Memorial in Arlington, VA. After earning her social work degree, she served in the Department of Family Social Services as an intake caseworker as well as working with student interns. As a retired social worker, Brumm has authored two books—*The Voice of the Healer* and *The Message of the Healer*—as a way of reaching out to people in their times of need.

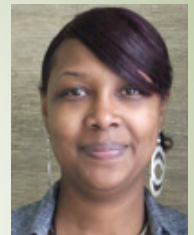
Mary Ann Bull-Ehinger (BASW 1975, MSW 1982) began providing clinical services to prisoners through the Michigan Department of Corrections (DOC) mental health services in 2007 and in 2010 was promoted to supervising delivery of mental health services to two Jackson-area prisons. In February 2014, she retired from her position as unit chief of mental health services for Parnall and Cooper Street Correctional Facilities in Jackson and the Special Alternative Incarceration Unit in Chelsea. She was recently presented with the Governor's *Symbol of Excellence* coin for her service chairing the task force that prepared *Recommendations for the Older and Medically Fragile Prison Population* for the governor and the DOC director.

Three Flint School of Social Work alumnae win local elections

Kenyetta Dotson (MSW 2011) won a seat on the Flint Community Schools Board. Dotson was one of nine people running for three positions, and her platform statement reflected her social work values. Her candidacy was endorsed by the *Flint Journal*. In 2007, Dotson founded WOW Outreach and Community ACTION, and she has worked vigorously to create a community with zero tolerance for violence by creating an atmosphere of collaboration with community partners, local residents, youth, and families. (Photo from *Flint Journal* files.)

Stacey Horiski-Bliss (MSW 2007) won a position on the Cass City School Board. Horiski-Bliss works as a school social worker in the Cass City Middle School.

Alecia Parks (MSW 2010) has been elected to the Brown City (MI) City Council. She was one of two challengers and three incumbents running to fill three positions. Her priorities were on abandoned houses and attracting new businesses. Parks works as a social worker in the Sanilac Medical Care Facility. **S**



Kenyetta Dotson



Alecia Parks



CAMP student to receive a doctorate, first time ever

Dr. **Felipe Lopez Sustaita** (MSW 2007) has been recognized as being the first MSU CAMP (College Assistance Migrant Program) student to receive a doctorate degree.

Sustaita is a co-founder of Homies Giving Thanksgiving, an event the School of Social Work helps to coordinate each year. MSU CAMP is an educational program that offers individuals with migrant or seasonal farm work backgrounds a unique opportunity to begin an undergraduate program at MSU.

Dr. Sustaita completed his doctorate in education from Ferris State University in May 2014, with a specialization in community college leadership. When asked, he says: "My goal is to become a community college president within the next five years. Every time I share this goal with people they laugh, but the reality is that many people do not know that I grew up working in the fields from the day I was able to walk. I grew accustomed to working 16-hour shifts at the age of 12. I like setting my goals high because we need more people that look like me setting an example for other Latinos." **S**

Raelyn Elliott-Remes and her husband **Matthew Remes** (both MSW 2007) both work at ETCH Wellness, an East Lansing-based multi-service behavioral health practice serving individuals, families, and organizations. ETCH Wellness has just launched a new website, etchwellness.org. Elliott-Remes also serves as a clinical instructor for the School.

Shannon Marie Emery (MSW 2007) is the Maternal Infant Health Program (MIHP) manager for Health Delivery, Inc. (HDI), a nonprofit organization in Saginaw, Bay, and other nearby counties in Michigan. HDI is governed by a volunteer board of directors, at least half of whom are required to be consumers of HDI's medical and/or dental services; it comprises one of the largest groups of federally qualified community health centers in the state. MIHP is a home visiting program for pregnant women and infants with Medicaid insurance. We apologize for incorrectly identifying Emery's employer in the previous Alumni News.

Dr. Susan (Lynch) Hoffpauir (MSW 1989) is the new associate dean of academic affairs at the Clinton School for Public Service at the University of Arkansas. Previously, she served as associate vice chancellor for academic affairs and academic policy at the University of Arkansas at Little Rock. She has served as both president and vice president of the board of directors of the Arkansas Chapter of the National Association of Social Workers.

Kasie White (MSW 2011) has been director of One Stop Genesee, a program of Resource Genesee, since February 2013. The goal of One Stop Genesee is to pro-

vide a single point of entry where those who are homeless and at risk of homelessness can come for assistance in making connections to programs and services within Genesee County. White also developed and began the ReMix Genesee program in 2011 to assist disconnected youth ages 16–24 to overcome barriers to "education, employment, and everything else" through virtual case management and social networking connecting to Genesee County resources and programs. **S**

In memoriam

Donald Moore (BASW 1962) died on August 10, 2014. Don was executive director of Dickinson-Iron Community Mental Health (now Northpointe Behavioral Healthcare Systems) from 1968 through 1993. According to Karen Thekan, CEO of Northpointe, "His time as director was marked by the expansion in the number of people served and the services provided. His advocacy efforts, compassion for people, and sense of humor will be missed."

Send your alumni news updates to socialwork@ssc.msu.edu

Student groups elect leaders, activate members

Phi Alpha Honor Society

New Phi Alpha officers were elected for the 2014–2015 school year:

President: **Olivia Ehret** (BASW)
 Vice President: **Tara Wilford** (MSW)
 Secretary/Treasurer: **Sydney Saidoo** (MSW)



Other leadership roles:

Student assistant: **Marcia Baczkowski** (MSW)
BASW mentorship chair: **Elizabeth Bonham** (BASW)
MSW mentorship chair: **Kayla Freeman** (MSW)

Read more about mentorship on page 8.

Phi Alpha assisted FAME with collecting and organizing donations for finals week survival kits given to foster youth alumni at MSU.

Faculty advisor: **Sue Bowden**

Students for Social Work

Students for Social Work (SFSW) participated in the Candlelight Vigil in remembrance and honor of victims and survivors of domestic violence in October at the Michigan Women's Historical Center and Hall of Fame. This was an opportunity for all members of the Greater Lansing community to come together to honor those who have lost their lives, offer support to survivors of abuse, and take a stand against domestic violence.

SFSW also sponsored a free training for MSU students, staff, and parents on preventing child sexual abuse. The Stewards of Children® program is an evidence-informed practical prevention training available through Darkness to Light (www.d2l.org), a national nonprofit organization that provides individuals, organizations, and communities with the tools to protect children from sexual abuse. Training was organized by SFSW faculty advisor **Monaca Eaton** and facilitated by SFSW junior leader **Katelynn Moffatt**.

SFSW was part of the planning group for the first annual BASW kick-off banquet and presentation on mentoring (see page 8). They also marched in the homecoming parade.

Faculty advisor: **Monaca Eaton**



Students for Social Work members (L-R): Junior Katelynn Moffatt, senior Celeste Santi, and senior Samantha Link.



Sammi Linck, BASW senior and Students for Social Work leader, represented the School at MSU's Fall Welcome for College of Social Science Students.

Students for Multiethnic Community Action

Students for Multiethnic Community Action (SMCA) is hosted by the School of Social Work and is open to MSU students at all levels. This year's SMCA leadership has been selected:

President: **Ellise Lee** (freshman)
 Secretary: **Cierra Salter** (freshman)
 Treasurer: **Elena Alemayehu** (sophomore)

SMCA is providing support for the development of a campus chapter of the National Association of Black Social Workers (NABSW); MSW student **Jennifer Onwenu** is taking the lead on this project.

Faculty advisor: **Shani Saxon**

In memoriam

Amie Neil, a second-year student in the Statewide Blended MSW Program, passed away unexpectedly on December 13, 2014. She resided in Port Huron and worked at the Department of Human Services as a foster care specialist, where she also interned in the Licensing Department. Amie had a strong commitment to the children and families she served, evidenced by her actions working with clients, providing extra services, and going out of her way to help the children she was assigned to. The Statewide Blended program and her Oakland learning community will miss her greatly.

Student honors, awards

BASW senior **Adriana Carreon** has been selected as the 2014 BSW Student of the Year by the Michigan Chapter of the Organization of Latino Social Workers. She was honored at the OLASW annual banquet on November 13 in Detroit. Carreon is also a recipient of the highly competitive *Julian Samora Endowment Scholarship Award* for 2014–15, competing against students from all majors at MSU. In keeping with the Julian Samora Research Institute mission, the scholarship supports students engaged in scholarly activities focusing on Latino/as in Midwestern communities.

BASW senior **Marie Rose** spoke in Lansing at a press conference in October to say “enough is enough” to Republican policies that offend and economically hurt women and their families. US Senator Debbie Stabenow (MSW 1975), State Senate Democratic Leader Gretchen Whitmer, and other Democratic leaders were joined by many women for events in Southfield, Lansing, Flint, and Grand Rapids. Rose said, “Senator Stabenow is the perfect example of a woman leader (and social worker) building power, so I was incredibly excited to speak in support of her and women of Michigan at this event.”

MSW student **Kristen Steiner** was one of 50 nominated last spring as *Outstanding Student Employee* at MSU in recognition of her contributions to the School, College, and University. The only student in the College of Social Science to be nominated, she was honored with a plaque at the awards reception. **S**

BASW student learns of world’s social work opportunities at United Nations event

BASW senior **Ben Spreitzer** received support from the School last spring to attend the 31st Annual Social Work Day at the United Nations Student Event, *The Future of International Social Work: Finding Careers and Engaging in the Post 2015 Agenda*, where he attended two workshops: Career Development & Networking and Engagement & the Post 2015 Agenda.



This gathering brings together students, practitioners, and educators to learn more about the UN, innovative projects and issues related to international social work, and the critical role social work plays internationally. Spreitzer, who is interested in international development, plans to apply to the Peace Corps this summer. He called his experience “life changing” and noted that interacting with other BSW and MSW students gave him an appreciation for the many international opportunities available to MSU social work students. **S**

Students go national with their research

Carmen Hillier, BASW senior, presented her paper, *The Role of Childhood Adverse Events with Suicide Attempts: An Examination of Incarcerated Women*, at the American Society of Criminology annual meeting this fall. Funding from the School, College, and Provost’s Office allowed her to travel to the conference. Hillier’s faculty mentors are **Dr. Sheryl Kubiak** and doctoral candidate **Gina Fedock**. The poster on the same project was the first-place award recipient at the 2014 University Undergraduate Research Fair.

Kaitlyn Kapnick, BASW senior, presented a paper at the CSWE Annual Program Meeting (see page 16).

Last year, BASW juniors **Jessica Silber** and **Olivia Ehret** presented papers at national conferences. Silber presented at the Baccalaureate Program Directors Conference, *The Changing World and the Face of Social Work Education*, with doctoral student **Terry Keller**.

Olivia Ehret, BASW senior, presented a paper and two posters with **Joanne Riebschleger** at the 4th International Conference, *Families of Parents with Mental Health Challenges: Addressing the Whole Family*, a cross-disciplinary event sponsored by University of British Columbia

Interprofessional Continuing Education held in Berkeley, CA. The research presented was a collaboration between the School and the College of Law.

Doctoral candidate **Gina Fedock** is busy this year. In addition to attending the American Society of Criminology to present with BASW senior **Carmen Hillier** and **Dr. Sheryl Kubiak** on *The Role of Childhood Adverse Events with Suicide Attempts: An Examination of Incarcerated Women*, Fedock had an additional presentation accepted, titled *Beyond Violence: Results of an Intervention with Women with Life Sentences*. At the CSWE Annual Program Meeting, she presented with **Dr. Sacha Klein** and BASW senior **Kaitlyn Kapnick** on *Teaching Geographic Information Services (GIS) to MSW Students: Lessons from Faculty Interviews*. And in January she presented on *Physical and Mental Health Concerns for Women with Arrest Histories: Results from the National Survey on Drug Use and Health* at the Society for Social Work and Research (SWRR) 2015 Annual Conference. Fedock is also project director on Dr. Kubiak’s National Science Foundation funded project this year (see page 4). **S**

School's programming adapts to changing needs

Higher education programs in the US and internationally are undergoing transformations in the face of major societal changes, and social work programs are no exception. Among the forces buffeting social work education are high tuition costs; the need for students to juggle work, family, and school responsibilities; the increasing availability of new technology to enhance educational delivery; and increasing pressures for advanced social workers to demonstrate more specialized skills.

The MSU School of Social Work recognizes these changes and, given MSU's historic land-grant mission, has adapted its programming to meet these needs and to expand access to education in three main ways: extending geographic access to its programs, expanding the program options offered, and delivering social work courses in multiple ways.

Enrollment. A historical look at MSU enrollments highlights one aspect of the School's responses to these trends, which collectively have led to a very different program than existed just 10 years ago. Originally, all MSU BASW and MSW students attended class on the East Lansing campus. That began to gradually change, as the School began offering programs in other locations. The charts below demonstrate how the differential growth has led to a greater distribution of our programs to areas outside East Lansing. Overall, while the East Lansing campus program grew by 16 percent over this period, enrollments at all other sites grew by 122 percent.

Communities. Through this growth and shifting geographic distribution of our MSW students, the School has become much more embedded in communities across Michigan, making our program increasingly accessible to working professionals. Most notable in this respect is our extensive programming in Flint, Oakland County, and Saginaw, where we currently have about 180 MSW students. In Flint, the School offers a three-year part-time MSW program with the assistance of classroom space provided by Mott Community College. In Oakland County and Saginaw, the School is providing advanced standing MSW degree programs through close partnerships with Oakland University and Saginaw Valley State University, with classes provided on each campus; in addition, most of the students in these programs are BSW graduates from these universities.

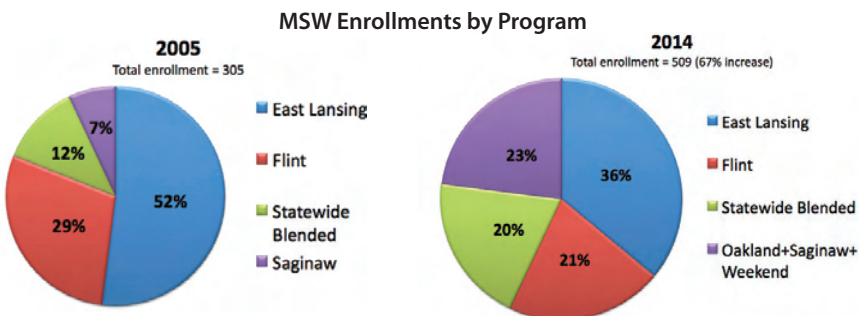
Technology. The School became a pioneer in US social work online instruction with the launch of the Statewide Blended MSW Program, which is unique in the growing world of online and hybrid social work. Our goal was to extend access across the state of Michigan. The use of the term *blended* (or *hybrid*) conveys the fact that part of the instruction is in person and part is online. Students meet in learning communities in central locations based on where they live. Here, they meet on designated weekends with a School faculty mentor and also receive interactive television lecture/discussions from a studio on the East Lansing campus. Other courses are

completed online, and all students come to East Lansing each summer for one week of intensive work. The intent of this format is to provide a blend of in-person instruction and mentoring with the convenience of online and distance education. Current learning communities meet in Marquette, Gaylord, Mt. Pleasant, Grand Rapids, and Oakland.

Weekend Program. Finally, the newest addition to the School's off-campus MSW program options is the Weekend MSW Program, which provides weekend courses at MSU's Henry Center coupled with online learning. Developed initially to serve working professionals interested in the School's Organization and Community Leadership (OCL) concentration, a new option in this program is being piloted to include the Clinical Practice concentration (see page 9).

Additional BASW options. In our East Lansing campus-based BASW Program, online course options have grown steadily; the plan is to have at least one section of all required BASW courses available online by 2016. In addition, many online electives have been added for MSW and BASW students; these frequently are offered in the summer, with the idea that students who return home will continue to have access to course options.

This broad range of educational developments over recent years has significantly improved the ability of the School to make a difference in social work education across Michigan. New program and course options have been possible only because of the expertise and dedication of School of Social Work faculty members and our many University and community partners across the state. As online instruction methods and other educational technology developments continue to evolve, the School is committed to remaining at the forefront of new and exciting educational possibilities for our students. **S**



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.

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