



School of Social Work
MICHIGAN STATE UNIVERSITY

SOCIAL WORK IN ACTION

Fall 2021



FLINT COMMUNITY INITIATIVE



Remembering a colleague

Dear Friends of the MSU School of Social Work,

Well, it is feeling like fall in Michigan. The leaves are changing, there is a nip in the air, and the coats are coming out. Fall 2021 found us back on campus and back in the classroom. Things look a little different (we are all masked indoors), but the energy, enthusiasm, and connection are familiar and real. We have welcomed several new cohorts of students pursuing their passion for social justice and change. While the coronavirus pandemic continues to bring us challenges, the hope that our students represent is encouraging and inspiring. I am excited to have the opportunity to share with you some of what is currently going on at the School.

Summer was busy as usual with students in our master's and bachelor's programs taking classes and providing services in agencies across the state. Our Community Programs provided services in varied and creative ways that ensured safety while also meeting vital needs. Our faculty continued to generate new knowledge, develop interventions, and serve diverse communities.

This fall we welcomed a new cohort of PhD students, who are introduced here in the newsletter. We also are sharing news of innovations in teaching and learning, research accomplishments of faculty and students, and highlighting the work of a remarkable alumni. I am really proud of the excellent work being done at the School. We continue to grow, innovate, and challenge ourselves to do better.

Sadly, we have been affected by the tragic loss of colleague and friend, **Dr. John Sougstad**. In late September we learned that John, his wife, and son had been killed in their home. John was a graduate of our bachelor's and master's programs and earned his PhD in educational psychology from MSU. John had been a part of the School since 1994. He was instrumental to the development and implementation of our school social work specialization and taught in that program for many years. He was a mentor and teacher to a whole generation of school social workers. He was a beloved colleague and friend.

John will be remembered for his kindness, his commitment to service, his advocacy on behalf of children with special needs, and his intellect. At the School we would like to honor John, his legacy, and his impact. We will be starting a scholarship fund in his name; funds raised will go to MSW students who are entering the field of school social work. As John was a consummate supporter of new school social workers, we feel this is a fitting tribute. Inside you will also find some remembrances of John.

I hope you will consider supporting the School so that we can continue to grow. While your financial support is always welcome (see opportunities for giving on page 25), your time and interest are also very welcome. Please feel free to reach out to me with any ideas or suggestions.

With my best wishes,

Anne K. Hughes, PhD, LCSW
Director
School of Social Work
Michigan State University



John Raymond Sougstad

November 11, 1963 - September 24, 2021

School colleagues reflect on the kindness and contributions of Dr. John Sougstad

"I first met John when he was a young social worker at CMH in the early 1990s. He joined me at the Lansing School District as a school social worker. I moved on to another school district, but our lives were interwoven in several ways.

"I would occasionally reconnect with John at our MASSW (Michigan Association of School Social Workers) conferences and knew that he was pursuing a PhD. He was always learning, growing, and moving forward in his passion for helping others. I continued to see John at some of the MSU School of Social Work meetings for clinical instructors and always thought of him as a kind, gentle, and wise colleague.

"About 10 years ago, I was invited to teach one of the three online school social work courses that John developed for MSU. The assessment and evaluation for special education course has evolved in many ways over the years, but several of John's student case scenarios and ethical issues discussion forums remain in the course. I will always think of him as a wise sage as he had such a passion for his work and for those he helped throughout his career.

"What an honor it is to continue with his work in educating the next generation of school social workers."

—Mark A. Nester

School Social Work Certificate Program Coordinator

"Over 20 years ago, John and I bonded over our common experiences as non-traditional doctoral students with multiple personal and professional responsibilities. Since then, I had the honor of knowing him as a respected colleague, brilliant and award-winning doctoral student, and friend. Every contact with John was filled with humor, insight, and meaningful connection. I will always remember him for his warmth, intellect, commitment, precision, and professionalism. Beyond our personal conversations, I will miss John's kind and calm presence. As a School community, we owe a debt of gratitude to John for making us better social workers, teachers, and researchers. May his legacy live on through our collective action.

—Dr. John Mooradian

*Professor Emeritus and
Former Director of the School*

"I met John in 1995 when I joined a behavioral health practice where he was also a therapist. We worked together there for six years. His skills as a clinician were undeniable, coupled with an open and caring style. His welcoming smile invited people to talk about their day and share how they were doing. I greatly valued the insights he shared on case conceptualization and how best to proceed.

"We also had a connection with Jackson since that is my hometown. I told him that my nephew was transferring to one of John's schools and that he would be on his caseload given his autism diagnosis. John said, "Well, I'm not so sure." I said, "My nephew is being transferred because he's leaving the class and screaming as he runs down the hall. He likes to hear his voice echoing." Smiling, John said, "Oh, that sounds like one of my kids!"

I'm grateful to have had the privilege of working with John. He was an exemplary person and social worker."

—Julie Navarre

Director of Field Education

"John Sougstad, MSW, PhD, was a social worker's social worker and an instructor's instructor! He had the rare gift and ability to draw on his over 30 years of practice and research and make it come alive for his students. Being able to demonstrate the real-life applications of the concepts he taught—be it social work in the schools, working with children with special needs, or administrative skills—made it more meaningful to his students. He believed that all students could achieve to the utmost of their abilities. He made his expectations clear and offered the support students needed to be successful. John was a kind person with a ready smile and words of encouragement. He was a problem solver, a colleague, a friend, and a mentor to many co-workers and students. He was a true example of MSU's tag line SPARTANS WILL, and he will be sorely missed."

—Dr. Rena Harold

*Professor Emerita and
Former Director of the School*

“We are delighted for the CDC to recognize the innovation of the Public Will Campaign. Survivors, community members, and professionals in the field inform this work. We hope that the next four years will result in desperately needed sustained change for children in Michigan and across the country.”

Dr. Heather
McCauley



Dr. Joanne
Smith-Darden



McCauley and Smith-Darden receive a **\$1.6 million grant** from the CDC focused on primary prevention of child sexual abuse

Dr. Heather McCauley and Dr. Joanne Smith-Darden of the Michigan State University School of Social Work are principal investigators of a newly awarded \$1.6 million grant from the **Centers for Disease Control and Prevention (CDC)**. Over four years, McCauley and Smith-Darden aim to strengthen the evidence base regarding the primary prevention of child sexual abuse through a community-engaged research partnership with **Traverse Bay Children’s Advocacy Center (TBCAC)**.

The **Public Will Campaign: Shifting Social Norms to Prevent Child Sexual Abuse** grapples with the question: How do we mobilize entire communities to promote the rights and safety of children? The campaign pairs grassroots outreach methods with media tools to challenge misperceptions and leverage shared values. The short-term goals of the Public Will Campaign are to build strong communities and improve attitudes, social norms, and behaviors relative to child sexual abuse. The campaign’s long-term goal is to end child sexual abuse for generations to come.

Traverse Bay Children’s Advocacy Center is one of Michigan’s largest child advocacy centers and a regional advocate for child abuse justice, prevention, and healing. Accredited by the National Children’s Alliance, TBCAC is consistently recognized for leadership in the state and field not only for its effective trauma-informed response to child abuse but for its innovative prevention interventions. In 2017, TBCAC widened its aperture from awareness-raising efforts and

applied a systems-change mindset to unravel the complex issue of child sexual abuse. It led an ad hoc group of northern Michigan experts and community advocates to design a macro-level approach to primary prevention, which resulted in the Public Will Campaign. Funding from Michigan State University in 2018 set the campaign in motion under the leadership of **Sue Bolde**, executive director, Public Will Campaign.

Now, with support from the CDC, Drs. McCauley and Smith-Darden will evaluate the Public Will Campaign guided by three aims: (1) building community cohesion, (2) exploring community voice, and (3) inspiring community action to prevent child sexual abuse in Michigan. Dr. Kai Cortina (University of Michigan), Dr. Alan Berkowitz (Campaign Consultant), and NewFoundry (a Michigan-based multimedia firm) will join the community-engaged research team.

Dr. McCauley shared, “We are delighted for the CDC to recognize the innovation of the Public Will Campaign. Survivors, community members, and professionals in the field inform this work. We hope that the next four years will result in desperately needed sustained change for children in Michigan and across the country.”

Drs. Smith-Darden and McCauley direct SPARK Research for Social Change in the MSU School of Social Work, an interdisciplinary team science-driven, community-engaged research lab focused on preventing violence in all its forms. You are welcome to follow their work on Twitter: **@SPARK4Change**.

Federal grant funds new supports for kinship care

The School of Social Work and its partners, **Spaulding for Children**, and the **Michigan Department of Health and Human Services** and its **Macomb County office** have received a new five-year, \$2.5 million grant from the federal **Administration for Children & Families, Children's Bureau**, to develop a new program designed to promote and support normalcy in child-rearing activities and parenting for children in foster care.

The funding will establish the **Kinship Network Development, Empowerment, and Resilience plus Connection and Relationship Enhancement through Shared Parenting (KINDER-CARES) Program**.

The new program will provide critical support to kinship families caring for foster children when they most need it and will increase kinship families' access to vital supports and critical resources that can lessen the challenges of taking in a child. The program also is designed to transform relationships between the child welfare system, foster

parents, kinship caregivers, and parents.

KINDER-CARES will begin operations in October of 2021.

Spaulding for Children, a private, nonprofit child welfare agency, will serve as the lead agency in a partnership that includes the Michigan Department of Health and Human Services and its Macomb County office and Michigan State University. MSU will be responsible for evaluating the intervention and helping ensure that it is informed by evidence-based practices. The program will focus first on families in Macomb County. The program will be systematically refined and shared with foster care providers throughout the nation.

KINDER-CARES will create more effective approaches to improve stability, permanency, and family-centered well-being. Its strategies will provide comprehensive supports and services for kinship families and promote broadening the role of kinship and foster families through shared parenting.

By evaluating the implementation, outcomes, and costs of KINDER-CARES, we will help ensure that this innovative program is informed by evidence-based practices, and continuous quality improvement data indicators and assessed with state-of-the-art evaluation tools and methods."

Dr. Sacha Klein
Lead Evaluator of KINDER-CARES and Associate Professor of Social Work at MSU



Jamie Kynn and Hannah Boyke receive research grant from the Center for Institutional Courage

Jamie Kynn and **Hannah Boyke**, PhD students in the School of Social Work, have been awarded a research grant from the **Center for Institutional Courage**. The Center funds research on institutional courage and betrayal, with a particular focus on previously unstudied institutions and/or marginalized populations.

Their research project will examine institutional courage and institutional betrayal in immigration court from the perspectives of lawyers and law students representing migrants in removal proceedings. For more information about research funded by the Center, see www.institutionalcourage.org/research-grant-program.



Jamie Kynn



Hannah Boyke

“I would hope everyone can take some time and dig deeper into the issues that affect Native Americans. I would like to challenge everyone to choose a topic and learn all they can about a subject. Boarding schools, missing and murdered Indigenous women, health disparities, land rights, ICWA challenges, and poverty are just a few of the current issues facing Native people today.”

Jason Cross



Jason Cross accepts new position as state manager of ICWA Compliance and Race Equity at MDHHS CSA

Congratulations on being appointed state manager of ICWA Compliance and Race Equity at MDHHS Children’s Services Agency. What led you to want to pursue this position?

I have spent the last seven years of my life working for the Little River Band of Ottawa Indians (LRBOI) as the director of family services and behavioral health, serving tribal children and their families. Children are critical to tribal nations as they represent the future of the tribe and its seven generations philosophy. I felt that it was important at this stage of my career to not only continue to advocate for children from my own tribal nation but also broaden the reach of that work to include all tribal children and all children of color and their families in the state.

I felt the time was right to make the move to employment with the Michigan Department of Health and Human Services (MDHHS) Children’s Services Agency (CSA) because of the recent increased commitment to Indigenous and race equity issues by former CSA Director JooYeun Chang and current CSA Director Demetrius Starling. The environment created by those two leaders allows me the freedom to creatively support historically marginalized segments of the population within child welfare.

What are some of the goals and objectives you hope to accomplish in this position?

I have two overarching goals in my current position that drive my

daily work. The first is to ensure MDHHS compliance with the *Indian Child Welfare Act* (ICWA) and the *Michigan Indian Family Preservation Act* (MIFPA). While this goal may appear basic on its surface, it is important to remember that there are 574 tribal nations in the United States and 12 right here in Michigan. Each one of those tribal governments has the sovereign right to determine care for their children. There are also 83 counties in Michigan, each with its own court system and MDHHS staff. Every law and policy created related to child welfare has an impact on Indigenous children and families. Collaborating and communicating with Michigan’s federally recognized tribes as well as state and federal officials on topics such as policy, legislation, contracts, and programming keeps the compliance goal in the forefront of everyone’s minds.

The second overarching goal is to address the overrepresentation of children of color in the child welfare system. This problem is well documented but not as widely known or understood as it should be. The reasons for the disproportionality can range from antiquated or poorly written policy to mandated reporter bias. Reviewing policy, revising training, and providing guidance alongside a diverse team is the path to addressing the problem.

I believe that building and fostering relationships is the best way to further all goals, and it is my priority to listen and appreciate everyone’s position and responsibilities related

to the needs of children of color. It has always been my policy to be open and available to community members, employees, partners, and anyone else who has a question or something to share, and I am committed to continuing that in my new position.

This interview will be seen by a lot of social workers, especially those living in Michigan. What do you think are some things that they need to know about Indian child welfare and culturally sensitive social work practice, and how could they support your work?

I present many trainings as a part of my position, and one thing I always stress is that it is important to get to know the tribal government or Indigenous person with whom you are working. There are 574 federally recognized tribes in the United States. They are all different in many ways. There is an instinct to group all Indigenous people into one group, which originates with the term *Indian*. The first time we were called Indian, we lost some of our individuality and identity. We are Ottawa, Chippewa, Potawatomi, and hundreds of others across this land. There is also a tendency to believe that all Indigenous people are the same in terms of their connection to culture.

Because of the history of boarding schools and other government-sponsored attempts to destroy Indigenous culture and language, Indigenous people vary in their knowledge when it comes to culture. Studies have shown that culture grounds individuals, and I have always supported and promoted connecting children and families with their culture regardless of race, ethnicity, or political status. I also strongly suggest becoming educated regarding the boarding school era in the United States. We continue to observe the discoveries of unmarked graves of children who attended Indian boarding schools in Canada

(6,509 and counting) and anticipate similar discoveries in the United States. The boarding school era is the root cause of a multitude of social challenges plaguing Indigenous communities, including child abuse, substance use, and mental illness.

You have a BASW and MSW with a concentration in organizational and community leadership from Michigan State University. How do you feel that has helped you in your professional career and led you to this position?

I have worked with and supervised many clinical social workers who do an amazing job providing direct services to children and families, but that is not where my passion lies. I am thankful that MSU offers the organizational and community leadership track in their MSW Program. I enjoy social work at a macro level, especially program and policy development.

One of the things I say often is that practice should drive policy. Frontline workers need to have the structure and supports in place that enable them to do the important work they do every day. I enjoy listening to frontline staff and their clients describe what they need to succeed and then be able to go and help create programs and policies that support that work. The specific knowledge I received in the program enabled me to be successful while I was directing several departments for the LRBOI and continues to help me in my current role.

In honor of Native American Heritage Month, what are some things that you wish more Americans understood about Native American heritage? Additionally, what are some common misconceptions people have about Native American heritage or history that you would like to clear up?

The most important thing to understand and remember is that we

are still here. Believe it or not, there are many people who think Native Americans no longer exist. There are millions of people who identify as Native American. The exact number is difficult to quantify because of how that number is defined. The fact that we are still here is a testament to the resiliency of Indigenous people.

Indigenous people look very different. We have long and short hair, different color eyes, and varied skin color. Not everyone is going to fit into the stereotypical cultural box of a Native person. There are currently 574 federally recognized tribes in the United States and many more seeking recognition. Each one of these tribes is different in many ways. I think considering all Native Americans as a whole instead of recognizing and celebrating the differences between the individual tribes is the greatest mistake most people make.

How can each of us be better allies to Native American communities all year round?

I would hope everyone can take some time and dig deeper into the issues that affect Native Americans. Considering how busy most people are today, they tend to hear a news story or read an article and move on, only having learned the bare minimum about the topic. I would like to challenge everyone to choose a topic and learn all they can about a subject. Boarding schools, missing and murdered Indigenous women, health disparities, land rights, ICWA challenges, and poverty are just a few of the current issues facing Native people today. There is so much to learn about each of these.

In addition to educating yourself on these subjects, I would ask that you become an advocate for Native Americans by speaking up when misinformation is being spread. Having difficult conversations with those around you is not easy, but it is necessary to dispel myth and urban legend.

Podcast launches for Research Spotlight

In October, the School of Social Work introduced the Research Spotlight podcast. **Dr. Angie Kennedy**, associate director for research, interviewed **Dr. Ashlee Barnes-Lee**, community psychologist and dean's research associate in the School of Social Work, about her research, *Combating the School-to-Prison Pipeline with Restorative Practices: A Mixed Methods Approach*. The podcast is about 15 minutes long and gives listeners a broad overview of the study, which partners with a metro Detroit middle school to investigate the impact of restorative practices on school climate and exclusionary discipline outcomes.

The research team includes two community partners who serve as co-investigators: the middle school's principal and a youth researcher who attended the middle school.

This research contributes to the literature by evaluating the effectiveness of restorative practices in a school with a predominately Black student population.

Future Research Spotlights will be issued monthly, covering projects such as **Michele Brock's** work with Youth Engaged in Leading and Learning, or YELL. You can find the spotlight at sw.msu.edu/research-spotlight or look for it under the Research tab on our website.

Dr. Angie Kennedy
Associate Professor



Dr. Ashlee Barnes-Lee
Dean's Research Associate



2021/2022 Research Scholars Program

This year, 17 MSW and BASW students have been matched with ten School of Social Work faculty to work on a variety of research projects.

Youth Mental Health Literacy in Rural Areas

Dr. Joanne Riebschleger, Erin Kramer (MSW), Tess Bond (BASW), Mireya Chavez-Martinez (BASW)

Dr. Riebschleger and her team are collecting qualitative data from a number of stakeholders in a rural area in Western Michigan. Through Zoom interviews and a semi-structured interview form, they are learning about stakeholders' perceptions of mental health information needs of rural youth ages 13–16. Data will be used to revise an existing program to increase the mental health knowledge of rural youth.

Trauma Services and Training Network

Cheryl Williams-Hecksel, LMSW, Bailey Akers (MSW)

The mission of the MSU Trauma Services and Training Network (MSU TSTN) is to better understand, communicate, and address the impact of trauma at MSU and in the broader mid-Michigan community. The network strives to collaborate across disciplines to care for trauma survivors through the development of trauma-informed, evidence-based education, training, and service. The focus of this project is to review literature related to evidence-based best practices around trauma-informed practice in higher education during a pandemic and develop info graphics and other resources to disseminate findings to the MSU community.

Promoting Brain Health Knowledge Among Older Adults from Diverse Backgrounds

Dr. Fei Sun, Megan Bentley (MSW), Jodi Hutchings (MSW)

This project aims to promote brain health knowledge among elders from diverse backgrounds through providing psychosocial education. It involves the use of music and technology as a means to engage elders and modify risk factors for cognitive health.

Barriers to Access Public Assistance Programs Among Low Income Families

Dr. Kyunghee Lee, Isabella Marchiselli (MSW), Lucinda Gleespan (BASW), Emma Johannes (BASW)

Studies indicate that a significant number of low-income families with children who are eligible for government assistance programs do not take up the eligible benefits. The purpose of the study is to conduct a systematic literature review to summarize the types of benefits and services available for low-income families with children and understand the barriers to use of benefits.

Living Many Lives: A Life History Study of Black Women Living with Severe and Persistent Mental Illness

Dr. Marya Sosulski, Chey Davis (MSW)

Living Many Lives (LML) is a life history study that centers on the experiences of Black women living with serious mental illness. Each participant tells her story and interprets her experiences. Using narrative analysis, the researchers determine cross-cutting themes and unique experiences to situate the experience of mental illness within the context of the whole life and social structure. Primary themes in the preliminary analysis have uncovered the importance of early childhood trauma, “social recovery,” work, religion and spirituality, adoption, raising their own children with disabilities, identity as women (vs. people with disabilities), and relating to other Black women and families. Dr. Sosulski and her team are currently preparing for a new wave of data collection.

Virtual Table Project

Dr. Paul Freddolino, Marie Huber (BASW)

Supported by a planning grant from the Michigan Health Endowment Fund, the Virtual Table Project will use the existing relationship between home-delivered meals (HDM) recipients and the drivers who deliver their meals to “kick start” a conversation about technology and lead to an invitation to participate in the six-month project. Participants will receive a tablet and service plan, instruction and support from peer tutors, and weekly contact with OCCOA volunteers. The first technology covered will be video conferencing, and participants will be supported in linking with a family member or friend over lunch—the Virtual Table. In addition to improved technology comfort and skill, the specific health outcomes to be targeted include healthy eating (nutrition), reduced social isolation and emotional loneliness, and improved access to health care.

Intimate Partner Violence Polyvictimization, Health Outcomes, and Help-Seeking Among Minority Communities

Dr. Hyunkag Cho, Madison Boyle (BASW)

Intimate partner violence (IPV) is abuse or aggression of a physical, psychological, or sexual nature that occurs within a romantic relationship. The proposed research will begin to address the dearth of knowledge of marginalized community populations by using data from the National Intimate Partner and Sexual Violence Survey (NISVS). It will analyze IPV victimization experiences among marginalized communities and identify the key factors that determine IPV health outcomes and help-seeking

behaviors. The results will inform assessment of the highest-risk subpopulations in those communities. We secured the data, cleaned it, and are ready to analyze!

Meeting Care Needs of Immigrant Families in the Detroit Metro Area

Dr. Anna Maria Santiago, Emily Cohen (BASW), Ava Fall (BASW), Noelle Rager (BASW)

This project builds upon a pilot study conducted during the 2020-21 academic year that examined the challenges produced by the COVID-19 pandemic on families negotiating the care of children and/or elders and employment. We are interested in learning more about how increased caregiving burden experienced by women and the availability (or lack thereof) of caregiving resources have contributed to the withdrawal of women from the labor force. The current study seeks to examine the existing capacity for home and community services to meet the care needs of immigrant families in the 11-county Detroit metropolitan area. Specifically, we propose to document differences in child and elder care needs experienced by Latinx, Arab-American, Bangladeshi, and African American families and the availability of services in the region, including those that would respond to specific needs of immigrant families, and conduct a policy analysis of extant local, state, and federal policies that may differentially affect service delivery within the care economy.

Trans Pregnancy Project

Dr. Carla Pfeffer, Zachary Ireland (MSW)

Data consist of qualitative one-on-one and focus group interviews conducted with transgender men and their providers (from the United States, Canada, United Kingdom, Germany, Italy, and Australia) around the topics of pregnancy, reproduction, and experiences with health care providers. Dr. Pfeffer and her team are currently refining, coding, and analyzing the data.

Understanding MSW Program Field Placements Decisions in Private Nonprofit Foster Care and Adoption Agencies

Dr. Sacha Klein, Jax Heil (MSW)

Survey of CSWE-accredited MSW program field directors in the U.S. regarding decision-making process for placing students in field internships with child placing (private nonprofit foster care and adoption) agencies. In particular, the study focuses on how schools grapple with the ethics of placing students with agencies that categorically refuse to place foster and/or adoptive children with LGBTQ+ parents.

BASW STUDENT RESEARCHERS



Tess Bond
BASW '23

For as long as I can remember, I've wanted to pursue a career in a helping profession. When I started undergrad at Michigan State University, I was a psychology major, hoping to become a therapist. As I continued my educational career, I learned that social workers play a vital role in the functioning of society. There is such a broad range of social workers that support people from all walks of life; in doing so, they demonstrate what it means to be an advocate, empathetic, compassionate, and empowering. The variety of social work services initially drew me in, but the ability to have a positive impact on such a vast population is what officially led me to Social Work at MSU.

As part of the Provost's Undergraduate Research Initiative scholarship program, I am researching youth mental health literacy in rural communities. I'm grateful because I got the opportunity to join a preexistent team under the supervision of **Dr. Joanne Riebschleger**. Joanne has already created the YES program, a school program geared toward educating adolescents on mental health. With our current research, we are working on adjusting it to meet the needs of specific populations.

I have always been interested in mental health, especially among adolescents. Growing up, I noticed a rise in mental illness among my peers. Seeing the effects of mental illness forced me to realize how important conversations about mental health were. This research intrigued me because its goal is to destigmatize mental illness and educate our youth, which are two things I'm extremely passionate about.



Marie Huber
BASW '23

I am a junior in the Bachelor of Social Work Program, and I was drawn to social work at MSU because I wanted to go into something that would make a difference in people's lives. I've had many friends and family members who have struggled with their mental health, and they have been a huge part of my motivation to go into the social work field. I hope to make people feel heard and understood and provide them with the resources and help to change their lives for the better. I also hope to help not only on an individual level, but on a societal level as well by advocating for policy changes that encourage equality and opportunity for those in need.

I am currently on a research team headed by **Dr. Paul Freddolino** working to provide better access to and understanding of technology for older low-income adults. Our goal in this is to help these elders to better connect with their family and friends via technology to combat loneliness. Additionally, we hope to connect them with better health care resources via technology. I was inspired to join this team because I wanted hands-on experience working in social work and feel that this project will help these adults feel more current and less isolated.

Because social work is such a broad field, I am still exploring the different areas I can go into after graduation. My main interest right now is working at a hospital, but I still need to see if it is the right fit for me by shadowing someone. This research project has also opened my eyes to working in geriatrics, which I had not considered before. I am excited to continue my journey at MSU in the social work program as well as my role in this research project.

BASW STUDENT RESEARCHERS



**Mireya
Chavez-
Martinez**
BASW '22

The reason why I went into Social Work at MSU was because I felt like social work is me, I am always willing to help and be a listener to others. I also want to advocate for others and fight social injustices going on in our communities.

The research I am doing has to do with Mental Health Literacy Needs of Rural and Migrant Youth. What inspired me to concentrate on this is being a migrant myself, I can relate to the lack of mental health resources I was exposed to at a young age, and I know this research would allow us to understand why and how we can change it and provide more literacy related to mental health to migrant youth.

The research I am participating in is leading me to a new plan after college, my goal is to work with refugees from south of the border.

Being a first-generation student means a lot to me. As a daughter of immigrants, I have this dream to make my family proud and continue breaking generational curses. Being the first to attend college, I have set an example for the next generation to come within my family. I have my siblings and cousins looking up to me, and I want them to be able to look at me and know that anything is possible if one puts their mind to it.

MSW STUDENT RESEARCHERS



Bailey Akers
MSW '22

I chose MSU School of Social Work because it offers such an array of options for working toward my MSW. I have been able to utilize the part-time, clinical, Advanced Standing hybrid program, which encourages me to continue my full-time job in the field while still taking advantage of all the School of Social Work has to offer. In my case, the School has made it possible for me to be part of the Research Scholars program and to specialize by completing the Evidence-Based Trauma Treatment Certificate even though I am not a traditional full-time, in-seat student.

My project is focused on the application of existing research in the area of trauma-informed practices and systems. I am partnering with the Trauma Services and Training Network (TSTN) in order to create materials for University departments, faculty, staff, and organizations to learn how to become more trauma-informed in their work and interactions with students and the community.

As a learning environment for future change-makers, I believe MSU should lead by example by embracing a trauma-informed approach to education that supports students of all backgrounds and experiences. This belief led me to connecting with **Cheryl Williams-Hecksel** and the creation of my project, which I hope will provide important resources for MSU community members working to become more trauma informed.

My current employment combined with my education on trauma has influenced my future career plans, which are to continue my trauma studies and practice trauma treatment with all parties of domestic violence. While this research project has not changed those plans, it has given me stronger guidance and evidence on how I will include macro social work practice and focus on workplace culture and climate into my profession.

One of the great things about this project is that it is so adaptable to different practice settings. I would argue that all settings, especially those that social workers are involved in, would benefit from learning and practicing a trauma-informed approach to their work. Thanks to this aspect of the project, I look forward to continuing to utilize and develop this project well into the future to educate and meet the unique needs of many different settings that can benefit from trauma-informed practices.

Isabella Marchiselli

MSW '22

My passion for years has been to work with veterans in a mental health capacity—both as a therapist and activist. Pursuing my MSW gives me the ability to focus on the micro clinical work that fills up the forefront of my interest, while also learning macro skills to become the advocate I want to be. When I was looking at programs, I knew that I wanted one that would give me the knowledge to work with such a specialized population. Michigan State University constantly popped up as a top program for social workers who want to work with veterans, namely due to the Combat Veteran Certificate (CVC). The CVC solidified my choice in where to not only apply but also where to attend upon receiving my acceptance. I have been able to learn and share so much from the program and am surrounded by peers with a genuine passion for helping our nation's veterans.

Although my main goal is to work with veterans, I also have interests in other areas. I am working with **Dr. Kyunghye Lee** this year on multiple research projects. Right now, we are finalizing a project that focuses on the school that children attend after completing Head Start. This study has produced great suggestions for the macro social work side that delve into the importance of school choice rather than assignment and the importance of fostering the positive effects of Head Start on young children. We have also submitted a proposal to complete a study evaluating the socio-emotional and cognitive well-being of Asian-American children in Michigan that can be expanded to across the U.S. and then to Asian countries as a comparison in the future.

I was inspired to participate in these projects to not only discover the implications but also have a way to keep in touch with other interests. I enjoy learning about ways in which both education and being raised in different cultures impact child development and what aspects of each produce best outcomes. So far, the results from the Head Start study have my wheels turning on macro changes that could greatly benefit children's social, emotional, and cognitive outcomes.

After graduation, I still plan to work with veterans even though my research was in other areas. However, I do plan to take things that I learned and incorporate them into my work such as how to look at bigger picture macro things as someone with a micro social work mindset. Also, having the footwork on how to navigate higher level meta-analyses will allow me to conduct my own research on a veteran-related topic if I choose to. I think that one of the great things about an MSW is the versatility of options that it produces in the career field. With that, I am always a big proponent of keeping doors open to other passions and not confining oneself to a singular defining aspect. Being able to partake in this research allows me to continue my education on veterans while also feeding my interest in understanding how different things affect childhood development and outcomes.

Carole Touchinski

MSW '22

I chose MSU because the University has a stellar master of social work program with many opportunities to engage in new experiences. My daughter, Nikki Touchinski, was a Spartan before I became a Spartan, and she showed me how wonderful the campus and the people are at MSU. MSU is truly the place for me. I was fortunate to get a research assistant position, for which I am so grateful because I LOVE research! Give me the data! We are trying to look at the equities and/or inequities of strength-based opportunities offered to juveniles who are involved in the justice system and/or foster care system by race. For example, are Latino youth who are involved in the justice system and/or foster care afforded the same opportunities as Caucasian youth? We are using the National Survey of Child and Adolescent Well-Being as one of our pillars of information.

I have worked with youth in the justice system and the foster care system for a very long time. It does seem as though, with some systems involved, you gain more access to strength-based programming than others. Is that a function of race, personality of the juvenile, or perhaps personality of the probation officers and caseworkers? This research will profoundly impact my work life after graduation.

Currently, I serve as an addictions counselor in a residential treatment facility. Many of "my" kids are both in foster care and justice involved. The results of this research may very well help me better navigate the system and advocate for the juveniles' needs. When you think about it, this research could profoundly impact the long-term developmental trajectory of the youth I work with. Research and gaining new insights from that research is so motivating for me. I definitely see myself continuing research during and after the MSW program.

Our new PhD students hail from around the globe, bringing diverse interests



Ha-Neul Kim earned her MSW from Yonsei University in the Republic of Korea in 2020. She is passionate about creating change in society

and promoting a better world for older adults. Her research interests are in the fields of gerontology, health-related interventions, welfare technology, community care, Aging in Place (AIP), and policies supporting the dignity of older adults. She also focuses on the use of data analysis and text mining methodology in social work research.



Jennifer Hirsch earned their MSW from the University of New England in 2013 and is a first-year doctoral student. They have wide ranging experience

as a clinician in hospice, home care, palliative care, bereavement, oncology, and case management. They hold the Advanced Hospice and Palliative Social Worker certification and is an active member of the Social Work Hospice and Palliative Network. Jen's research interests derive from their experience as a clinical practitioner in health care. They are interested in describing people's experience of the medical system, policy impacts on patient experience and wellbeing, and advocacy for and by the social work profession in health care.



Jacob Nason graduated from Washington University in St. Louis in 2021 with a joint MSW/MBA. As a graduate student, he gained experience

as an evaluation research assistant and a peer counselor for Washington University's sexual and relationship violence helpline. His research interests are sexual violence prevention on college campuses, the role of social work in sport, and the intersections of violence prevention and college athletics. He chose MSU because of exciting research on campus sexual violence being done at the School of Social Work as well as the School's welcoming atmosphere.



Courtney Jones graduated from Grand Valley State University with a BS in Psychology and Western Michigan University

with an MSW in Policy, Planning, and Administration. Courtney is interested in researching anti-poverty strategies, wealth and income inequality, affordable housing, and the corresponding policy implications. When applying for PhD programs, MSU was Courtney's top choice. Alumni of MSU's social work Doctoral Program had many positive things to say about the program and culture, and Courtney was excited about the possibility of working alongside **Dr. Anna Maria Santiago**.



Yuan Xiong earned her Master of Social Work from the Chinese University of Hong Kong in 2017. Previously, she worked as a research assistant at the University

of North Carolina Project-China. She also participated in various volunteer activities with local community-based organizations to promote HIV testing, gender equality, and transgender rights. Her research interests lie in HIV prevention, LGBTQ health equality, and technology-based intervention development. She was born and raised in a southwest city of China where it never snows, so she was looking forward to the winter in Michigan.



Joana Lampe is an international student from Germany. She went to law school there, but quickly figured out that that was not what she wanted to

do. After her experiences as a foreign exchange student, Joana returned to the US in 2015 and received her BSW and MSW from Wichita State University in Kansas. After finishing her master's in 2021, Joana moved to Michigan to pursue her doctorate at Michigan State University. Joana is interested in healthcare as child abuse and neglect prevention. In her free time, she loves to be outside with her dog, Elsa.

“We are looking forward to the Flint Community Initiative 2022! Depending on the pandemic, we hope to resume an intensive immersive experience including residing in student housing in downtown Flint. We are excited to welcome a new cohort of students and community projects for 2022.”

Monica Villarreal
Flint Community Initiative
Program Coordinator



Flint Community Initiative immersive internships provide resources

The **Flint Community Initiative Summer Internship Program** offers a unique opportunity for students to learn about the assets of the Flint community through intentional community engagement and contributions to projects proposed and facilitated by Flint organizations. The program is open to upper undergraduate and graduate students and is a partnership among the **College of Social Science**, the **School of Social Work**, and the **Flint community**.

The 2021 cohort of interns hailed from communities across southeast Michigan and Greater Lansing. Students participated in a skills-based course in Asset Based Community Development, which supported their internship projects.

Summer 2021 Community Partners and Projects

- **City of Flint - Resource Guide for Improving Neighborhood Conditions.** Ongoing development

of a community resource guide to help connect residents with essential government and community resources.

- **Community Based Organizing Partners (CBOP) - Connecting Flint's Past and Present.** Illuminated Flint's rich cultural history and the opportunities and challenges facing Flint as a majority minority city. Students learned about how the city tapped into its strengths to address the Flint Water Crisis and COVID-19 pandemic.
- **Community Foundation of Greater Flint - Neighborhood Small Grants Program Evaluation Project.** Reviewing and organizing data from various grant programs, students were able to map, highlight, and evaluate the impact of philanthropic dollars for social change in Flint/Genesee County.
- **MADE Institute - Reflections on the "School to Prison" Pipeline.** Exposed to the challenges facing formerly incarcerated people, students worked with MADE Institute clients to pilot a photostory project reflecting on the impact of incarceration and the school-to-prison pipeline.
- **Neighborhood Engagement Hub - Neighborhood Group Capacity Building Tool Kit.** The neighborhood tool kit helps Flint residents, block clubs, and neighborhood associations build capacity to address neighborhood concerns by providing information on community organizing and community resources.

To learn more about the program and application process, contact Program Coordinator **Monica Villarreal** at villar42@msu.edu or visit sw.msu.edu/flint.



Quotes from FCI 2021 interns

“One of the big things that I learned about was focus groups, including why you might hold them, what sorts of questions you might ask (e.g., engagement, exploration, and exit), the process of creating a script (and why that is important), and some tips and tricks for facilitation. I also learned about how to connect individuals to projects/causes in their community they are passionate about.”

—*Katie Dimmer*

“The most important lesson and skill I learned is collaboration. It is one thing to know that people create better together than they do alone, and another to practice it, especially virtually.”

—*Liz Bryan*

“The most important lesson I have learned throughout this course/internship is that when working within a community, it is important to assess the needs of the community and include their voice when trying to create change.”

—*Helayne Clark*

“Reading about how racism heavily impacted the economic disinvestment of Flint was the most important lesson.”

—*Jennie Boulus*

“The news and many people always make Flint out to be a city that is too far gone and nothing can be done to help, but I was able to see something completely different. I saw a community that is able to come together, see the issues in their community, and try to find ways to fix them.”

—*Kayla Braswell*

“Focus on the strengths and building off them can assist with providing service to the community that is needed. Creating that path towards breaking up the injustices that affect the community is a major part of asset-based community development and would be an ultimate goal.”

—*Dannetta Bluford*

“The most important lesson that I learned in the internship was that it is not only important to engage, but also empower. I am resilient, I am strong, and I hold my beliefs tall. With this mindset, I am able to contribute my talents in areas where I would not have done so before.”

—*Vivian Huynh*



L-R Jennie Bolus, Vivian Huynh, Katie Dimmer



L-R Katie Dimmer, Helayne Clark, Kayla Braswell



L-R Stella Weinberg, Liz Bryan, Kennedy Merriman

MSW programs evolve to meet the varied needs of today's students

The MSU School of Social Work has a history of making a high-quality master's-level social work education accessible throughout the state of Michigan by providing the MSW degree through a variety of off-campus program options. This is still part of our mission, but over time, student needs and preferences and the landscape of MSW education in the state and nationally have changed. In particular, there are more MSW programs available for students to choose from, including online programs with national reach. To meet these challenges, applicants for the 2022 entering cohort will be able to choose from one of our four signature program options, each of which has a slightly different flavor.

East Lansing. Students on the East Lansing campus can enroll in either the Regular MSW Program or the Advanced Standing Program (for those with a BSW from a CSWE-accredited program) on either a full- or part-time basis. Classes are mostly face-to-face and during the day.

Flint. The School has been offering the Regular MSW Program at Mott Community College since 2001. Beginning in 2022, students will be able to enroll in the Advanced Standing Program in Flint as well. Classes are face-to-face in the evening and both full- and part-time course plans are available, making this a great option for those who are working while going to school.

Statewide Blended. This is our online option with a combination of online work and synchronous Zoom classes one Saturday a month. Students also attend a three-day in-person residency called Summer Institute on the East Lansing campus during the summer. The Regular MSW Program is available part-time only. There is also a Statewide Blended Advanced Standing option that will be available both full- and part-time beginning in 2022.

Weekend. The Regular MSW Program is available part-time through our Weekend option. This is a blended program that provides a mix of online coursework with additional connection and engagement through face-to-face classes one weekend a month at the Henry Center in Lansing.

We are now accepting applications for the 2022/2023 academic year.

The **early bird deadline is December 6**, the **Advanced Standing deadline is January 10**, and the **final deadline is February 7**.

More information on each of these options and the application process is available on our website.



Outstanding field education instructors nominated

The 2020-2021 academic year was challenging for students in field placements. Many students' internships were partially or fully remote, which made practical and relevant learning opportunities difficult to obtain. Thankfully, our dedicated and creative field instructors rose to the challenge to provide students with guidance and compassion during a very difficult time. Not only did many field instructors support students through new COVID protocols, risks, and barriers, they were also navigating changes to their own work roles and environments.

At the end of the academic year, students nominated outstanding field instructors who went above and beyond to impart their social work wisdom. The School of Social Work is proud to recognize our field instructors for modeling such grace and strength for students during an extremely trying year.

Please visit our website, sw.msu.edu/field, to see all of the field instructor nominees and read about what their efforts meant to the students who nominated them.



Combat Vets five-year anniversary

The award-winning first class in the **Combat Veterans Certificate**, *Embracing the Stories of War*, has reached an important five-year milestone.



Monuments and Memorials Tour in Washington, DC

Since first being offered in fall 2016, 187 undergraduate, graduate, and non-credit students have completed this class, which uses an immersive storytelling approach to deepen understanding of the military cycle, from enlistment, basic training, the experience of war, and post-war challenges. Students learn from the recorded testimonials of Vietnam, Afghanistan, and Iraq War veterans, allowing a unique opportunity to build empathy and compassion for what our nation's combat veterans have sacrificed and endured.

The Combat Veterans Certificate launched in summer 2019, which includes *Embracing the Stories of War*, *Sharing the Burden of War* (policies and programs), and *Healing the Wounds of War* (complex trauma, PTS, and moral injury). The certificate is open to MSW students and includes a veteran-related field placement, specialized liaison group, and trip to Washington, DC, for a Monuments & Memorials Tour (pre-

pandemic). To date, 31 MSW students have completed the certificate, with an additional 20 MSW students in the current cohort.

Recognizing the need for improved training for human service professionals already in the field, all three classes are available as a non-credit option at a reduced rate. So far, 18 social workers, mental health clinicians, nurses, and program administrators from across the country have completed the certificate through non-credit enrollment.

Each class is fully online and accessible to MSW students throughout the state and human service professionals throughout the country.

For more information about the Combat Veterans Certificate and non-credit option, visit sw.msu.edu/cvc.

To contribute to the School's Veterans Scholarship and help veterans earn their MSW, visit sw.msu.edu/vet.

"We cannot expect normal eighteen-year-olds to kill someone and contain it in a healthy way."
Karl Marlantes



Embracing the Stories of War
Sharing the Burden of War
Healing the Wounds of War

Combat Veterans Certificate

socialwork.msu.edu/Combat-Veterans

Combat Veterans Certificate endorsement

“Tina Thompson and Glenn Stutzky have created a program that is so much more than “just another class.” Through their comprehensive selection of a variety of media from movies, videos, books, professional articles, podcasts, and first-hand veteran interviews, they allow the student to truly dive into the material in a deeply personal way. The first class, *Embracing the Stories of War*, allows the student not just to study the topic, but to live it. Immersing oneself through the use of all the senses—touch, smell, sight, hearing, taste—into the life and experience of a veteran takes this course to a wholly different level.

“Once immersed in the course, Tina and Glenn’s care and concern for each of their students is evident. They are always prepared to throw a life preserver when the waters get choppy, knowing firsthand how challenging the material can be. As a veteran of Operation Iraqi Freedom, I appreciated how they amended some of the coursework to provide those of us who have served in our recent conflicts space to process our own experiences while sharing with the others in the class. This space allowed the combat veterans of the class to tread the waters of sharing in a safe and respectful way. The three-class certificate was a deep period of self-examination and discovery for all of us—veteran and non-veteran alike.

“If you seek more in your educational experience than just lectures, study guides, and rote memorization, this certificate is definitely for you. Offering an opportunity to live the experience, grow personally and professionally, reinforce and form a plan for healing the hearts and souls of those who have given so much in service to our country, Tina and Glenn have created just that place for you.”

Mark C. Voelker, Major USMC (Ret)



CVC Creators and Instructors, **Tina Thompson** and **Glenn Stutzky**, delivering Course Immersion Packages for *Embracing the Stories of War*



Section 60 at Arlington National Cemetery – Monuments and Memorials Tour in Washington, DC

More than ever our community faces a future that is uncertain and changing, elevating the need for trauma-informed work in new ways. Safety is a primary concern for individuals, groups, and larger systems when faced with circumstances that are uncertain, stressful, and changing. The pandemic has made clear the need for physical safety. A trauma-informed culture also recognizes the importance of psychological safety with a commitment to effective stress management and promoting wellness.

Kelley
Blanck



Cheryl
Williams-Hecksel



Trauma Services and Training Network (TSTN) extends its outreach across campus

The MSU Trauma Services and Training Network (TSTN) has been active since spring 2018. With participation from across the University, this network of faculty, staff, and students is committed to advancing the vision of creating a trauma-informed University. Further, the network is committed to interdisciplinary collaboration to develop trauma-informed, evidence-based educations, training, and services.

The TSTN is led by a Steering Committee with representation from Social Work; Psychology; Human Development and Family Services; Student Affairs and Services; Prevention, Outreach, and Education; Counseling and Psychiatric Services; and the MSU Police Department. **Kelley Blanck** and **Cheryl Williams-Hecksel** from the School of Social Work serve on the TSTN Steering Committee.

For the third year, the TSTN is an approved Learning Community through MSU's Academic Advancement Network. Using the *Trauma Informed Organizational Change Manual* developed by the University of Buffalo Institute on Trauma and Trauma-Informed Care, participants from more than 20 units across campus are working to foster a climate and culture at MSU that embraces the principles of safety, trust, choice, collaboration, and empowerment.

Members of the School of Social Work community continue to work to be trauma informed:

- MSW students working in the FAME Program have developed strategies to create welcoming spaces for FAME students.
- Advisors within the School have focused on addressing student basic needs and assuring that academic review processes are trauma informed.
- Field team members have reviewed placement processes and supports in response to ongoing needs of students who are balancing field and academic requirements with demands of family and home life.
- Many instructors have focused on incorporating trauma-informed practices into their teaching. A trauma-informed approach is proactive and supports all in our community as though they may have experienced trauma and adversity.



We work to join with students with flexibility, we assure safety, and we understand the power of relationships that are based in trust and empowerment.

Learn more about the TSTN at <https://tstn.msu.edu> or like us on Facebook <https://www.facebook.com/msu.tstn>

Welcome Jamie Griggs, new BASW academic advisor

My name is **Jamie Griggs**, and I am the new academic advisor for the BASW students here in the School of Social Work. I am a Lansing native and a graduate of Central Michigan University where I earned a Bachelor's of Science in Psychology and Child Development.

Many years later, I decided to get my MSW from MSU through the Weekend MSW Program, a decision that changed my life in ways I didn't anticipate. Post-graduation, I worked

with the School of Social Work to host BASW and MSW interns at Big Brothers Big Sisters, which is how I heard about the open advising position for which I applied.

MSU has a special place in my heart. As my mom prepares to retire after 40 years of service on this campus, the baton has been passed to me. As I continue to embark on this new opportunity, I strive to make an impact and mark not only on the students I encounter daily but on the School as a whole.



Jamie Griggs
BASW Academic Advisor

Dr. Carla A. Pfeffer joins the School as new director of the MSU Consortium for Sexual and Gender Minority Health

Dr. **Carla A. Pfeffer** is the new director of the **MSU Consortium for Sexual and Gender Minority Health**, an initiative within the College of Social Science housed in the School of Social Work. The consortium currently includes faculty from the School of Social Work, Sociology, Psychology, and Criminal Justice as well as students from the College of Social Science.

Dr. Pfeffer joins MSU from the Department of Sociology and Program in Women's and Gender Studies at the University of South Carolina.

Dr. Pfeffer said, "I'm so excited to join the vibrant community of students, faculty, and staff here at

the MSU School of Social Work. As a sociologist committed to equity and social justice, I look forward to continuing to develop independent and collaborative research with the power to inform clinical practice and social policy, as well as to reach beyond the confines of academia to form broader partnerships with the communities that make our research both necessary and possible.

"As director of the MSU Consortium for Sexual and Gender Minority Health, I look forward to working with a team of interdisciplinary colleagues to continue to raise the profile of MSU through cutting-edge and LGBTQIA+-centered research, training, peer mentorship, and community engagement."



Dr. Carla A. Pfeffer
Director
Consortium for Sexual and
Gender Minority Health

Continuing Education Program launches new online courses to address racial justice in the social work profession

The **Racial Justice and Liberatory Practice** series includes two six-week online courses designed for social work professionals who are interested in using continuing education as a method to address social justice.



Instructed by **Shimon Cohen, LCSW**, the host and producer of the nationally recognized podcast *Doin' The Work: Frontline Stories of Social Change*, each course uses book chapters, articles, videos, podcasts, websites, discussions, and more as ways of learning, with an explicit focus on theory and action.

The first of the two courses launched in October 2021. *Racial Justice and Liberatory Practice: Exploring Systemic Racism in the U.S., White Supremacy in Social Work, and Black Resistance* has participants exploring the historical and modern-day context of racism, white supremacy, and oppression from a systemic and interpersonal perspective. Issues and themes being discussed include colonization, enslavement, genocide, anti-Black racism, social construct of race, whiteness, the myths of meritocracy, and racial colorblindness. Also

included in the materials, participants have an opportunity to study the role of policy, ethics, intersectionality, sexism, classism, heterosexism, ableism, ageism, resistance movements, and more. Participants have been examining social work's complicity with racism as well as resistance to it, mainly driven by Black social workers.

The second course, *Racial Justice and Liberatory Practice: Applying Anti-Racist and Anti-Oppressive Frameworks*, launches in January 2022 and is still accepting continuing education students for enrollment. In this course participants will learn frameworks and skills that contribute to a racial justice and liberatory practice. There will be an emphasis on an analysis of power and critical reflection on who benefits and who is harmed. All coursework is meant to allow participants to enhance their capacities to take action that challenges oppressive systems such as racism, sexism, classism, heterosexism, ableism, and ageism in the context of social work. Participants will have the opportunity to examine their current work and create a plan for implementation of anti-racist and liberatory practices.

Visit <https://socialwork.msu.edu/ceu/catalog.php> to learn more about the courses and to register.



New online CE course to highlight impact of human trafficking in Indigenous communities

In January 2022, the Continuing Education Program will launch a new course to highlight the impact of human trafficking in Indigenous communities. A staggering 5,712 cases of missing and murdered Indigenous women and girls and two spirit people have been reported in the U.S., yet due to a lack of comprehensive records of crimes against them and jurisdictional disputes, their stories rarely make it to the headlines.

In this online, self-paced course, participants will explore the impact of human trafficking in Indigenous communities and the epidemic of missing and murdered Indigenous women, girls, and two-spirit people, identify reasons why trafficking is prevalent in Indigenous communities, and identify the signs of human trafficking. Course materials include articles and videos that highlight first-hand narratives of human trafficking survivors. This one-credit continuing education course will meet the continuing education requirements for human trafficking.

Continuing Education partners with MSU Center for Survivors

The MSU School of Social Work **Continuing Education Program** and the **MSU Center for Survivors** have collaborated to bring a series of new courses that focus on the treatment of trauma and survivor justice. The Center for Survivors is honored to work with sexual assault survivors and all others who are impacted by sexual violence. The Center provides free and confidential individual counseling, advocacy, and support groups to MSU students and community.

UPCOMING COURSES



Eating Disorders and Trauma: Bridging the Gap

Despite the fact that trauma and disordered eating are common experiences in the lives of our clients, as practitioners we are often left without the tools to address these issues separately, let alone together. In this course we will explore the intersection between trauma and disordered eating by digging into treatment practices for clients with co-occurring disorders, exploring the role of white supremacy in our narratives around trauma and diet culture, and discussing resources to continue to build an integrated approach.

Instructors: **Caroline Silvia**, LMSW, and **Amanda Taylor**, LMSW

Date/time: **March 17, 2022** • 9am-1pm



Strength, Courage & Challenges: Treating Trauma in Immigrant/Refugee Communities

In 2019, 79.5 million people were displaced from their homes due to conflict, violence, persecution, and human rights violations, and those numbers are continuing to increase every year. Providing high-quality, trauma-informed services for these individuals is imperative. In this training, participants will develop foundational knowledge of these populations, as well as become better equipped to recognize and treat trauma symptoms as they appear in their immigrant/refugee clients.

Instructor: **Ikram Adawe**, LMSW, CAADC

Date/time: **February 18, 2022** • 12pm-1:15pm



Visit <https://socialwork.msu.edu/ceu/catalog.php> to learn more about the courses and to register.

“This innovative partnership provides a great opportunity for social workers across Michigan and beyond to access the knowledge and expertise of the incredible and experienced clinical team from the MSU Center for Survivors.”

Gina Tremonti Gembel
Director of Continuing Education



“We are grateful to be a part of the MSU School of Social Work continuing education offerings! We know survivors of trauma live in every city/town/village in Michigan and providing access for social workers across the state to attend these trainings guarantees survivors have access to trauma-informed healing!”

Erin Roberts, Associate Director
for the Center for Survivors



Recent faculty publications

- Aarland, K., **Santiago, A. M.**, Galster, G. C., & Nordvik, V. (2021). Childhood housing tenure and young adult educational outcomes: Evidence from sibling comparisons in Norway. *Journal of Housing Economics*, *https://doi.org/10.1016/j.jhe.2021.101772*
- Earle, M. J., **Freddolino, P. P.** Meeting the Practice Challenges of COVID-19: MSW Students' Perceptions of E-Therapy and the Therapeutic Alliance. *Clinical Social Work Journal* (2021). <https://doi.org/10.1007/s10615-021-00801-3>
- Eisman A. B., Hicks M., Kernsmith P. D., Rupp L., **Smith-Darden J.**, Zimmerman M. A. (2021) Adapting an Evidence-Based Positive Youth Development Intervention to Prevent Sexual and Teen Dating Violence. *Translational Behavioral Medicine*, *11* (1). 74-86.
- Heath, R. & **Park, K.**, Millwar, S. (2021). Opportunities for positive youth development: The organized activity participation and educational outcomes of adolescents in adoptive, foster, and kinship care. *Child and Adolescent Social Work Journal*, 1-20.
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- Hong, J. S., Kim, J. W., Albdour, M., Peguero, A. A., **Smith-Darden, J. P.**, & Voisin, D. R.(2021), Social disadvantages and peer victimization: Exploring potential pathways. *Sociological Inquiry*.
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- Kennedy, A. C.**, Bybee, D., Adams, A. E., **Moylan, C. A.**, & Prock, K. A. (2021, September 24). The effects of social location and situational factors on young women's disclosure of intimate partner violence across relationships. *Violence and Victims*. Advance online publication (early access pre-print): <http://dx.doi.org/10.1891/VV-D-21-00038>
- Kennedy, A. C.**, Bybee, D., **Moylan, C. A.**, **McCauley, H. L.**, & Prock, K. A. (2021). Predictors of sexual violence across young women's relationship histories. *Journal of Interpersonal Violence*, *36*(11-12), NP5944-NP5964.
- Kennedy, A. C.**, Meier, E., & Prock, K. A. (2021). A qualitative study of young women's abusive first relationships: What factors shape their process of disclosure? *Journal of Family Violence*, *36*(7), 849-864.
- Lampe, N., and **Pfeffer, C. A.** "Partners of Trans People." (2021). In Abbie E. Goldberg and Genny Beemyn (eds.), *SAGE Encyclopedia of Trans Studies* (pp. 607-610). Thousand Oaks, CA: SAGE Publications.
- Lampe, N., and **Pfeffer, C. A.** "Relationships with Romantic/Sexual Partners." (2021). In Abbie E. Goldberg and Genny Beemyn (eds.), *SAGE Encyclopedia of Trans Studies* (pp. 701-703). Thousand Oaks, CA: SAGE Publications.
- Lampe, N., and **Pfeffer, C. A.** "Sexualities/Sexual Identities." (2021). In Abbie E. Goldberg and Genny Beemyn (eds.), *SAGE Encyclopedia of Trans Studies* (pp. 777-781). Thousand Oaks, CA: SAGE Publications.
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