



School of Social Work
MICHIGAN STATE UNIVERSITY

School of Social Work **News**

Fall 2018/Winter 2019



FOCUS ON RESEARCH



College of Social Science
MICHIGAN STATE UNIVERSITY



OUR SCIENCE **TRANSFORMS THE HUMAN EXPERIENCE**
AND INSPIRES LEADERS

Generating and disseminating research for **positive social change**



Dr. John Mooradian

Dear Friends of the MSU School of Social Work,

Michigan State University is a special place. Most of us recognize MSU as the pioneer land-grant university in the United States, but fewer know that we are also a member of the American Association of Universities (AAU), which places us in the top 60 public and private research universities in

the country. Of these 60 United States AAU institutions, only 17 are land-grant universities, and only 28 have schools of social work. As a School of Social Work in a research-intensive land-grant institution, our identity propels us toward innovation, inquiry, and impact.

MSU's mission to advance knowledge and transform lives is accomplished in part by conducting research that seeks to answer questions and create solutions in order to expand human understanding and make a positive difference, both locally and globally. The College of Social Science, of which the School of Social Work is a part, pursues science that transforms the human experience and inspires leaders.

These ideals and commitments cascade through our School mission of social justice and positive change. Our strategic directions include conducting research that matters, with the ultimate goal of providing real solutions to problems facing individuals, families, groups, organizations, and communities. We believe that fulfilling our mission to generate and disseminate research for positive social change also brings recognition of our efforts and of our results. As we continue to engage in meaningful and useful research, we expect this recognition to rise.

In order to advance our strategic directions, support faculty and community partners, and engage students, we have increased our investments in our research infrastructure. Our recent efforts include development of an MSW Research Scholars Program to bridge our undergraduate and PhD-level research scholarships for our students. MSW Research Scholars work with research faculty to actively advance studies and publications, and we support them with scholarship awards.

We also believe that professional support for the research enterprise allows researchers to focus on their research instead of independently sourcing funding opportunities, dissecting RFPs, and navigating complex proposal submission systems. In this edition, you will learn about our new grant and contract administrator and new

associate director for research, who support faculty research efforts through a variety of pre/post-grant activities and structures.

We value academic scholarship highly; we encourage and celebrate peer-reviewed contributions to the literature of our profession and our sub-disciplines; we seek and deploy external funding in our efforts to inform; we prize peer-reviewed professional presentations; and we eagerly engage in the community of science.

We also know, however, that the value of our research multiplies exponentially when we engage with practitioners, policymakers, and the public—with people who can use our research on a practical level. We want our research to be rigorous, and we want it to be usable.

We also recognize that the best solutions to social problems are often generated through community-engaged and collaborative research that connects participants and program staff with researchers from more than one profession or academic discipline. We encourage these connections and value their products.

We are continually exploring new ways to draw attention to our research, including infographics, press releases, public media mentions, social media, and web-based videos. In this regard, I've invited my colleagues to share samples of their research with you in short articles that emphasize utility and change. In this edition, our faculty members provide overviews of a range of studies that investigate important and interesting issues. We hope that you find at least one or two topics that directly appeal to you and inform your work. Each article provides a brief introduction of the focus, purpose, and value of the study and its importance to society; a summary or highlight of useful findings; and a description of implications for application and/or social change.

I hope this edition demonstrates how our research advances our mission and generates useful knowledge. I also hope it stimulates your own creativity and commitment to contribute to the social good.

Take care and do great work.

John Mooradian, PhD, MSW, LMFT
 Director and Associate Professor
 School of Social Work
 Michigan State University

MSW Research Scholars are matched with **faculty mentors**



Dr. Amanda Woodward

Fourteen students have been named MSW Research Scholars for the 2018–2019 academic year. Research Scholars work 10 hours a week with a faculty mentor on a research project and receive a stipend to support their effort. They also attend a research seminar five times over the course of the program where they share what they are doing with their peers, receive feedback and support when they have questions, and learn about a range of research-related topics at a more in-depth level than in their required research courses.

Dr. Amanda Woodward piloted the project in spring 2018 with 10 students supported by funding from the School of Social Work. This year, we were able to expand to 14 students with additional support from the MSU Graduate School.

Student	Faculty Mentor(s)	Project
Becky Cordes	Jaewon Lee & Fei Sun	Age friendly campus project
Katie Jones	Marya Sosulski	State Fairgrounds Area Neighborhoods Study
Emmanuel Chima*	Pilar Horner	Refugee youth identity formation
Claire Plagens	Pilar Horner	Intergenerational sexual trauma
Cat Asteriou	Joanne Riebschleger	The Mental Health Information for Teens (MHIT) Website: Building and evaluating a new mental health literacy source for middle school youth with a family member that has a mental illness
Iris Wong	Joanne Riebschleger	Mental health literacy for youth
Seth Rowles	Carrie Moylan	Experiences of LGBTQ+ students related to sexual violence and hostile climates more broadly
Angie Matthews*	Cheryl Williams-Hecksel & Josh Bishop (doctoral student)	Secondary traumatic stress in social work education
Zhaoyu Zhang*	Fei Sun	Stress and Coping among Chinese International Undergraduate Students: Pilot Testing the Effectiveness of a Resiliency-Based Intervention
Amanda Schoeppe*	Amanda Woodward	Differential use of a stroke-related website among participants in the Michigan Stroke Transitions Trial (MISTT)
Brogan Holmes	Kyunghee Lee	Moderation effects of social support on the association between mental health and academic achievement
Nyaradzo Baye	Amanda Woodward	Examining the structure of services available for victims of domestic violence in Namibia
Melissa Rosado	Amanda Woodward	Racial/ethnic disparities in barriers to mental health service use
Algeria Wilson	Sacha Klein	Pilot evaluation of Brilliant Detroit

*Continuing Scholar



L-R: Angie Matthews, Seth Rowles, Becky Cordes, Iris Wong, Cat Asteriou, Nyaradzo Baye, Claire Plagens, and Dr. Amanda Woodward at a Research Scholars meeting, with Brogan Holmes, Algeria Wilson, and Zhaoyu Zhang attending remotely.

MSW Research Scholars Program: High praise



“Angie’s (Matthews) participation has allowed us to pursue a level of inquiry that would not have been possible without this additional research and her commitment to the project. This resource has allowed us to build upon

a program evaluation and look at secondary traumatic stress in our social work students who are pursuing advanced study in trauma. We are hopeful that our results will support ongoing enhancements in teaching how we prepare students for practice. Angie has had an opportunity to apply what she is learning in her research classes to an area of study that she is interested in, and she has demonstrated excitement and eagerness to pursue research.”

—Cheryl Williams-Hecksel



“The MSW Research Scholars Program has given Angie (Matthews) the opportunity to engage in hands-on research experience throughout an entire research project including literature review, design, data collection, analysis,

and writing. She’s been able to contribute in meaningful ways that have impacted her MSW experience by demonstrating the integration of education, research, and practice.

—Joshua Bishop



“I have been afforded a wonderful opportunity with the Research Scholars Program. I have received amazing mentoring from Cheryl and Josh.

The opportunity to work with Cheryl and Josh has been paramount to my graduate education. Through their mentoring I have been provided an opportunity that few others within my position have been afforded. I recognize the privilege I have been granted when selected for this program.

“I was at a distinct advantage in my research methods courses because of Cheryl and Josh’s guidance and the level of involvement I have been permitted in the research we have been doing. I felt that much of what was covered in my research methods courses I was already comfortable with because I had firsthand experience and knowledge from working on the secondary traumatic stress project.

“The research will be influential to students and key to developing a curriculum focused on preparing future students for the secondary trauma they will likely experience.”

—Angie Matthews



“Being in the Research Scholars Program has helped demystify research for me. What I previously thought of as daunting is now exciting and positively challenging. I enjoy the creative space that the program provides and the practical research skills it equips me with. This backdrop has enriched and made more meaningful the research project I’m working on.”

—Emmanuel Chima



“One of the things I like most about the program is the chance to contribute to something larger than myself. The project I’m working on with Dr. Sosulski involves a neighborhood development in

Detroit on the former site of the Michigan State Fairgrounds. It’s fascinating to work on a project that so many groups and dedicated members of the community have been involved in and exciting to be part of real, large-scale change.”

—Katie Jones



“Our Research Scholars Program provides a perfect opportunity for MSW students to learn firsthand how scientific knowledge is created by working side-by-side with a faculty mentor

on a research project. Students get to be involved in multiple stages of a research project, learn marketable data analysis and writing skills along the way, and expand our faculty’s capacity to produce scholarship in the process.”

—Dr. Sacha Klein



The Research Scholars Program is really helpful for me especially for my career goal, a PhD degree. It gives me a great opportunity to learn how to do research which is related to my area and topic of interest under a professor’s instruction and with the School of Social Work support. I definitely would recommend this program; do not hesitate to apply for it!

—Zhaoyu Zhang



The MSW Research Program provides a unique opportunity for student intellectual and practice-based growth. In my case, this support has allowed Emmanuel Chima to conduct international research with youth in a refugee camp, which is our mutual passion. The program gives me the time as a researcher to communicate and teach him a research process that slowly builds up his comfort and confidence in the research process. As a result, I have seen Emmanuel’s research abilities and his passion for his work flourish.

—Dr. Pilar Horner

MSU leads child welfare workforce national initiatives

For a child welfare agency to achieve its mission, it must attract, develop, and retain a skilled and responsive workforce. The consequences of staff turnover for successful outcomes for children and families has highlighted the importance of a consistent professional relationship and implementation of a thoughtful case plan. Even the most evidence-based interventions and robust practice models will flounder if there is not a competent, ethical and talented workforce. Consequently, the U.S. Children's Bureau has focused intensively on workforce development for nearly two decades.



Dr. Gary Anderson

The Children's Bureau funded a five-year project on staff retention and supervisory competence from 2003–2008. In 2008, it funded a major intervention to support child welfare: the National Child Welfare Workforce Institute (NCWWI). NCWWI is a federally funded Institute dedicated to increasing child welfare practice effectiveness through diverse partnerships that focus on workforce systems development, organizational interventions, and change leadership, using data-driven capacity building, education, and technical assistance (www.NCWWI.org). This five-year Institute was funded again in 2013, and a third five-year term was just awarded in October 2018.

NCWWI is a consortium of universities, and building on MSU's federal staff retention grant in 2003, MSU School of Social Work has been a major partner in this consortium in all three funding cycles. Other universities in the consortium include the University at Albany/SUNY (lead), the University of Denver, University of Maryland and the University of Southern Maine. In NCWWI III, we will work with jurisdictions and tribes to build organizational capacity and workforce effectiveness to enhance the agency's

ability to recruit, develop, and retain skilled staff, foster adaptive change-oriented leadership, build a positive agency climate, and engage academic partners to educate child welfare professionals.

Although the primary focus of NCWWI has been a range of consultation, technical assistance, and training approaches, there has been a consistent emphasis on evaluation and research. In the staff retention grants that laid the foundation for NCWWI, MSU studied why competent veteran workers stay in their agencies (rather than focusing on why they leave), what attracts students to child welfare work, and successful strategies for training supervisors.

During NCWWI I (2008–2013), MSU led the University Partnership (UP) program within the overall

NCWWI includes:

- A University Partnership Program: traineeships for students, strengthening child welfare curriculum, and promoting agency partnerships
- Leadership Academy for Deans and Directors (LADD)
- Leadership Academy for Middle Managers (LAMM)
- Leadership Academy for Supervisors (LAS)
- Workforce Excellence projects with child welfare jurisdictions, knowledge and resource development (LinkD)
- and other elements

See MyNCWWI.org.



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Institute. The UP program supported 11 universities in creating traineeship programs (scholarships for students aiming to work in child welfare) and curriculum development. The evaluation of the project produced several key findings: (1) students expressed high satisfaction with their BSW and MSW coursework and field education experiences with an emphasis on child welfare; (2) based on self-ratings, MSW students generally noted a higher rate of competency than BSW students, but all students showed strong gains based on pre- and post-tests of child welfare competencies; and (3) new graduates experienced considerable stressors in transitioning from social work programs to child welfare employment, with almost half of the students expressing reservations about continuing in child welfare.

These challenges in transitioning to work were explored further. Some conclusions included: (1) new graduates experienced stressors that seemed to improve with time—the first six months of employment were a crucial time of deciding whether or not to remain in child welfare with improved well-being after those first months; and (2) the primary sources of stress were organizational in nature—workplace climate, quality of supervision—rather than the stress of the work with families (although that also posed some challenges).

Although the improvement and adaptation to the workplace over time was positive, the need to focus on workplace factors affecting one's intention to stay on the job was clear. An emphasis on organizational factors that contribute to burnout and turnover was also clear. The need for schools of social work to consider their preparation of students for the workplace and their relationship with their new graduates were highlighted. Another lesson was the need for more robust partnerships between social work programs and child welfare agencies.

Based on these evaluation findings, in NCWWI II (2013–2018), MSU continued to lead the UP program but now with an emphasis on university–agency partnerships. Working with 13 schools of social work in 12 states, traineeship programs were again established, and strategies for strengthening the relationship between schools and agencies were implemented. These strategies included engaging agencies in the student recruitment and selection process, using agency staff members in the classroom and in enrichment activities for students, instituting mentorships to support for transition to work, and the development of structures and teams to facilitate communication and collaboration. Student outcomes, knowledge, and competency measures continued to be positive, demonstrating that with the development of a robust child welfare specialization students considered themselves competent; and this was supported by field instructor ratings.

NCWWI III is just beginning, and it will focus on agency-generated workforce development initiatives (Workforce Excellence projects) that will be supported by university partnerships and NCWWI technical assistance. MSU will continue to contribute to the overall work of the Institute with a special focus on university partnerships. Curriculum and field education innovations, with a focus on trauma and leadership development, will be special themes in this new term. We expect that the evaluation of student outcomes, partnership development, and topics such as the transition to work for graduates will also continue. In addition to working with multiple jurisdictions across the United States, this Institute has provided opportunities to gain knowledge and experience that has enriched our teaching, research, and outreach in Michigan and at MSU.



Mental health literacy for youth research series

Talana is an 8th grade student. Her mother has depression; on her “bad days,” she has trouble getting out of bed in the morning. Sometimes, Talana can’t pay attention in school as she worries that she is not home to take care of her 3-year-old brother. Sometimes, she thinks it is her fault that her mother is having a bad day. She does not tell her friends about her mother’s mental illness. The family doesn’t talk about it either.

One of four people will experience a mental illness during their lifetime. Many teens are living with a family member who has a mental illness such as depression, anxiety, bipolar disorder, or schizophrenia. Despite adjusting regularly to varying levels of their relative’s mental illness symptoms, teens like Talana do not know much about mental illness and recovery. They could benefit from increasing their mental health literacy levels so they will be able to recognize common mental health disorders, describe holistic recovery strategies, develop a personalized stress management plan, seek help if they develop what may be mental illness symptoms, and speak up against mental illness stigma. Teens can learn that mental illness is a health condition that is no one’s fault.

I am an associate professor with the MSU School of Social Work and an international expert in family mental health. I have a number of applied research projects designed to help build mental health literacy opportunities for teens with family members, especially a parent, with a mental health disorder.



Dr. Joanne Riebschleger

Youth Education and Support (YES)

The Youth Education and Support Program (YES) is a ten-session peer-group psychoeducation program designed to increase the coping skills and mental health literacy levels of teens who reportedly have a family member with a mental health disorder. Teens engage in discussion, crafts, games, and other interactions to learn about mental illness (depression, anxiety, bipolar disorder, schizophrenia, etc.), as well as substance abuse (alcohol, marijuana, inhalants, opioids, etc.) and co-occurring disorders (substance abuse and mental illness). YES participants also learn about stress, positive coping, mental illness stigma, family impacts of mental health disorders, crisis management, help seeking, helping others, and setting life goals. Nearly 90 students have completed the program at community mental health centers and, especially, public schools.

Emerging outcomes of this manualized, fidelity-measured program reveal that youth mental health literacy levels significantly increased from pre to post intervention, and the effects were still holding at three months post intervention. Over 92% of the participants reported using YES learning to engage in positive coping skills, *sometimes to very often*. In 2011–2013, the program was among 25 innovative prevention programs awarded technical assistance and funding for evaluation enhancement from the U.S. Substance Abuse and Mental Health Services Administration. Social workers Mark Nester and especially Kristen Hood from Waverly Schools in Lansing, MI, have helped deliver and develop the program. At this time, I am looking to secure funding to develop a training program to move the program toward national dissemination.

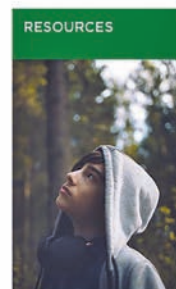
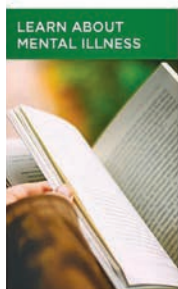
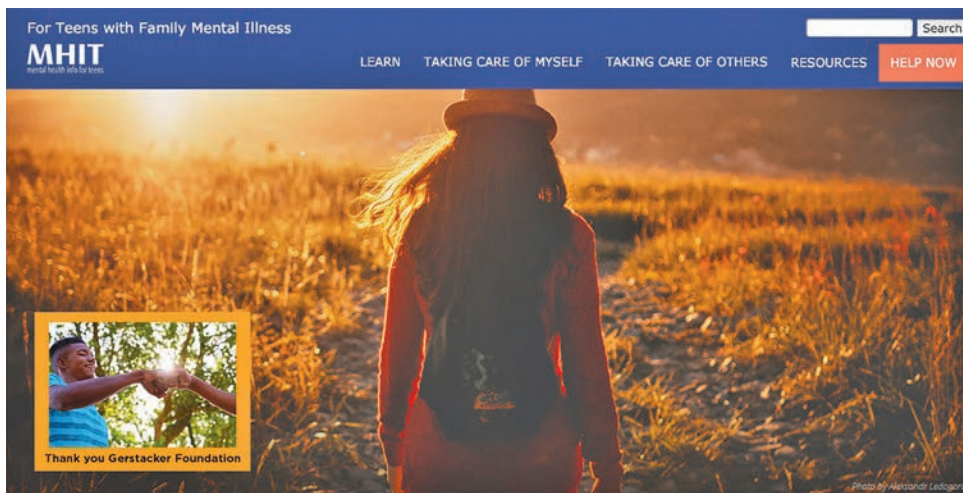
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Mental Health Information for Teens (MHIT)

With funding from the Gerstacker Foundation, this project built a youth-informed and tested mental health literacy website for teens. The content development team consists of myself and SSW doctoral student **Daniel Cavanaugh**. Under my direction, additional undergraduate and graduate MSU student research assistants from social work, psychology, and the Honors College have led the content development. The technology development team currently includes **Sarah Swierenga** and **Jennifer Ismirle** from MSU Usability/Accessibility Research and Consulting. School of Social Work Communications Director **Tony Beyers** also is a member of the technology development team.

The website focuses on the mental health information needs of teens who have a family member, especially a parent, with a mental health disorder. The youth-focused website was released in the fall of 2018 and is among only a few websites in the world that provide information on youth perspectives of family mental illness. The team is sponsoring an MSU student video competition for additional website content with a mini film festival planned for the spring of 2019. While content is still being added, you can view the website at <https://mhiteens.org/>.



Youth Mental Health Literacy Scales

I joined **Daniel Cavanaugh** and Monash University Educational Psychology colleagues **Christine Grové** and **Shane Costello** to form a team to develop stronger measures of youth mental health literacy. My previous scale is the Knowledge of Mental Illness and Recovery Scale (KMIR). It has undergone additional psychometric testing, yielding an alpha approaching .90 for the instrument and subscales of mental illness, recovery, and stigma.

A second scale is the Youth Mental Health Literacy Scale (YMHL). The scale is at the second draft stage, with 75 questions drawn from an intensive literature review, an expert survey, and interviews/focus groups with youth with a parent or other family member with a mental illness, as well as mental health consumer parents. YMHL includes basic mental illness and recovery questions, combined with those pertaining to youth who have a family member with a mental illness. This scale is currently undergoing psychometric testing. Once developed, these scales will be translated to other languages and tested in other countries of the world that have programs for youth with a parent with a mental illness. Team members hope to find more schools to work with them on testing the scale.

In summary, the YES program, MHIT website, and KMIR/YMHL scale mental health literacy research projects may help teens like Talana access useful and accurate mental health information. The work shows promise of local, national, and international impacts.

The Mental Health Information for Teens website is funded through a grant from the **Gerstacker Foundation**.

Making Michigan dementia friendly: The impact of academy and community partnership

I am an associate professor in the School of Social Work, and I coordinate the School's Levande Gerontology Program. My work focuses on reducing the impact of Alzheimer's disease and related dementia on individuals, families, and the community.

In 2017, I was selected as a Health and Aging Policy Fellow funded by the John Hartford Foundation and the Atlantic Philanthropies. Given my interest in health solutions from a global perspective, I landed with the Department of Mental Health and Substance Abuse within the World Health Organization (WHO) as my placement. As a fellow, I have been working to develop a toolkit for countries that are interested in building dementia-friendly communities.

Currently, there are about 48 million people worldwide affected by dementia. In Michigan, there are approximately 120,000 people living with dementia. Lack of awareness, widespread stigma, and insufficient social engagement opportunities are commonly shared barriers that exacerbate the stress and burden of families affected by dementia. Responding to these challenges, WHO specified dementia awareness and friendliness promotion as one of its seven action areas in its 2017 global action plan for dementia. Around the world, 46 countries have developed a dementia-friendly initiative to build an inclusive physical and social environment where people



Dr. Fei Sun

with dementia feel safe, respected, and engaged.

The National Association of Area Agencies on Aging champions the dementia-friendly American initiative in the U.S. In Michigan, Grand Rapids and Battle Creek have an active dementia-friendly initiative, while a few more cities are in the process of developing a dementia-friendly campaign. The Region 3B Area Agency on Aging in Battle Creek is my primary community partner. In Battle Creek, according to the agency director Karla Fales, their

dementia-friendly initiative is built on three pillars: (1) raising awareness about dementia, (2) facilitating the coordination within care systems, and (3) building an inclusive environment.

In order to improve caregiver knowledge and competency regarding dementia caregiving, my team worked with Fales and her team and developed a four-session training that promotes technology competency among dementia caregivers living in rural areas of Battle Creek. Family caregivers who received the training showed an improvement in their knowledge of dementia, online and community resources about dementia caregiving, and technological devices/strategies that can help with daily caregiving tasks.

In order to form a protective and inclusive environment for dementia patients, my second project

Battle Creek's experience of implementing a dementia-friendly community represents a great example of how community aging service agencies can **collaborate with research institutions to bring about positive changes in the community....** The involvement of a university partner can provide expertise and resources to help sustain the momentum in local communities.

targets the training for dementia patients, family caregivers, and community service professionals to improve their dementia literacy and strengthen their skills to form a respectful, safe, and welcoming community for people with dementia. This project received funding from the Prevent Elder and Vulnerable Adult Abuse, Exploitation, Neglect Today (PREVNT) initiative within the Michigan Department of Health and Human Services. Currently, about 22 participants (including patients, caregivers, and service professionals) in the Battle Creek area have received training. In the coming year, awareness campaigns and educational workshops to reduce stigma and improve inclusions will be launched to reach out to more residents in the community.

Battle Creek's experience of implementing a dementia-friendly community represents a great example of how community aging service agencies can collaborate with research institutions to bring about positive changes in the community. For many small cities and towns in Michigan, Battle Creek's model can be inspirational and replicable. The involvement of a

university partner can provide expertise and resources to help sustain the momentum in local communities. Such partnerships can be facilitated through the outreach effort of university extension offices or community agency sponsored events open to researchers. Battle Creek's experience contributes to the global knowledge body in this regard. The case study of Battle Creek has been included in the WHO global toolkit for creating dementia-friendly communities that will be released in the fall of 2019.

In the coming year, my team and I will continue to identify innovative and evidence-based approaches to assist patients living with different stages of dementia and their family caregivers through positive community partnerships. My team will run focus groups and deliver educational workshops related to dementia caregiving in different parts of Michigan such as Marquette, Detroit, East Lansing, and Manistee. If you are interested in launching a dementia-friendly community in your neighborhood, please feel free to contact me at sunfei@msu.edu.



Dr. Fei Sun and MSW student Emmanuel Chima (far left) presented findings from the WHO global consultation process together with Dr. Anne Margriet from WHO and Ms. Dévora Kestel from PAHO at the Alzheimer's Disease International's 33rd Conference in Chicago.

Social workers underutilized resource in **behavioral health services**

There were almost 650,000 social work jobs in the United States in 2014. This is expected to increase by 12% between now and 2024, a rate of growth that is faster than the average for all occupations. Social workers are also one of the largest groups of professionals providing mental health and substance use services (i.e., behavioral health).

In a 2013 report to Congress, the Substance Abuse and Mental Health Services Administration suggested behavioral health care be integrated with primary care, include a greater focus on the use of evidence-based practices, and take a more person-centered and recovery-oriented approach to care. All of these fit well with social work which emphasizes the ability to navigate across multiple systems and levels of care, evidence-based approaches to care, and beginning “where the client is.” In addition, the move toward the provision of behavioral health care within the context of community health centers has increased the delivery of mental health and substance abuse treatment by a range of professionals including social workers.

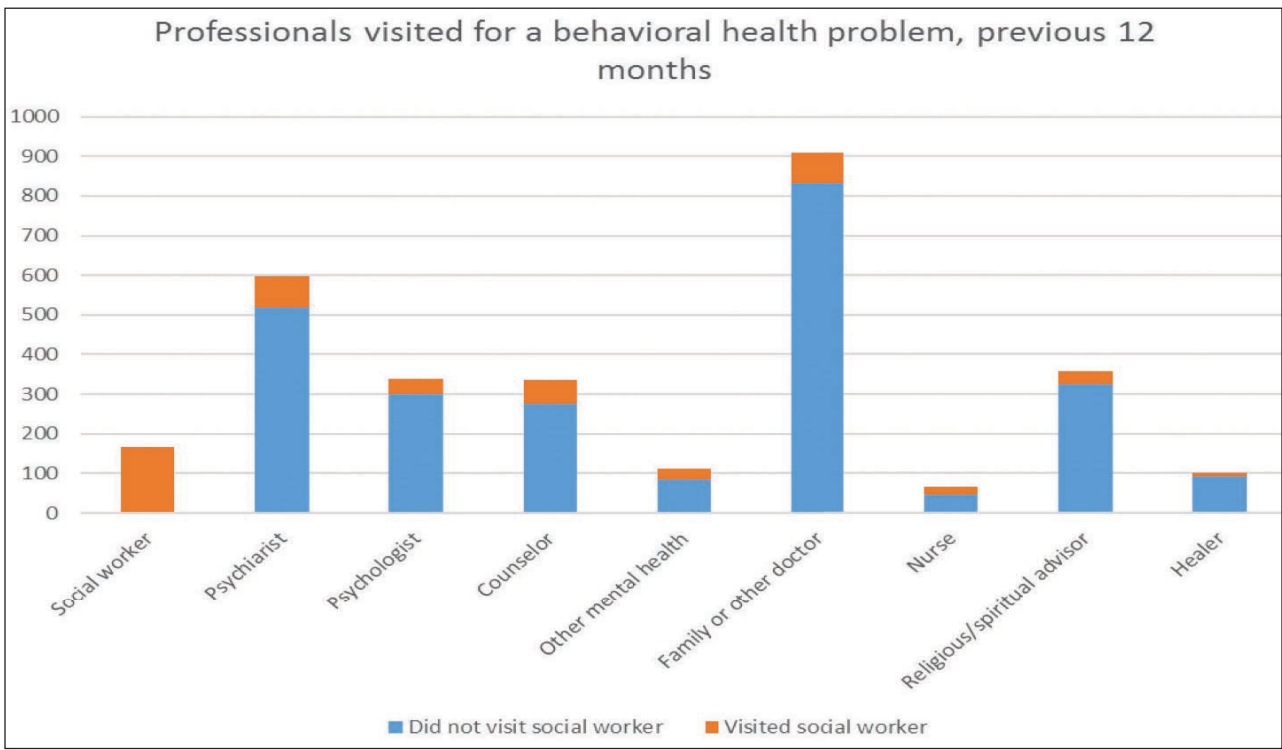


Dr. Amanda Woodward

Despite this, we know very little about who visits social workers for help with behavioral health issues. Previous studies looking at professional service use have combined social workers with other categories such as human service providers or non-psychiatrists. In fact, there are more studies looking at the use of clergy and primary care physicians in behavioral health than social workers.

In a study led by myself in collaboration with Dr. Robert J. Taylor at the University of Michigan School of Social Work, we describe characteristics of people who used social workers for a mental health or substance use disorder using data from the Collaborative Psychiatric Epidemiology Surveys, which is a large, nationally representative dataset.

Over 5,000 respondents said they visited some sort of professional for a behavioral health disorder. Of these, 10.8% visited a social worker at some point in their lifetime, and 2.9% visited a social worker in the 12 months before the interview. Social workers were among the least used service provider among the nine



professionals included in the survey along with nurses, healers, and “other mental health” professionals.

People who visited a social worker were more likely to have two or more behavioral health disorders, and all of those who visited a social worker saw at least one other type of professional as well. This makes sense because we know that people suffering from more severe and complex disorders, such as dual diagnosis of both mental and substance use disorders, are more likely to use services and have contact with a range of professionals over time, including potential contact with multidisciplinary teams.

We were surprised that we did not find many demographic differences because differences in behavioral health service use by race, ethnicity, gender, and age are well documented (including in our own work). In fact, we found that women were less likely than men to report visiting a social worker, which directly contradicts previous research about service use in general and the use of primary care physicians and other professionals.

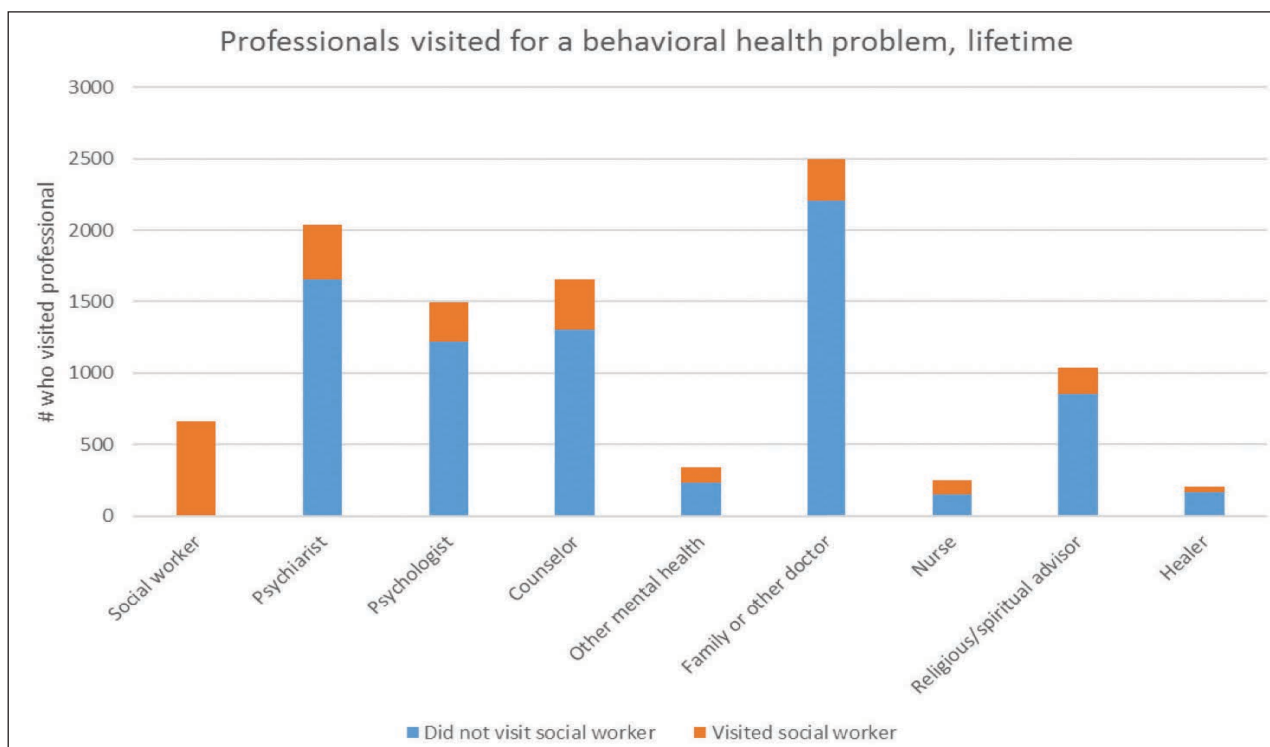
This may be because a higher proportion of men in the study had a substance use disorder, and more women saw a social worker in the context of private practice. In a 2006 NASW report, only 3% of active licensed social workers reported addictions as their primary practice (compared to 37% in mental health). A third of these were men (30%), which is more than in mental health (19%) and the social work profession overall (18%). It is possible that this reflects gender differences in their

client base. In addition, social workers in behavioral health clinics and social service agencies, two settings where they are most likely to see clients with addictions, are also more likely to see men (compared to private practice where 74% of social workers report a caseload that is predominantly women).

This study seems to suggest that social workers are an underutilized resource in behavioral health, despite their numbers. In previous surveys, social work is overwhelmingly associated with child welfare and homeless services. People in need of behavioral health services may simply not consider social workers as an option. Some may also have received help from a social worker and not realized it (for example, in an emergency room) or within the context of a broader health issue or stressful life event that they did not report for this study.

As a profession, we may benefit from continuing education of the public and other physical and behavioral health professionals about what we do and the role we can play in behavioral health care. Research documenting patient-centered and fiscal outcomes from social work services would be helpful. In addition, advocating for the inclusion and/or expansion of coverage for social work services in public and private health insurance mechanisms may expand use of these services.

Woodward, A. T. & Taylor, R. J. (2018). Factors associated with the use of social workers for assistance with lifetime and twelve-month behavioral health disorders. *Social Work in Health Care*, 57(4), 267-283. doi: 10.1080/00981389.2018.1437104



Barriers exist for older LGBT adults in **health care settings**

Good relationships with health care providers can be instrumental to the well-being of older adults. However, barriers exist for older lesbian, gay, bisexual, and transgender (LGBT) adults and the providers who serve them. For many years, I have been trying to improve communication between health care providers and their LGBT patients. Many providers have had no training in working with LGBT patients and, therefore, are not sure what to do to ensure they are delivering competent care. On the flip side, LGBT older adults often do not feel comfortable sharing details about their sexual orientation or gender identity due to fear of negative reactions or biased treatment.

A national survey of LGBT older adults found that only 20% of the population come out to their health care providers. Many older LGBT people have had experiences of discrimination and bias due to their sexual orientation and gender identity, so they choose to protect themselves by remaining silent. However, older LGBT adults are more likely, when compared to cisgender, heterosexual older adults, to have disabilities, mental distress, and social isolation. It is essential that their health care providers are aware of these potential



Dr. Anne Hughes

concerns so that good care can be provided. Last year, I interviewed older LGBT adults to learn more about their interactions with providers and health care systems.

While many that I interviewed did not have any negative interactions to report, all stated that things could be improved. Several people shared stories of painful, biased interactions with health care providers or facilities. These experiences have resulted in avoidance of health care and a fear of aging services such as home health care, assisted living

or nursing home facilities, and primary care.

A recurring theme in the interviews was that older LGBT adults do not feel seen by their health care providers. They do not see themselves and their experiences reflected in waiting rooms, forms to complete, or questions asked by providers. Some acknowledged that their sexual orientation or gender identity wasn't always relevant to the service they were seeking, but they were concerned about how providers might respond when their health issues were relevant. A common fear of those I interviewed was that they felt invisible as an older adult, as lesbian or gay, and as transgender or queer. This contributed to their worry about needing services in the future. Sadly, several



reported feelings of hopelessness and despair when facing the reality of needing some care in the future. Past studies have shown that as a consequence of these feelings, LGBT older adults go back into the closet if they need residential care. This further isolates an already at-risk population.

I used the interview data I collected to inform several scripted pieces that will be used to educate providers about the needs of older LGBT adults. Kickshaw Theatre and I partnered to develop six vignettes that range in content from basic to advanced so that providers at all levels can benefit from the educational pieces. In partnership with Adventures in New Media, we created six filmed pieces this summer. These short films depict patient-provider interactions that reflect a range of practices with LGBT older adult patients, all based on the interviews done previously. The six videos are called: “Welcoming Space,” “I Hate Doctors,” “Replay,” “I Need a Doctor,” “Isolated and Afraid,” and “It’s Like We’re Invisible.” The films range in time from 5 to 15 minutes each and include a discussion guide to enhance the learning prompted by viewing the films. The “Replay” film was recently awarded *Honorable Mention* in the 2018 MARCOM Awards.

In an effort to improve the education of the next generation of providers about the issues faced by older LGBT adults, these films will be made available for use by faculty members in the MSU professional schools—medicine, nursing, and social work. Next semester, I will work with colleagues in social work and these other colleges to share the films with their students and develop some teaching materials to support further education around the topics raised by the films. In this way health professional students will be exposed to



quality content about the range of needs of LGBT older adults, and faculty will have resources to teach with. This work is supported by grants from the *Pearl J. Aldrich Faculty Research Award* and the MSU School of Social Work.

I hope I have sparked your interest in improving care for LGBT older adults. There are things you can do right now to improve services for LGBT older adults. First, don’t assume heterosexuality, partnership status, or gender identity. Second, work with your agencies to create an open, affirming, safe environment for older adults who are LGBT. Inclusive forms are essential to competent practice. Most importantly, try to learn more about the community and its needs. If you’d like to learn more about improving services, please visit these resources: National Resource on LGBT Aging <https://www.lgbtagingcenter.org/>; American Society on Aging LGBT Aging Issues Network <http://www.asaging.org/lain>; Aging with Pride <http://age-pride.org/>.

Hughes, A. K., Luz, C., Hall, D., Gardner, P., Hennessey, C. W., & Lammers, L. (2016). Transformative Theatre: A Promising Educational Tool for Improving Health Encounters With LGBT Older Adults. *Gerontology & Geriatrics Education*, 37(3), 292-306. doi: 10.1080/02701960.2015.1127812

Hughes, A. K., Waters, P. Herrick, C. D., & Pelon, S. (2014). Notes From the Field: Developing a Support Group for Older Lesbian and Gay Community Members Who Have Lost a Partner. *LGBT Health*, 1(4), 323-326. doi: 10.1089/lgbt.2014.0039



Male and racial minority disadvantages in intimate partner violence victimization

Survivors of intimate partner violence (IPV) live with numerous negative consequences of IPV, such as physical and mental health problems. While some actively seek help to address problems stemming from IPV, others do not. Survivors use many different help sources, both formal (e.g., police, counselor, and health care) and informal (e.g., family, friends, and coworkers). Violence types encompass psychological (e.g., name calling and excessive controlling by the partner), physical (e.g., beating and using a weapon), sexual (e.g., rape and sexual assaults), and stalking. IPV consequences include problems with mental health (e.g., depression and suicidal thoughts), physical health (e.g., physical injuries and long-lasting pain), and social functioning issues (e.g., missed days of work or school). It is mostly agreed that female survivors are more likely to seek help than males and the nature of IPV affects survivors' decisions about whether to seek help, and which help source to utilize.

However, there are not many studies about how gender interacts with the nature of IPV in the survivor's help-seeking decision. For instance, male survivors of psychological violence, suffering depression afterwards, may not go to mental health professionals, nor talk about it with anybody else, while female survivors of similar violence with similar mental health problems may not only seek help from professionals but may also share it with their friends for support. The author worked with doctoral students in the School of Social Work and in the College of Education at MSU to address this issue. We used the National Intimate Partner and Sexual Violence Survey



Dr. Hyunkag Cho

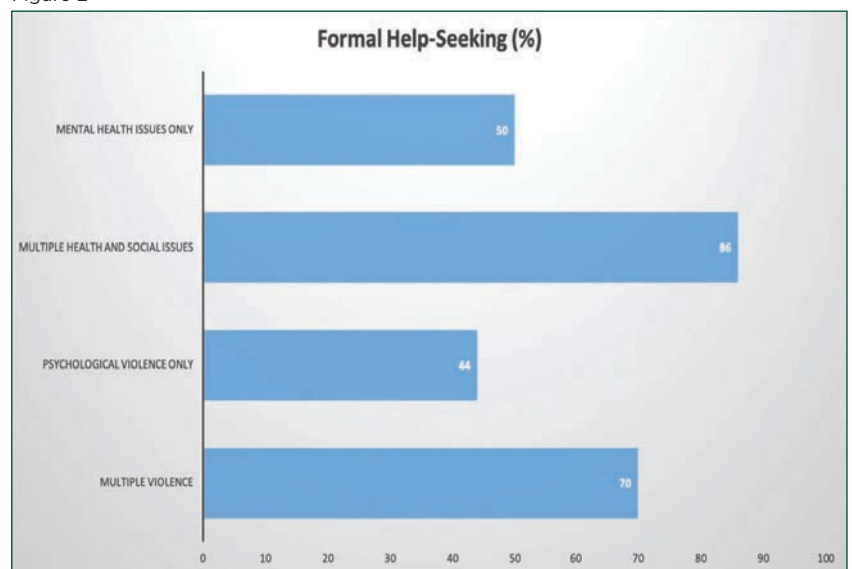
(NISVS), a nationally representative telephone survey of adults aged 18 or older in the U.S. A total of 3,878 IPV survivors (869 male and 3,009 female) were included in this study. The study provides many interesting findings as follows.

Males and racial minorities disadvantaged in service use

Understandably, help-seeking is influenced by how much they are victimized and injured by violence. Survivors who experienced multiple types of violence (physical and psychological violence, etc.) and multiple types of consequences (physical injury and missing work days, etc.) are more likely to contact the police or health care providers. Those who suffered only psychological violence or mental health issues are more likely to talk only with friends or family, not going to professionals.

However, the survivor's gender and race matter. Male, Black, or Hispanic survivors do not seek help as much as female or White survivors. When they do seek help, they are less likely to contact the police or health

Figure 1



care providers and more likely to talk only with friends or family compared to female or White survivors. For men, this relationship holds true even when violence resulted in multiple consequences. Male survivors who suffered multiple consequences are more likely to talk only with friends or family, not going to the police or health care providers, compared to female survivors.

These findings suggest male disadvantages in victimization such as gender roles and expectations and lack of services for male survivors. Men may perceive the consequences of victimization as less serious than females, which might have them less likely to seek formal help, instead choosing to talk with friends and brush it off. They may have experienced barriers when seeking formal help because formal help sources such as police and shelters may be designed primarily for female survivors and are biased against men.

The findings also suggest racial minority disadvantages in victimization. They may have faced barriers to social services, including stigma, cost, accessibility, and language barriers. They may have lived with cultural values that emphasize a strong willingness to solve any problem within family boundaries.

Recommendations for practitioners

Given that Black and Hispanic survivors do not seek help as much as Whites, service providers are encouraged to be aware of the importance of cultural competency and provide survivors from minority communities with proper services, equipped with effective and congruent cultural values (understanding survivors' potential tendency to address problems by consulting with their own, not with outsiders, etc.), behaviors (reaching out to the survivors who do not seek

Figure 2

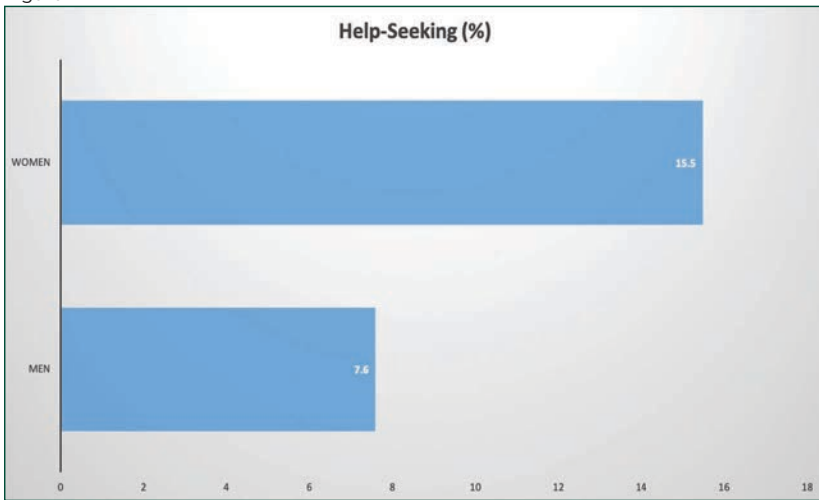
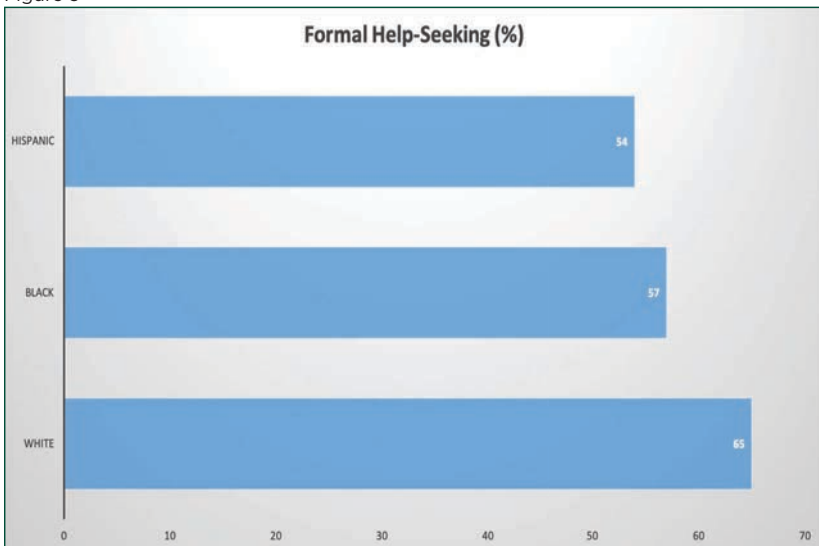


Figure 3



help, accommodating their language preferences, etc.), and attitudes for survivors among racial ethnic minority groups (respect for their values, understanding their behaviors within their, not our own, cultural contexts, etc.).

The same can be said for men. More attention needs to be given to male survivors. While it is well established that IPV is predominantly violence against women, this does not mean that males are immune to it. Practitioners need to be better prepared to address the existence of male survivors and their potentially unique needs and have a good understanding of male masculinity and its negative effects on their expression of, and seeking help for, victimization experiences.

This article is based on a forthcoming research article: Cho, H., Seon, J., Han, J., Shamrova, D., & Kwon, I. (in press). Gender differences in the relationship between the nature of intimate partner violence and the survivors' help-seeking. *Violence Against Women*.

Understanding the role of campuses in **campus sexual assault**

Several years ago, the American Association of Universities (AAU) conducted a multi-campus survey of student experiences of sexual assault and found that the rate of sexual assault among undergraduate women ranged from 13% to 30% on the 27 campuses included in the study. Other multi-campus studies have found similarly wide ranges across campuses, with some colleges having rather low rates and others much higher. Differences of a few percentage points could be explained by random variation and margins of error, but a nearly 20-point difference seems unlikely to be due to chance alone.

As a researcher, I have spent the last few years studying campus sexual assault, and one of the things I noticed is that we tend to talk about campus sexual assault as a single phenomenon as if it is the same on every campus. A glance at any college guidebook, however, reveals rich variation in campus structures and cultures, which suggests that while campuses share some things, there are also meaningful differences. Yet, most of the research on campus sexual assault fails to account for the ways that campus environments might contribute to the social problem of high rates of sexual assault among college students. It became clear to me that the field has been neglecting the role of social environments in understanding campus sexual assault and, because of that, failing to intervene at the level of the institution. Since then, I have been attempting to address this gap by asking the question, “Why do some campuses have higher rates of sexual assault among students than other institutions?”

To begin answering this question, I searched the research to identify any studies that did account, in some way, for campus characteristics. I published



Dr. Carrie Moylan

a paper with a doctoral student reviewing and summarizing this research in order to draw attention to the need for more focus on campuses. In developing that paper, we found research that suggested a range of campus-level factors that shape prevalence and response, including campus rates of binge drinking, campus inclusion related to diversity, and even things like whether the university is public or private and whether the campus and wider community are characterized by

gender equity. However, very few studies looked at data from enough campuses to be able to make conclusions about what campus-level factors matter.

I found an existing dataset that allowed us to explore campus-level factors that might be associated with higher and lower rates of sexual assault prevalence among students. The dataset includes 474 campuses and over 300,000 students. I led a research team in using this data to identify factors linked with increased rates of sexual violence among students. We found that the strongest campus-level predictors of sexual assault rates included higher campus rates of binge drinking, higher proportions of sexual minority students, younger students, and higher proportions of students reporting experiences of discrimination.

We are currently doing further analysis to look at the interplay between individual-level risk factors and campus-level risk factors. While we are still finalizing and writing up those findings, we are learning that even when you take into account students' individual risk and protective factors (those things that research has repeatedly linked to an increased risk of sexual violence), campus-level factors uniquely contribute to a student's individual risk. All of this is powerful evidence that campus contexts matter.

Continued on page 20...

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Transgender people face **obstacles** with health care providers

Transgender people, or those whose gender identity does not match their sex assigned at birth, often struggle to find health care providers who understand their medical needs. These needs include not only basic routine care (for example, diabetes management or cancer screenings) but may also include gender-affirming medical care like hormone therapy. To make matters worse, transgender individuals often experience discrimination and bias when they seek health care. One-third of transgender people have been verbally harassed or have been denied services at a doctor's visit, and many transgender individuals avoid going to the doctor at all due to fear of being mistreated.

Why aren't transgender people getting the health care that they need? Many providers struggle to care for transgender patients because they feel that they don't have enough training or clinical experience with transgender health. Others have personal biases or opinions about transgender people or gender-affirming care that lead them to be uncomfortable taking care of transgender patients. Yet, some primary care clinicians are particularly knowledgeable and skilled at caring for transgender patients. These clinicians are being invited to participate in an ongoing qualitative study called "Experiences, Training, and Best Practices for Caring for Transgender Patients: 'Bright Spot' Physicians Tell Their Stories."

This pilot study, led by myself and BASW student **Ashley Schnaar** (who has since graduated), was funded in part by the Provost Undergraduate Research Initiative (PURI). Since its inception, two other students have joined the research team—MSW graduate **Nick Kogut** and doctoral student **Lucas Prieto**. Eligible providers, who have been identified by transgender community members or participate in advocacy, specialty care, and/or research around transgender care, are asked to participate in an interview about their training and education and how they make health care experiences positive and affirming for their transgender patients. From these interviews, several themes have emerged—practices, attitudes, and experiences that "bright spot" providers have in common. Emerging themes include:



Dr. Deirdre Shires

(1) understanding social context, (2) practicing cultural humility, and (3) using sensitive language.

Theme one: Understanding social context

Providers who care for transgender patients on a regular basis know that medical care is just one piece of the puzzle and that their patients experience discrimination in their day-to-day lives. These experiences affect their health. One participant stated, "I think you can't have a healthy

person who is discriminated against in other areas of their life, even if their medical care is excellent. So transgender people that are fired from their jobs, they are discriminated in housing, they are banished from their families...regardless if they have a really good doctor, they are not going to be as healthy."

Theme two: Practicing cultural humility

Providers who excel at transgender care know that their patients are experts on their own health and on their own lives and needs. They are open to learning from their patients and researching new care options. One clinician explained, "I cannot minimize learning from patients. They have been very patient. I say, "You know that's very interesting, I hadn't heard of that. Can you tell me more?" Or, "Can I get back to you? I need to look into it." These clinicians are comfortable letting their patients teach them about how to provide better care.

Continued on page 20...

While understanding social context and practicing cultural humility are part of social work training and values, **using sensitive language around gender identity is not always intuitive.**

Understanding the role of campuses in **campus sexual assault**

Continued from page 18...

The recognition of the importance of campus context should come as no surprise to social workers. When I think back to my training as a social worker, we talked often in classes and field about the importance of understanding “person in environment.” Understanding that broader social environments shape individual behavior and experience is one of the cornerstones of our profession. It is this understanding of the importance of context that directs social workers to consider interventions at multiple levels. A clinical intervention alone is not going to change the social conditions that have given rise to the presenting problem, though it may help alleviate distress or increase capacity for coping. Coupled with an intervention to change the social environment, however, a social worker might just be able to both increase an individual’s capacity to cope and alter the conditions that create stress or hardship.

In doing this research, my hope is that our findings will encourage campuses to shift their thinking to incorporate how the campus and its institutional culture might contribute to or protect students from the risk of sexual assault. Our findings suggest the need for prevention strategies that target the campus as an institutional culture instead of just targeting individual students (though campuses must continue to improve individual-focused prevention

too). For example, establishing campus alcohol policies that reduce the culture of binge drinking on a campus might be a means of sexual assault prevention when you understand that the rate of binge drinking at a campus poses a unique risk to students beyond their own engagement in drinking. Creating inclusive campus climates that honor difference and diversity is sexual violence prevention when the research suggests that the amount of discrimination on a campus is associated with the rate of sexual assault.

To truly tackle the problem of sexual violence on campuses, we need more information about what it is about campuses, or about certain campuses, that creates risk for students so that we can design interventions that effectively alter the campus (and wider social) conditions that give rise to sexual violence.

Moylan, C. A. & Javorka, M. (In Press). Widening the lens: An ecological review of campus sexual assault. *Trauma, Violence, & Abuse*. doi: 10/1177/1524838018756121

Moylan, C. A., Javorka, M., Bybee, D., Stotzer, B., & Carlson, M. (In Press). Campus-level variation in the prevalence of student experiences of domestic and sexual violence. *Journal of the Society for Social Work and Research*.

Moylan, C. A. (2018). Widening the lens: Focusing on the campus in campus sexual assault. Invited speaker for Let’s End Campus Sexual Assault Statewide Summit, Kalamazoo, MI.

Transgender people face **obstacles with health care providers**

Continued from page 19...

Theme three: Using sensitive language

Transgender individuals may use a name that is different from their legal name or the name on their ID. Many providers talked about how they never assume what name or pronouns (she/hers, he/his, they/them, etc.) a patient uses and how it’s always best to ask. One physician said, “I always introduce myself and say my pronouns and then ask them, “What’s your name and what are your pronouns?” And then sometimes people, because they’re so used to it, will give their legal name, and I’ll say, “So is that what you want us to call you here, or do you have another name that you use?” and they’ll be like, “Oh!” They didn’t even know it was an option. Another participant explained, “I still want to make sure that I’m checking in [with patients] and checking on the language that I use...and try to make sure that I’m not getting too confident, or [projecting] too much bravado, or like I know what’s best.”

These practices can also inform how social workers interact with transgender individuals in health care settings, community organizations, and any clinical practice. While understanding social context and practicing cultural humility are part of social work training and values, using sensitive language around gender identity is not always intuitive.

Best practices for using sensitive language include asking about biological sex and gender identity separately, asking people to identify their preferred name and pronouns, and asking what words they use to describe their gender, their sexual orientation, and their family or significant others. Once the person’s preferred language and terms are identified, they should be used in all communication and documentation. For more information about working with transgender individuals in health care settings, one helpful resource can be found at: www.hrc.org/resources/transgender-affirming-hospital-policies.

Academic and personal identity reflected in **diversity and difference in practice**

The Council on Social Work Education (CSWE), the organization that accredits social work programs nationwide, requires all programs to educate students to *engage diversity and difference in practice*. One path to realizing this is through learning and teaching about the experiences of diverse populations. Dr. Rena Harold and her colleagues doctoral candidate Kristen Prock and PhD alum Dr. Sheryl Groden have been looking at this question among social work faculty who self-identify as members of diverse groups.



Dr. Rena Harold

Every individual has private and public selves and makes choices about how to connect those selves and/or keep them separate. For faculty whose self-definition includes an identity as a member of a minority group, there is often a bigger question of the possible impact of being out as whatever that minority designation might be. The researchers investigated this question through a qualitative study of faculty members' personal versus academic identities based on interviews with 31 social work faculty members.

Participants were recruited nationally with consideration of the following: gender, gender identity and expression, sexual orientation, race, ethnicity, and/or religion. Data were collected utilizing direct scribing, a method that allows the researcher and participant to actively collaborate in the interview process, and were then analyzed for themes. Social work faculty reported their experiences with identity management in interactions with students, colleagues, and administrators as well as how it influences teaching and research.

In summary, participants in this study were aware of their multiple diverse identities and were able to describe the ways in which they acknowledged them in academia. They discussed factors that encouraged and discouraged their decisions to be out. Each participant had a rich story to tell, and they were aware of the fact that by participating in this study, they were advancing the dialogue, especially as it related to social work education. They expressed the desire to move social work further

into the conversation and to help people see the necessity of living the values and ethics we hold to be a cornerstone of our profession. Their words and stories require that we take a look at how diversity enriches social work education and what can be done to preserve and encourage the value that diversity brings. As one subject said, "I am a qualitative researcher, and the reason that I am is that people's voices don't get heard more in scientific research. My voice isn't heard, and it should be. I am interested in those communities that are not heard. I am interested in hearing my story in the literature."

The research team presented this study at the 2017 CSWE Annual Program Meeting (APM) and were awarded the *Feminist Manuscript Award*. They will present with colleague Dr. Scott Berlin (MSU PhD alum and director of the School of Social Work at Grand Valley State University) at the 2018 APM and at the 2019 Society for Social Work and Research Annual Conference. MSW alum Neeshan Mehretu and doctoral student Daniel Cavanaugh assisted with earlier stages of this work.

"I am a qualitative researcher, and the reason that I am is that people's voices don't get heard more in scientific research. **My voice isn't heard, and it should be.** I am interested in those communities that are not heard. I am interested in hearing my story in the literature." —Research participant

- Prock, K. A., Berlin, S., Harold, R. D., & Groden, S. A. (2019, January). *We All Have a Personal Story About Why We Do What We Do: A Qualitative Exploration of LGBTQ Identity and Experiences Among Social Work Faculty*. Paper to be presented at Society for Social Work and Research, San Francisco, CA.
- Prock, K. A., Berlin, S., Harold, R. D. & Groden, S. A. (2018, November). *Achieving Balance: LGBTQIA-identified Social Work Faculty Discuss Risks, Rewards, and Responsibilities*. Paper presented at the Annual Program Meeting of the Council on Social Work Education, Orlando, FL
- Harold, R. D., Prock, K. A., & Groden, S. R. (2017, October). *Academic and Personal Identity: Connection vs. Separation*. Paper presented at the Annual Program Meeting of the Council on Social Work Education, Dallas, TX.

Provost Undergraduate Research Initiative and BASW Research Initiative **match students with faculty mentors for research**

The BASW program is in its 9th year of matching BASW juniors and seniors with School of Social Work faculty to jointly work on research and scholarly activities in the Undergraduate Research Initiative. Through engaged research and mentorship, BASW students are able to build upon the policy, practice, research, and academic coursework and practice enhanced critical thinking through the identification of knowledge gaps, the collection and analysis of data, and dissemination of findings.

Through the Provost Undergraduate Research Initiative (PURI) and the College of Social Science, faculty are able to submit requests for project funding to work with students, who are matched by the School of Social Work based on research and practice interests with upper-level BASW students. The goal of the PURI and the BASW Research Initiative are one in the same, to provide students a transformative experience where they can apply the experiences of the classroom through research and scholarship. The



Monaca Eaton

School of Social Work has had a strong success rate with winning awards through this process to fund student work over the course of the fall and spring semesters.

PURI proposals are evaluated based on the degree faculty will be involved as mentors and the ability for the student to participate in and understand the importance and significance of research and scholarship within their field. Through the project, students are able to demonstrate their

mastery of discipline-specific research technologies and skills, engage in ethical research practice, analyze, interpret and synthesize data, and present research results for a professional or scholarly audience.

Nearly all BASW student researchers present their research as a poster or oral presentation at the annual Undergraduate Research Arts Festival (UURAF). Over the past decade, social work research involvement has grown to the extent that social work is now recognized with its own category outside of social science at UURAF. In spring of 2018, over 500 students were involved in presenting research at UURAF. Two social work students and their faculty won awards last spring, Myia Hall and her poster, "Making the Family Court System Effective for Parents with Mental Illness: Parents' Perspectives," and Joseph Ingall with his poster, "Detroit Transportation: A Qualitative Study."

In addition to UURAF, many BASW PURI-award students have been able to secure additional funding for presentations at national and international conferences. As a result of this research experience, multiple BASW students have graduated with one or more publications. Students have reported that working on undergraduate research and the mentorship they have received from faculty is an invaluable experience and one that has encouraged them to pursue graduate studies. Many students enter the social work program with an interest in clinical social work. When met with a hands-on research experience, students begin to see how the person-in-environment framework lends to the importance of research for promoting and increasing human and community well-being and a new passion for effectuating change on a larger scale.



Dr. Amanda T. Woodward discusses her new role as **associate director for research**



Dr. Amanda Woodward

“I believe that as a team, Bart Moore, our new grant and contract administrator, and I can help faculty **think strategically about external funding for a long-term research agenda** and provide support to maintain the consistent effort needed to bring that to fruition.”

I have been on the faculty of the Michigan State University School of Social Work since 2008. My research focuses on understanding how older adults integrate informal and professional supports when they need help for a physical or behavioral health issue, with a particular focus on racial and ethnic disparities. My overarching goal is to inform health care policy and practice to improve access to care.

Much of my work has involved secondary analysis of large, nationally representative datasets, but most recently I was co-investigator on the Michigan Stroke Transitions Trial (MISTT), a randomized controlled trial testing the efficacy of a social work case management intervention and a curated website for patients returning home after a stroke and their caregivers.

A number of lessons I have learned during the course of MISTT and my time at MSU overall inform my thoughts about how to approach my new role as associate director for research.

First, as social work researchers, **thinking about the impact of our work is particularly important**. The School of Social Work has a strong and growing research culture, and while publishing and presenting in academic venues is important for knowledge and career development, we also value outreach and engagement. One way of increasing the impact of our work is to make sure our research gets into the hands of people who can use it to inform practice and policy. The MISTT study was funded by the Patient-Centered Outcomes Research Institute, which has a particular interest in involving stakeholders in research. As such, we had an advisory board of stroke survivors, caregivers, and health professionals work with us at every stage of the project. One result of that was a series of Fact Sheets that distill key information that we learned along

the way. Many of our partners are now sharing these with patients and caregivers in discharge materials and other venues, and we have other Fact Sheets planned as we learn more from our data. There are many creative ways both collectively and individually we can think about expanding the impact of our research. One of my goals is to help identify and facilitate these types of efforts.

Second, **interdisciplinary and collaborative research is increasingly valued** in academia, but it is not new to social work. The issues we think about, like stroke transitions in MISTT, are often inherently interdisciplinary, and social workers are trained to work on and with interdisciplinary teams. I am looking forward to thinking with my colleagues about creative ways we can contribute to research teams across campus and helping to facilitate those connections.

Third, **developing and honing a research agenda** takes time. The MISTT study emerged out of a three- to four-year process that involved identifying potential collaborators, narrowing and refining our focus, applying for grants that were not funded, revising based on those rejections, and resubmitting our proposal. Once funded, the project itself was three years, and we are just now analyzing our data and publishing results. This would not have happened without patience, consistent effort, and an interdisciplinary team that worked well together as well as ongoing internal support (tangible and otherwise) to keep it going.

I believe that as a team, **Bart Moore**, our new grant and contract administrator, and I can help faculty think strategically about external funding for a long-term research agenda and provide support to maintain the consistent effort needed to bring that to fruition.

I look forward to seeing how this new challenge unfolds.

Meet **Bart Moore**, grant and contract administrator



Bart Moore

“Bart was a huge help as I wrote my first federal grant. He sat down with me to decode the RFP (request for proposals) and identify what I needed to prepare and what pieces he would work with the University to prepare. He worked closely with me to create a workable budget for the proposal. **His knowledge of the process and steady demeanor was just what I needed to ensure that the proposal was strong, complete, and submitted on time.** We recently learned the proposal was funded, and Bart’s support was a key element in the process!”

—Carrie Moylan

Bart Moore joined the MSU School of Social Work in January 2018 as the grant and contract administrator after serving in similar positions with the College of Engineering, the College of Human Ecology, the College of Communication Arts and Sciences, and the College of Human Medicine.

How did you get interested in research?

When I started in Engineering, I was the project manager for a large National Science Foundation grant, a \$10 million Research Center that was partners with the State of Michigan, Delaware University, and a board of industrial corporations. When that project completed, Larry Drzal, director of the Composite Materials Center, made me the pre-award administrator for his unit. Thus, I learned the MSU research administration system and how to process funded grant and contract applications.

What excites you about your role as grant and contract administrator in the School of Social Work?

The fact that I am part of an effort to increase the funded research “footprint” within the School. This effort parallels an initiative within the College of Social Science as a whole. Truth be told, the School was on its way to establishing this initiative before I came here, and because of that I feel I am sailing with the wind. There is a good cadre of faculty members with solid research programs and great attitudes.

What do you hope to contribute to the School of Social Work’s research mission?

I will work in concert with the School director and the associate director for research to help our faculty build,

refine, and leverage their research programs; target funding opportunities to faculty; help them manage their awards, mainly the contractual and funding aspects; act as MSU’s interface with Sponsored Programs Administration (SPA) in terms of compliance and action; and ensure that grant proposals are complete and on time.

How will you work with other members of the School to make these contributions?

In many ways. I am always available to faculty in an advisory/consultant role to answer any questions they may have regarding processes, policies, or procedures related to funded projects. I will act as liaison with SPA and help run down critical information. I am on a mission to learn the intricacies of our faculty members’ areas of expertise so I can help target funding opportunities. And I will work with our researchers to develop program budgets and determine project costs as well as generate the more “boilerplate” aspects of their proposals. Bottom line, I want to free up our researchers and grant writers to concentrate on the science and design of their projects and not have to worry about things like indirect cost rates, insurance certificates, and sub-award consent forms.

What challenges have you encountered in research and how have you overcome these challenges?

Concerns include the constraints within our MSU research administration system, meeting sponsor deadlines, insuring we spend out our awards as completely as possible, that we maintain appropriate communications with sponsors and with MSU central administration, and that we comply with federal and other contractual rules and regulations.

How does the University assist you and/or researchers in the School?

There is a strong infrastructure that organizes and drives the research mission—from the vice president for research, through the Sponsored Programs Administration, and including areas like the Human Research Protection Program (compliance), the library system, and occasionally MSU Business Connect and the MSU Innovation Center. There are important networks such as SPROUT (the on-campus “guild” of College research administrators) and the College of Research Deans (CORD) that are charged with funneling high-level critical information down through the College to the unit administrators. I should mention also that the College of Social Science has greatly ramped up its support and investment in research activity compared to what it was during the years I served on SPROUT when I was in College of Communication Arts & Sciences.

Are there any changes or improvements you are pursuing that would benefit research within the School?

Many. I am reporting monthly to all faculty with current awards to ensure they know where they are budget-wise, and I send out “alarms” if we’re spending too much or too little. I am asking principal investigators to reconcile their accounts by flagging all questionable monthly charges; I work actively to insure all PIs are in compliance with Effort Reporting, salary caps, and personnel assignments. It can be seen as boring, mundane stuff, and it’s better that I monitor it and work with our PIs than for our PIs to worry about keeping track of these details at the expense of their other endeavors. I am also reaching out in an advisory/consulting capacity and ensuring that faculty comply with administrative timelines. Ultimately, I want to be consistently funneling funding opportunities and helping faculty increase their activity.

School of Social Work news when, where, and how you want it

The MSU School of Social Work is expanding its social media presence in order to reach more people with more relevant information in less time. We are expanding not just our content but also the places where you can be connected to that content. More of our faculty will be involved in posting content as our online presence grows.

The School will be posting upcoming events, such as continuing education offerings, guest lectures, and special advocacy opportunities. When there is a need to widely disseminate information, such as with responses to the Flint water crisis or announcing a new program, social media is the most effective way to keep people up to date or steer them to pertinent information on our website.

Our Facebook content has been reorganized into one main School site, and Continuing Education and the Community Programs also have their own Facebook sites. The School and the FAME Program also have Instagram and Twitter accounts. It is our intent to expand content on all of these media sites. We hope to “see” you all online!



On Facebook look for:

MSUSocialWork
MSUVSW
MIKinship

MSUSocialWorkContinuingEducation
MSUChanceatChildhood
MSUFAME



On Instagram look for:

MSU_SocialWork
MSU_FAME



On Twitter look for:

MSUSocialWork
MSUFAME



On LinkedIn we have our own page:

<https://www.linkedin.com/school/michigan-state-university-school-of-social-work/>

Faculty, students present at CSWE annual event



The MSU School of Social Work had a strong presence at the Council on Social Work Education 64th Annual Program Meeting—*Expanding Interprofessional Education to Achieve Social Justice*—held in Orlando, FL, November 8–11, 2018. The conference, the premier national meeting of the social work education field, provides a showcase for scholarship in social work education through a variety of competitive peer-reviewed presentations.

FACULTY AND STUDENT PRESENTATIONS

Julie Navarre

*Establishing the Value of Field Education:
Quantification and Implications*

Kristen Prock

*Evaluation of Federally-funded Transitional Living Programs
and Services for LGBTQ-identified Homeless Youth*

Woo Jong Kim, Hyunkag Cho, Seonghye Hong

Perpetrator Typology and Patterns of Intimate Partner Violence

Kathi Trawver, Cheryl Williams-Hecksel, Kim Guay

*Leveraging Community Partnerships to Create Sustainable
Interprofessional Child Welfare Education*

Ilan Kwon, Hyunkag Cho, Jisuk Seon

*Better Measuring Intimate Partner Violence Among
College Students: Comparisons of Three Measurements*

Barbara Pierce, Joanne Riebschleger

*Using Vignettes to Teach Culturally Sensitive
Child Welfare Practice with Rural People*

Joe Kozakiewicz, Delanie Pope, Kimberly Battjes

*CAC: A Model Approach to Social Work/Law
Interdisciplinary Education and Practice*

Joanne Riebschleger, Lyn Slater, Robin Leake

*Expanding University and Community Collaboration
to Support Child Welfare Student-to-Employee Transitions*

Kyunghye Lee

*Head Start's Long-term Impact on Cognitive Outcomes
for Children with Disabilities*

Melissa Earle, Paul Freddolino

*Students' Perceptions of Utilizing Information and
Communication Technologies in Social Work Practice*

Scott Berlin, Kristen Prock, Rena Harold

*Achieving Balance: LGBTQIA-identified Social Work Faculty
Discuss Risks, Rewards, and Responsibilities*

Pilar Horner

*What Does It Mean to Be a Non-majority American
in Today's Political Climate?*

Liz Sharda, Carolyn Sutherby, Daniel Cavanaugh

*Supporting Kinship Caregiver Well-being Through Research,
Community Partnership, and Social Work Education*

Sharon Kollar, Cheryl Williams-Hecksel

*Resources to Support Interprofessional Education
in Services for Children and Families*

Joshua Bishop, Cheryl Williams-Hecksel, Katie Diepstra

*Evidence Based Trauma Treatment Certificate:
Outcomes After Six Years*

Hyunkag Cho, Jisuk Seon, Dasha Shamrova, Ilan Kwon

*How Do Gender and Intimate Partner Violence
Affect the Survivor's Help-seeking?*

Erik Wittrup, Anna Maria Santiago, Sadie Shattuck,

Lyndsay Huey

*Family Dependency Treatment Courts:
Influences on Sobriety and Barriers to Family Reunification*

Fei Sun, Mei Rong Liu, Zhao Yu Zhang, Steven Anderson

*Strengthening Field Education in Central China:
Perspectives from Multi-sectors*

Jisuk Seon, Ilan Kwon, Ga-Young Choi, Yoon Joon Choi

*Measuring Gender Differences in the Contexts
of Intimate Partner Violence*

Mei Rong Liu, Fei Sun

*Transitions to Adulthood: Challenges
for Aging Out Foster Youth in China*

Lin Jiang, Fei Sun, Wei Zhang, XinQi Dong, Bei Wu

*Somatization of Depressive Symptoms Among
Chinese American Elders: The Influence of Acculturation*

SERVICE TO THE PROFESSION THROUGH CSWE

Dr. Anna Maria Santiago, Editor-in-Chief

Journal of Community Practice

Dr. Daniel Vèlez Ortiz, Co-chair

Council on Racial, Ethnic, and Cultural Diversity

Dr. Daniel Vèlez Ortiz, Treasurer

Association of Latina and Latino Social Work Educators



CSWE is the sole accrediting agency for social work education in the U.S.

A Mission of Social Justice and Positive Change: The MSU School of Social Work is dedicated to educating students for ethical, competent, responsive, and innovative social work practice, and to conducting and disseminating high quality research that improves the well-being of the most vulnerable in society. Our teaching, research, and outreach synergistically promote social justice, positive change, and solutions to the problems facing diverse individuals, families, groups, organizations, and communities.

Recent faculty publications

Freddolino, Paul

Reeves, M. J., Hughes, A. K., Woodward, A. T., Freddolino, P. P., Coursaris, C. K., Swierenga S. J., Schwamm, L. H., Fritz, M. C. (2017). Improving transitions in acute stroke patients discharged to home: The Michigan Stroke Transitions Trial (MISTT) protocol. *BMC Neurology*. Jun 17;17(1):115. DOI: 10.1186/s12883-017-0895-1.

Lorenz, K.H., Freddolino, P., Comas-Herrera, A., Knapp, M., Damant, J. (2017). Technology-based tools and services for people with dementia and carers: Mapping technology onto the dementia care pathway. *Dementia* (London). DOI: 10.1177/1471301217691617.

Hall, Ronald

Hall, R., Mishra, N. (2018). Ambedkar and King: The Subjugation of Caste or Race vis-a-vis Colourism. Chapter in Yengde, S., Teltumbde, A., (Eds) *The Radical in Ambedkar: Critical Reflections* Penguin India.

Hall, R. (2018). The chromatic norm image: skin color as mathematically significant somatic trait. *Sociology International Journal*, 2(4), 320-325.

Hall, R. & Alhassan, M. (2017). Light supremacy vis-à-vis non-white immigrants: The implications of skin color in pursuit of the American dream. *Race, Gender & Class*, 24(3-4), 5-19.

Hall, R. (2017). Skin color in stillbirth disparities: The social work application of evidence-based practice via information triad. *International Journal of Social Work and Human Services Practice*, 5(4), 173-180.

Hall, R., Alhassan, M., Whipple, E. & Sustaita, F. (2017). The significance of skin color: Implications of Social Work practice with refugee/immigrant populations. *Phylon*, 54(1), 43-56.

Hall, R. & Whipple, E. (2017). The complexion connection: Ideal light skin as vehicle of adoption process discrimination vis-à-vis social work practitioners. *Journal of Human Behavior in the Social Environment*, 27(7), 669-677.

Hughes, Anne

Seon, J., Prock, K. A., Bishop, D., J., Hughes, A. K., Woodward, A. T., & MacLean, M. (in press). Formal and informal social support and academic achievement among college students with unstable childhood experiences. *Child Welfare*.

Bishop, J., Prock, K., Seon, J., Hughes, A. K., & Woodward, A. T. (in press). Foster Care Alumni Achievement in Higher Education: The Role of Trauma. *Journal of Child and Adolescent Trauma*.

Zhou, P., Hughes, A. K., Grady, S., & Fang, L. (2018). Physical activity and chronic disease conditions among older adults in a mid-sized city in China: a longitudinal investigation of bi-directional relationships. *BMC Public Health*, 18(1), 486 (15 pps). doi: 10.1186/s12889-018-5408-7.

Hughes, A. K., Woodward, A. T., Fritz, M., & Reeves, M. (2017). Improving Stroke Transitions: Development and Implementation of a Social Work Case Management Intervention. *Social Work in Health Care*, 57(2), 95-108. doi:10.1080/00981389.2017.1401027.

Reeves, M., Hughes, A. K., Woodward, A., Freddolino, P., Coursaris, C., Swierenga, S. Schwamm, L., & Fritz, M. (2017). Improving transitions in acute stroke patients discharged to home: The Michigan Stroke Transitions Trial (MISTT) Protocol. *BMC Neurology*, 17, 15 pps. doi: 10.1186/s12883-017-0895-1; <http://rdcu.be/txwn>

Kennedy, Angie

Kennedy, A. C., Bybee, D., McCauley, H. L., & Prock, K. A. (2018, September 11). Young women's intimate partner violence victimization patterns across multiple relationships. *Psychology of Women Quarterly*. Advance online publication: doi: 10.1177/0361684318795880.

Kennedy, A. C., Bybee, D., Palma-Ramirez, E., & Jacobs, D.A. (2017). Cumulative victimization as a predictor of intimate partner violence among young mothers. *Psychology of Violence*, 7, 533-542.

Prock, K. A., & Kennedy, A. C. (2017). Federally-funded transitional living programs and services for LGBTQ-identified homeless youth: A profile in unmet need. *Children and Youth Services Review*, 83, 17-24.

Sarzynski, E., Decker, B., Thul, A., Weismantel, D., Melaragni, R., Cholakis, E., Tewari, M., Beckholt, K., Kennedy, A. C., & Given, C. (2017). Beta testing a novel smartphone application to improve medical adherence. *Telemedicine and e-Health*, 23, 339-348.

Klein, Sacha Mareka

Grogan-Kaylor, A., Ma, J., Lee, S., Castillo, B., Ward, K., & Klein, S. (2018). Using Bayesian analysis to examine associations between spanking and child externalizing behavior across race and ethnic groups. *Child Abuse & Neglect*, 86, 257-266. <https://doi.org/10.1016/j.chiabu.2018.10.009>.

Ma, J., & Klein, S. (2018 online). Does race/ethnicity moderate the associations between neighborhood and parenting processes on early behavior problems? Submitted to the *Journal of Child and Family Studies*.

Fries, L., & Klein, S. (2018). Racial/ethnic differences in determinants of trauma symptomatology among children in the U.S. child welfare system exposed to intimate partner violence. *Journal of Family Violence*. doi: 10.1007/s10896-018-9976-1.

Klein, S., Milhalec-Adkins, B., Benson, S., & Lee, S.Y. (2018). The benefits of early care & education for child welfare-involved children: Perspectives from the field. *Child Abuse & Neglect: The International Journal*, 79, 454-464. doi: 10.1016/j.chiabu.2018.02.105.

Klein, S., & Jekielek, S. (in press). Building effective child welfare – early care & education inter-agency partnerships: Lessons from research. *Child Welfare*, 96(4).

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Lee, Kyunghee

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Lee, K. (2018). The Duration Effect of Head Start Enrollment on Parental Outcomes. *Journal of Social Work*. doi.org/10.1177/1468017318766427.

Lee, K., & Xie, C. Xiaoping. (2018). Associations between home learning environment and mental health for young children living in China. *Social Work in Mental Health*, 16, 284-302. doi.org/10.1080/15332985.2017.1385566.

Lee, K. & Rispoli, K. (2017). Racial disparities in perceived social support and social service use: Associations with maternal depression and head start participation. *Journal of Community Psychology*, 45(8), 1080-1093. doi: 10.1002/jcop.21912.

Lee, K. (2017). The Effects of Head Start Enrollment Duration on Migrant Children's Dental Health. *Children & Schools*, 39 (3), 157-165. <https://doi-org.proxy2.cl.msu.edu/10.1093/cs/cdx011>.

Moylan, Carrie

Moylan, C. A., Javorka, M., Bybee, D., Stotzer, B., & Carlson, M. (In Press). Campus-level variation in the prevalence of student experiences of domestic and sexual violence. *Journal of the Society for Social Work and Research*.

Moylan, C. A. & Javorka, M. (In Press). Widening the lens: An ecological review of campus sexual assault. *Trauma, Violence, & Abuse*. doi: 10.1177/1524838018756121.

Moylan, C. A., Hatfield, C., & Randall, J. (2018). Campus sexual assault climate surveys: A brief exploration of publicly available reports. *Journal of American College Health*, 66(6), 445-449. doi: <https://doi.org/10.1080/07448481.2018.1431914>.

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Riebschleger, Joanne

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Day, A., Riebschleger, J., & Wen, J. (2018, Spring). The utilization of pre-college programming in increasing college access and retention rates of foster care youth: Results from the Fostering Academics Mentoring Excellence (FAME) program. *New Directions for Community Colleges*, Special issue on foster care, 181, 39-47. doi: 10.1002/cc.20290.

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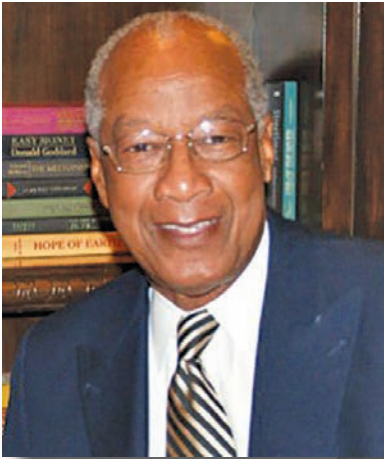
Bosch, A., Riebschleger, J., & Van Loon, L. (2017). Dutch youth of parents with a mental illness reflect upon their feelings of guilt and shame. *International Journal of Mental Health Promotion*, 1-14. doi: 10.1080/14623730.2017.1315955.

Continued on page 28...

Recent faculty publications – continued

- Riebschleger, J. (2017, Feb.). Engaging children who have a parent with a mental illness into peer support programs: What works? *GEMS*, Edition 26. A. Reupert & D. Mayberry (Series editors). Online peer-reviewed website series. www.copmi.net.au/professionals-organisations/what-works/research-summari...
- Santiago, Anna Maria**
Santiago, A. M., & Smith, R. J. (2018). Is the glass half full?: How macro practice matters in a global context. *Journal of Community Practice*, 26, 387-391. doi.org/10.1080/10705422.2018.1528667.
- Smith, R. J., & Santiago, A. M. (2018). Community practice across borders. *Journal of Community Practice*, 26, 121-124. doi: 10.1080/10705422.2018.1456522.
- Birkenmaier, J., Sherraden, M., Frey, J. J., Callahan, C., & Santiago, A. M., Eds. (2018). Financial capability and asset building with diverse populations: Improving financial well-being in families and communities. London, UK: Routledge.
- Lucero, J. L., Santiago, A. M., & Galster, G. C. (2018). How neighborhood effects vary: Childbearing and fathering among Latino and African American adolescents. *Health care*, 6, 1-19. doi: 10.3390/healthcare6010007. Special issue, Health effects of race, gender, class and place: Complexities and heterogeneities.
- Santiago, A. M., & Smith, R. J. (2018). Engaging youth in community work. *Journal of Community Practice*, 26, 1-4. doi: 10.1080/10705422.2018.1421126.
- Santiago, A. M., & Smith, R. J. (2018). Housing and community development: Divergent responses to austerity politics. *Journal of Community Practice*, 26: 253-256. doi: 10.1080/10705422.2018.1490242.
- Santiago, A. M., Soska, T. M., & Gutierrez, L. M. (2017). Improving the effectiveness of community-based interventions: Recent lessons from community practice. *Journal of Community Practice*, 25, 139-142. doi: 10.1080/10705422.2017.1334436.
- Santiago, A. M. (2017). Resisting business as usual: Building systems to counter disinvestment. Response to Improving health with community development: A porch light debate about Bon Secours Hospital in Baltimore. Retrieved from <http://medium.com/the-block-project/resisting-business-as-usual-building...>
- Santiago, A. M., Galster, G. C., & Smith, R. (2017). Evaluating the impacts of an enhanced Family Self-Sufficiency program. *Housing Policy Debate*. doi.org/10.1080/10511482.2017.1295093. Featured research on How Housing Matters webpage <https://howhousingmatters.org/articles/full-participation-asset-building...>
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- Galster, G. C., & Santiago, A. M. (2017). Neighbourhood ethnic composition and outcomes for low-income Latino and African American children. *Urban Studies*, 54, 482-500. doi: 10.1080/00140139.2017.1321511.
- Soska, T., Gutierrez, L., & Santiago, A. M. (2017). Celebrating some milestones. *Journal of Community Practice*, 25, 1-4.
- Seita, John**
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- Shires, Deirdre**
Dyer, K., Shires, D.A., Flocke, S.A., Hawley, S.T., Jones, R.M., Resnicow, R., Shin, Y., & Elston Lafata, J. (2018). Patient-reported needs following a referral for colorectal cancer screening. Accepted to *American Journal of Preventive Medicine*.
- Shires, D.A., Stroumsa, D., Jaffee, K.D., & Woodford, M.R. (2018). Primary care providers' willingness to care for transgender patients. Accepted to *Annals of Family Medicine*.
- Elston Lafata, J., Miller, C., Shires, D.A., Dyer, K., Ratliff, S., & Schreiber, M. (2018). Patients' use of electronic patient portals and their features. Accepted to *American Journal of Managed Care*.
- Elston Lafata, J., Shin, Y., Flocke, S.A., Hawley, S.T., Jones, R.M., Resnicow, K., Schreiber, M., Shires, D.A., Tu, S. (2018). A randomized trial to evaluate the effectiveness and impact of offering post-office visit decision support and assistance in obtaining physician-recommended colorectal cancer screening: The e-assist Colon Health Study. Accepted to *BMJ Open*.
- Shires, D.A., Alishahi Tabriz, A., Miller, C., & Elston Lafata, J. (2018). The relationship between team functioning and clinical quality, patient satisfaction, and online patient portal implementation among Patient-Centered Medical Homes. Accepted to *American Journal of Accountable Care*.
- Shires, D.A., Stroumsa, D., Jaffee, K.D., & Woodford, M.R. (2017). Primary care providers' willingness to continue gender-affirming hormone therapy for transgender patients. *Family Practice*.
- Shires, D. A., Schnaar, A.*, Connolly, M. D., & Stroumsa, D. (2017). To Refer or Not to Refer: General Pediatricians' Perspectives on Their Role in Caring for Transgender Youth. *Transgender Health*, 2(1), 202-206.
- Sun, Fei**
Chen, Y.W., Wang, J.X., Liang, Y., Sun, F. & Dong, X.Q. (2018). Perceived stress and cognitive functions among Chinese older adults: The moderating role of health status. *Gerontology and Geriatric Medicine*. doi: 10.1177/2F2333721418778390.
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- Gao, X., Sun, F., & Marsiglia, F. (2018). Elder mistreatment among older Chinese Americans: The role of family cohesion. *The International Journal of Aging and Human Development*. doi.org/10.1177/0091415018773499.
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- Timm, T. M. (2018). Brief therapy with non-monomagous couples: Challenging the status quo. In D. Flemsom & S. Green (Eds.). *Quickies: The Handbook of Brief Sex Therapy* (2nd Ed.). New York: W. W. Norton.
- Vélez Ortiz, Daniel**
Vega, I.E., Cabrera, L.Y., Wygant, C.M., Velez-Ortiz, D., Counts, S.E. (2017). Alzheimer's Disease in the Latino Community: Intersection of Genetics and Social Determinants of Health. *Journal of Alzheimer's Disease*, (58) 4, 979-992. doi: 10.3233/JAD-161261.
- Martinez, R.O., Espino, D.V., Santiago, O.J., & Velez Ortiz, D. (2017). The Relationship of Chronic Pain to Attitudes toward Suicide and Physician-Assisted Suicide among Latino and Non-Hispanic White Elders. *Journal of Palliative Care and Hospice*, 1(1), 1-15.
- Whipple, Ellen**
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- Hall, R. & Whipple, E. (2017). The complexion connection: Ideal light skin as vehicle of adoption process discrimination vis-à-vis social work practitioners. *Journal of Human Behavior in the Social Environment*, ----, --- 1-9. DOI: 10.1080/10911359.2017.1321511.
- Hall, R.E., Alhassan, M., Whipple, E.E. & Lopez Sustaita, F. (2017). The significance skin color: Implications for Social Work practice with refugee/immigrant populations. *Phylon*, 54(1), 43-56.
- Woodward, Amanda**
Woodward, A. T. & Taylor, R. J. (2018). Factors associated with the use of social workers for assistance with lifetime and twelve-month behavioral health disorders. *Social Work in Health Care*, 57(4), 267-283. doi: 10.1080/00981389.2018.1437104.
- Hughes, A. K., Woodward, A. T., Fritz, M. C., Reeves, M. J. (2018). Improving stroke transitions: Development and implementation of a social work case management intervention. *Social Work in Health Care*, 57(2), 95-108. doi: 10.1080/00981389.2017.1401027.
- Groden, S. R., Woodward, A.T., Chatters, L.M., Taylor, R.J. (2017). Use of complementary and alternative medicine among older adults: Differences between baby boomers and pre-boomers. *American Journal of Geriatric Psychiatry*. doi: 10.1016/j.jagp.2017.08.001.
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Dr. Martin Luther King Jr. Day Celebration



Dr. Robert L. Green

On January 21, 2019, the MSU School of Social Work will host a Dr. Martin Luther King Jr. Day celebration to honor the history and accomplishments of one of America's greatest advocates of civil rights and social justice. The keynote speaker will be Dr. Robert L. Green, dean emeritus at Michigan State University and Dr. King's former education director of the Southern Christian Leadership Conference. Please join us from 11:00 am to 3:00 pm in the Erickson Kiva on the campus of Michigan State University.

This event is sponsored by the Michigan State University School of Social Work, Michigan State University Office of the President, Michigan State University Student Affairs & Services, Kellogg Hotel & Conference Center, and James Madison College at Michigan State University.



Dr. Green assisting Dr. King at the Lansing airport in 1968



MLK spoken word contest in honor of Dr. Martin Luther King Jr.

Event speaker **Dr. Robert L. Green**, Dean Emeritus Michigan State University

“Martin Luther King: The Man I Knew”

- Who: Competition open to all MSU students
- What:
 - Original text per the theme “Ode to Dr. King”
 - Two to three-minute time limit
 - No offensive language
- Where: To be presented MLK holiday (1/21/19) at the Erickson Kiva
- When: Submit until Monday, January 14, 2019 to....
- Email: hallr@msu.edu
- Hard copy: School of Social Work at Baker Hall
- Prizes:
 - 1st place: \$250
 - 2nd place: \$150
 - 3rd place: \$100



Dragon Boat Race 2018



Social Warriors prevail!

Social work faculty members teamed up to enter the annual Capital City Dragon Boat Race fundraiser Sept. 16 to support the Women's Center of Greater Lansing. Enthusiasm and teamwork paid off...the Social Warriors won gold in their division!

The annual fundraiser provides communities across the Lansing area with a unique team-building experience as well as an opportunity to raise money for the local nonprofit, which provides career and personal counseling, support groups, and other services women need. More than \$30,000 was raised for the local Women's Center of Greater Lansing.



"This was such a fun way to bring our School together and give co-workers a chance to interact outside of work. It was exciting to see how well we worked together, how much we improved with clear positive communication, and how much more of an impact our work made through becoming a team."

—Flag catcher Brooke Pline



"Dragon boat was a great experience! I appreciated the time outside of the workday to connect with my colleagues in such a unique way."

—Amanda Dubey-Zerka





OUR SCIENCE **TRANSFORMS THE HUMAN EXPERIENCE**
AND INSPIRES LEADERS

Please give to support the **next generation of social work leaders!**

Students enter the profession of social work with a strong commitment to service, especially to the most vulnerable members of our society. As social work educators, we believe that the good our graduates do is multiplied and extended across generations, and we are honored to help prepare them for their service. Similarly, we recognize our responsibility to generate and disseminate research for positive social change. If you share our values, please consider supporting these efforts with a gift to one of the funds highlighted below. A full list of giving opportunities and links to donate online can be found at socialwork.msu.edu/Alumni-and-Giving/Endowments.



Future Leaders Endowed Scholarship in Social Work

Earnings shall be used to support the College of Social Science School of Social Work graduate scholarships, assistantships, or fellowships.



Janet Sisson Tift Endowed Scholarship

This fund supports scholarships for students in undergraduate, advanced standing, or regular master's programs.



Gordon and Gladys Aldridge Memorial Endowed Fellowship Fund

This fund provides scholarships to students in support of general educational expenses and special educational opportunities.



The School of Social Work Endowed Fund

This fund provides a range of supports for the School, including student scholarships, support for faculty research, and support for School programs. This is the most flexible of all School endowed funds.



Gwen Andrew School of Social Work Faculty Research Fund

The Gwen Andrew School of Social Work Faculty Research Fund provides financial support for a range of research projects undertaken by School of Social Work faculty members.

Donations can also be mailed to:
MSU School of Social Work
Baker Hall
655 Auditorium Road, Room 254
East Lansing, MI 48824

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



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