

INSIDE

FROM THE DIRECTOR

- Boldness by design.....** 2
**Herrick retires after contributing
to School's historical record.....** 2

FEATURE STORIES

- Two grants fund mental health
research.....** 3
**Hartford Grant funds prep of grad
students for geriatric social work..** 4
**Kinship Care Resource Center to
survey kinship caregivers.....** 5

KNOWLEDGE ABSTRACTS

- The boundaries of sisterhood:
Race, class, gender, and
participation in Michigan's
welfare rights movement.....** 6
**An organizational culture assessment:
Does understanding provide
implications for effective services
for children in foster care?.....** 7

PROGRAM UPDATES

- Collaboration with CVM expends.....** 8
**Undergrad students present at
Midwest SW conference.....** 8
**Ten students to gain insights via
international study in Ghana.....** 9
Staff retention in child welfare..... 10

CONTINUING EDUCATION

- CE workshop series features social
work with diverse populations.....** 10
Did you know..... 11
SSW Continuing Ed offerings..... 11

ALUMNI PROFILES

- Robert Ennis: "Public policy
drives everything we do".....** 12
**SSW alum youngest ever on Grand
Rapids City Commission.....** 13
Dr. Edward Duane retires..... 13
Haveman's career path..... 14
**Save these dates for Alumni
Breakfast Workshops.....** 14

GIFTS THAT KEEP ON GIVING

- Donor generosity increasingly
important to serving students.....** 15

GET IN TOUCH

- Tell us what you're doing.....** 16



Go Green! **Bold initiatives underway at MSU School of Social Work**

International education

Building on our successful 2005 exchange with leaders from Ghana and the University of Ghana, the MSU School of Social Work will be sending students and faculty to study at the University of Ghana in May/June 2006 (see inside page 9). We will continue building a solid, reciprocal relationship with Ghana through a variety of partnerships and exchanges. Future international programs may be closer to home—in Canada and Jamaica.

Collaborative relationship with MSU's veterinary hospitals

We are expanding this collaboration to include a graduate student field placement unit in the Fall of 2006 (see inside page 8). We expect to develop one of the leading veterinary social work programs in the United States, building on MSU's excellent social work and veterinary services.

Continuing education

We are already delivering multiple workshops across the state. There are new summer courses for 2006, and we will be adding post-graduate certificate programs to meet the ongoing educational needs of the social work workforce in Michigan and beyond (see inside pages 10-11). We aim to be the premier provider of continuing education in Michigan—characterized by high quality, accessibility, affordability, and relevance to the needs of social work clinical and macro practitioners. With faculty leadership, student involvement, and alumni support, we will boldly expand the outreach of MSU.

Go Green!

Boldness by design

If you read page one, you may have noticed the use of the word “bold.” This word runs contrary to the usual humble and modest manner of MSU. We strive to provide an excellent educational experience, relevant research, and outreach to our community but usually in a fairly self-effacing way—often aware of our shortcomings and the modesty of our efforts.

However, our new president, Lou Anna K. Simon, and our new provost, Kim Wilcox, have declared that MSU will define the 21st Century Land Grant University through implementation of a seven-year plan called “Boldness by Design.” Through this plan, MSU will direct its efforts toward five broad goals:

- enhance the student experience;
- enrich community, economic, and family life;
- expand our international reach;
- increase research opportunities; and
- strengthen the stewardship of MSU’s assets and resources.

The School of Social Work, as this newsletter will attest, is working to translate these directives into concrete actions and programs. However, as we move forward, we may still have some adjusting to do to get comfortable with the idea of calling ourselves **bold!**

For more information about this strategic positioning initiative, go to <http://strategicpositioning.msu.edu/>. **S**



Gary R. Anderson



Herrick retires after contributing to three decades of the School’s historical record

Dr. John Herrick has provided steady, quality leadership to students and faculty for over three decades through his service to the MSU School of Social Work and the College of Social Science as an administrator, instructor and mentor, community leader, and national expert on social welfare history.

His roles within the School included director of the MSU School of Social Work, associate director of the School of Social Work, and professor, among other administrative and leadership roles. As the coordinator of student services for the School, Dr. Herrick provided helpful and responsive advice and counsel to students. Most recently, he served as associate dean for undergraduate education for the College of Social Science.

In addition to his administrative skill, doctoral students have appreciated his skill as a mentor and dissertation chair. His special ability to guide and support students while empowering them to do their best work was displayed repeatedly throughout his work with countless graduate students.

His leadership and teaching ability were matched by his commitment to the broader community and social work profession. A strong advocate for engagement, he worked in partnership with community leaders and agencies to address a broad array of social needs and encouraged his colleagues to do likewise.



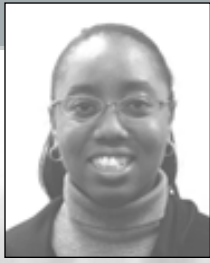
John Herrick

Dr. Herrick received his MA and PhD in History from the University of Minnesota. On the national scene, Dr. Herrick is one of the pre-eminent scholars of social work history. His numerous books, articles, presentations, and leadership of professional societies established him as an expert in the use of historical research methods and in developing the history of the profession.

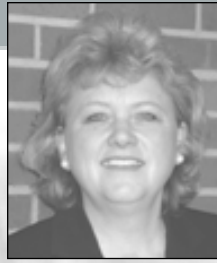
Dr. Herrick continually maintained a commitment to high academic standards. His legacy is a special and enduring contribution to the history and future of the MSU School of Social Work. **S**



Marya Sosulski



Kimberly Steed



Joanne Riebschleger

Two grants fund mental health research

Assistant Professor **Marya Sosulski** has been awarded two research grants. **Living many lives: Representing the experiences of Black women living with severe and persistent mental illnesses** is being funded by MSU's Intramural Research Grant Program, which invests in MSU faculty conducting work that addresses important research questions or produces significant creative products. **Kimberly Steed**, MSW, is assisting with this study.

Most previous studies looking at access to services and culturally-appropriate psychosocial treatment approaches have relied on practitioner reports and agency-based data, rather than first-person reports of the Black women who are living with chronic mental illness. They generally presume a medical model, prioritizing treatment and eradication of symptoms rather than a functional assessment of strengths and strategies used by the women to establish and maintain relationships. Few, if any, studies have investigated how the women's interpretations of their own experiences could inform mental health policy and program development.

Responding to the need for alternative approaches to the institutional and policy responses that address the specific needs of Black women, their families, and the communities in which they live, this research proposes to begin addressing these gaps by investigating the life experiences of five to seven Black women with histories of clinically-diagnosed severe and persistent mental illness, who are currently living with various degrees of functionality (from moderate to high functioning).

Dr. Sosulski also serves as principal investigator on **Pulling it all together: Medicaid participation, work, and income packaging for families living with severe and persistent physical and mental disabilities in Michigan**, which is funded by the Michigan Department of Community Health.

The purpose of this study is to explore the recent changes in Michigan's Medicaid policy and determine which factors

are associated with work and exits from Medicaid for current recipients living with severe and persistent health problems (SPHP) like physical disabilities and/or mental illness. This study starts from the position that for low-income people living with SPHP, the ability to work hinges on access to health care so that health problems are treated and managed, and recipients can focus on work.

The study will look at the experiences of families and individuals with Medicaid, work, and social programs providing income by gathering and analyzing evidence of their experiences with the Medicaid program, paid employment, and other complementary social programs (e.g., TANF, Food Stamps, and SSI/SSDI), with a goal of finding ways that Michigan's Medicaid program can more effectively and efficiently meet the needs of its constituents.

Also involved in this study are Assistant Professor **Joanne Riebschleger**, **Ellen Sugrue Hyman**, attorney at law and director of grants at the ARC Michigan, a statewide private, nonprofit disability advocacy organization, and **Angelique Day**, LBSW, LLMSW. Further support will be sought from an advisory board assembled from agencies in Michigan and other research institutions that have an interest in the study.

Sosulski, who received her PhD in Social Work from the University of Wisconsin-Madison, joined the MSU Social Work faculty in 2004. Sosulski expects both projects to lead to further studies. **S**



Hartford Grant funds efforts to prepare grad students for geriatric social work



Jo Ann McFall

The MSU School of Social Work has been awarded a **Practicum Partnership Program (PPP)** grant from the **John A. Hartford Foundation**. This award is given to 25 schools nationally; it provides a new field education model that was developed through a multi-year demonstration program in six different national sites. The grant supports field and classroom education in the area of gerontological social work, including a rotation field model.



The School will partner with the following agencies:

- Burcham Hills Retirement Center;
- Community Mental Health Authority of Clinton-Eaton-Ingham Counties, Older Adult Services;
- Department of Veterans' Affairs, Medical Center;
- Hazel Findlay Country Manor;
- Ingham Regional Medical Center;
- Michigan Department of Human Services;
- St. Vincent Catholic Charities, Senior Programs;
- Sparrow Senior Health Center;
- Tri-County Office on Aging; and
- Visiting Nurse Services of Michigan.

An appropriate member of each agency will be invited to sit on our Hartford Advisory Board.

The PPP competencies will be integrated into our competency-based field curriculum for eight students per year from both micro (clinical) and macro (organizational and community) practice. This program will enhance our current efforts to recruit and prepare interested and qualified graduate students for the field of geriatric social work, as well as continue to enhance our community

partnerships and response to evolving local needs.

Involved faculty include: **Jo Ann McFall**, RN, LMSW, associate director for field education and advanced clinical practice methods instructor; **Joan Ilardo Deller**, MSW, graduate student services coordinator and advanced macro practice methods instructor; **Sally Rypkema**, PhD, clinical assistant professor; **Julie Navarre**, LMSW, coordinator of field education; **Suzanne Cross**, PhD, associate professor; and **Margie Rodriguez-LeSage**, PhD, assistant professor.

Students will experience the full continuum of care for older clients through sequential placements and supplementary experiences such as special presentations, case discussions, and site visits. They will learn, apply, and evaluate state-of-the-art concepts, skills, and technologies related to this important population. Specialized programming will also be made available to the field instructors.

Previously, the School received a three-year grant from the Hartford Foundation for its **Geriatric Enrichment in Social Work Education** project to infuse content on aging into all required courses in the undergraduate social work major and to provide additional opportunities for students who choose a career working with older adults. **S**



Joseph
Kozakiewicz



Ama Agyemang

Kinship Care Resource Center to survey largest-ever population of kinship caregivers

By Joseph Kozakiewicz, JD, MSW, Director
Kinship Care Resource Center and Chance at Childhood Program

The MSU Families and Communities Together (FACT) Coalition recently awarded the Kinship Care Resource Center funds for the project **Advancing Knowledge about Michigan's Most Vulnerable Caregivers: Grandparents Raising Grandchildren**. The Resource Center, which was established in 2002 as part of the Kinship Care Project begun by the MSU School of Social Work in 1999, provides community-based training and information to assist adults other than parents—most often grandparents—who are raising children with whom they have a family relationship bond.

The FACT grant will enable the Resource Center to conduct a statewide survey of kinship care providers to gather data regarding existing social supports, community resources, and financial resources available to them, as well as outcomes for children raised in kinship care. Surveys will also include questions related to age, gender, and marital status of the caregiver(s), county of residence, type of kinship care arrangement, and other potentially significant information.

The Resource Center will distribute surveys through their extensive mailing list of approximately 1,500 kinship families, including caregivers who have attended events and/or called the Resource Center for information. In addition, this mailing list includes approximately 300 agencies that provide services for kinship families across the state and through which other kinship care providers may be reached.

The results of the returned surveys will be analyzed on a county-by-county basis. Particular trends and concerns raised by the survey responses will be compiled and included in county-specific reports to enable Resource Center staff and the respective kinship care communities to plan for further research projects, grant proposals, and community education and advocacy efforts. The survey infor-

mation will be shared with the kinship care communities in the counties to support our ongoing collaborative planning for subsequent projects and events.

In addition to providing the Resource Center with updated information on the lives and concerns of kinship caregivers in Michigan, the survey results will come from a broader population of kinship caregivers than results of any previous study. The results will provide a limited but useful assessment of the impact of the changes that have occurred around the state related to programs and services for kinship families and will become the foundation for continuing programs and projects generated by the Resource Center and other kinship-focused organizations and agencies. The county-specific reports will provide agency representatives with information for making decisions about enhancing or initiating programs in their local areas. As with previous studies conducted by the Resource Center, the proposed surveys will give kinship caregivers the opportunity to have their voices heard and the lives and experiences of their families documented. **S**

For more information on the Kinship Care Project, contact Kinship Care Project Coordinator Ama Agyemang, MSW, at kinship@msu.edu or visit <http://www.kinshipcare.net/>





Cynthia Edmonds-Cady

The boundaries of sisterhood: Race, class, gender, and participation in Michigan's welfare rights movement and response to welfare policy, 1964-1972

By Cynthia Edmonds-Cady
PhD (MSU expected 2006), MSW

This was a historical, qualitative study examining how race, class, and gender intersected in women's participation in the welfare rights movement and their responses to changes in welfare policy during the period between 1964 and 1972. I used a feminist theoretical framework to inform the study and reviewed the literature on women's historical participation in social movements, the development and dismantlement of the National Welfare Rights Organization, and historical changes in welfare policy during the Johnson and Nixon Administrations.

My research focused on Detroit and Southeast Michigan, examining how women in the welfare rights movement crossed and/or maintained boundaries of race and class while acting from a similar gender perspective. I conducted oral history interviews with 13 participants in the welfare rights movement in the Detroit area and analyzed documents from various archival sources.

Results of this study indicate that for non-recipients ("friends of welfare



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

rights"), a shared identity or standpoint around "woman" or "mother" was particularly relevant in their initial motivation to join the movement; for recipients, class-based standpoints were more important. In the documents that responded to changes in welfare policy, gender (particularly motherhood), and the right to financial support were most frequently emphasized.

Overall, race- and class-based differences were most evident in decision

making, tactics, and control within the movement. Participants emphasized these differences frequently when speaking about decision making and tactics within the movement. Within the documents, race was used in a divisive way in responding to welfare policy changes, calling up images of slavery and oppression. Class

was used more ambivalently within the documents, by including "working families" and "working mothers" in calls to fight against certain policies that would harm poor women on welfare. This indicates that similarities in gender or motherhood status were initially helpful in motivating some individuals to form linkages across difference, but connections were complicated based on differences in class and race.

This information is particularly relevant for social workers engaged in macro work today, as it is important to understand how movement-building across differences and within similarities occurred. These lessons from the past may help us in our current efforts to form coalitions, engage with diverse communities, and build connections between seemingly divergent factions. **S**



DeBrenna LaFa
Agbényiga

An organizational culture assessment: Does understanding provide implications for effective services for children in foster care?

By DeBrenna LaFa Agbényiga
PhD (MSU 2005), LMSW

The major goal of this study was to determine the organizational culture style that exists within a child welfare agency and to consider how this culture might impact service delivery for children in foster care. Culture was used as a construct to provide insight into how workers understand and utilize the prescribed organizational mission and values. The study examined these questions:

- ◀ What is the mission of the organization?
- ◀ How is the mission interpreted and utilized by agency administrators, supervisors, and line workers?
- ◀ What is the organizational culture of the agency?
- ◀ Is there a match between the mission and the identified culture?
- ◀ What are the identified gaps between the current organizational culture and the culture needed for a positive culture-performance link?

The Organizational Culture Inventory (OCI), the most widely-utilized organizational culture assessment tool, identifies three general types of organizational cultures: Constructive, Passive/Defensive, and Aggressive/Defensive. This was used with the total sample. Focus group sessions were conducted with subsets of the group to obtain their perceptions of the agency's mission, values, support structure, and decision-making processes. Participants included administrators (upper management, program directors, and supervisors), and line workers. Key documents were also reviewed. These data provided a cultural profile of the agency.



Identifying cultural norms within an organization can help that organization facilitate its learning culture. It can also create a sense of awareness about worker needs as they relate to training, rewards and support needed to create a supportive, productive environment for workers and clients. An organizational culture assessment can provide insight into current agency policies that do not support desired goals and use this information to create new policies that support worker professional development and strategic planning policies that support a positive organizational culture beneficial to agency administrators, line workers, and clients.

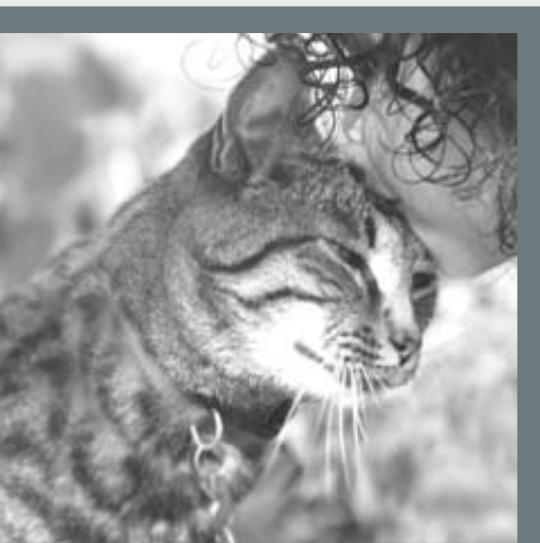
At the macro level, organizational culture creates a new level of awareness and expectation for supervision and leadership needed and expected of agency directors, supervisors, and workers. The identified cultural behavioral norms can be used to guide decisions and facilitate a venue for understanding worker-to-worker and worker-to-client relationships. Furthermore, this understanding of organizational culture reveals an invisible dimension of the organization that, when neglected over time, can compromise the stability of an agency. **S**



Collaboration with CVM expands

(See the *Spring 2005 News* for a feature about this collaboration.)

Our exciting collaboration with the MSU College of Veterinary Medicine (CVM) continues to develop. **People and Animals Within the Social Environment (PAWSE)**, the initiative introduced last Spring, will have two second-year clinical field placements at the five MSU vet-



erinary hospital clinics starting Fall 2006. **Linda Lawrence**, LMSW, our BSW advisor and one of the organizers of the School's human animal bond initiative, will serve as field instructor for both MSW students.

This semester, Lawrence has been spending 16 hours each week in the MSU veterinary hospitals, providing social work services to human clients whose companion animals are being treated. Her services have been used extensively throughout her 16 hours, and the need for even more time has become evident. On Linda's first day, she was half-seriously asked, "Where were you yesterday? We really could have used you!"

This signature program for the School will initially comprise educational opportunities, collaborative research with CVM, and outreach to community veterinarians.

Nationally, only four other graduate schools of social work have similar programs as this new practice field emerges. **Veterinary Social Work (VSW)** is a new setting for traditional social work practice. VSW services are human services, provided within human animal venues such as veterinary medical care settings. VSW is an idea new to the profession but quite well-established within veterinary medical colleges across North America; a number of them employ full-time social workers. MSU is moving in that same direction. We would like to express our appreciation and respect for the leaders in the veterinary program and hospitals who have been supportive partners.

We will keep you posted as PAWSE grows and becomes integrated into our current educational offerings, research activities, and outreach initiatives. **S**

Undergraduate students present at Midwest biennial social work education conference

Since 1999, the signature theme for the School of Social Work's Undergraduate Program has been diversity, with special emphasis on social justice for historically oppressed populations. Diversity topics are integrated into all required undergraduate courses. Other opportunities such as field trips to historical and other sites related to diversity are a regular component of the program.

Special out-of-classroom diversity programming has been planned by the Diversity Themed Events Committee, comprising students who meet regularly with Undergraduate Coordinator **Sue Bowden**, LMSW.

The 2006 Biennial Midwest Social Work Education Conference was held at Ferris State University on March 9-10, 2006 in Big Rapids, Michigan. This annual conference is for social work

educators and students from the Midwest who are invited to submit proposals for presentations. This year's conference topic was *Diversity in Social Work Education*. Seven of our undergraduate students were invited to present two different sessions.

Senior **Paul Brown**, who also volunteered at the conference, presented



Sue Bowden

Continued on next page

Ten students to gain insights via international social work practice study in Ghana

International cross-cultural comparative analysis of social work practice: **The Ghanaian experience** is the title of a new MSU study abroad program that will be held during Summer-I 2006; ten students will be chosen from our BASW, MSW, and PhD programs.

During the first two weeks of the term, participants will be on campus collecting background information about their chosen social problem and the practices that have been utilized in the United States. This will be used to shape their discussion and exploration of the same social problem(s) and service delivery practice in Ghana.

In Ghana for the next three weeks, students will attend instructor-guided discussions and lectures about their experiences and similarities and differences in social work practice. They will also be paired with a current graduate student in the Department

of Social Work at the University of Ghana—Legon and placed at a social services agency that fits with their interest. There, they will collect data on aspects of a social problem as defined by Ghana and will conduct a review of national and agency policies that facilitate service delivery. They will also take several field trips.

During the final week on campus, they will complete their research analysis and finalize a written cross-cultural comparative paper that includes the research from the United States and Ghana.

In addition, students will keep an ethnographic field notes journal, which will be used to guide class discussions and aid their quest for cultural understanding of social work practice in their areas of interest. Students will learn how to track their thoughts and feelings outside of their cultural norms

and come to understand how these thoughts and feelings change as they deepen their knowledge and understanding of a culture and its impact on resolving social problems from a social worker's perspective. **S**

See the *Fall 2005 News* for background information about this partnership.

Part of our commitment to the Ghana connection is providing scholarship money to a Ghanaian student studying social work. We received this thank-you note earlier this year:

(I am) a fourth year Social Work student at the University of Ghana—Legon. I am sending you this mail to extend my sincere gratitude to...the entire School of Social Work for your support. I received...a scholarship to enable me to complete in June 2006 my BA Degree in Social Work. I can say that I am the happiest person on earth, because I could have been forced to defer my course for the 2005/2006 academic year. This fund has enabled me to pay my fees in full. How wonderful! Thank you.

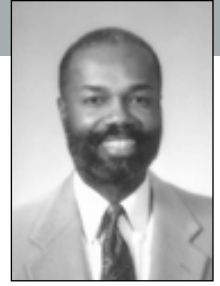
Yours faithfully,

Harriet Jennifer B. Baffoe

Undergrad students at Midwest conference — continued from page 8

on his work with the *Multi-Racial Unity Living Experience (MRULE)*. In Paul's words, MRULE is a race relations program on the MSU campus, which seeks to promote genuine relationships that transcend traditional racial lines. He compared his MRULE experience to the diversity education he received at the School. (Paul will also present a session on his work with MRULE and the International AIDS Conference at the NASW—Michigan Annual Conference in May.)

Seniors **FloResha Foreman**, **EdTrineise Page**, **Letisia Pena**, **Kristen Schlicker**, and **Krista Strobel**, and junior **Angie Hull** presented a session entitled *Moving beyond tolerance: Diversity education in social work*. Their presentation chronicled the history of the Diversity Themed Events Committee since its inception and their experience as participants on the committee and the events it has sponsored. They also showed pictures of past field trips and discussed the impact of their committee work on their social work educations. **S**



Ron Hall

Staff retention in child welfare

In October 2003, Michigan State University received a five-year grant from the US Department of Health and Human Services' Administration for Children and Families to develop training curriculum to help child welfare agencies improve staff retention and outcomes. In the first two years of the grant, research was conducted, and a series of workbooks was developed; this year, curriculum materials and delivery models are being tested in Michigan in accordance with the School's proposal.

Child welfare is not rocket science.
It's harder than rocket science.

—David Liederman, former CEO
Child Welfare League of America

This curriculum centers on how leaders and supervisors can develop supportive and growth-enhancing relationships with their staff to build and sustain a mission-centered and motivating agency culture. Rather than focusing on what is *not* working, it builds on what *is* working. Strong emphasis is placed on the day-to-day skills and practices needed by front-line supervisors to build productive and mutually-respectful relationships with their staff. The curriculum is intended to facilitate systemic agency cultural change to support retention of staff; the more involved an agency is from top to bottom, the more effective the use of the curriculum can be.

In October 2006, MSU intends to make the program and materials widely available through creative collaborations with interested states and agencies. Project staff will work with interested agencies to explore options for delivering services based on agency needs, available resources, and actual costs.

Dr. Gary Anderson is principal investigator, working with Research Specialist **Dr. Peg Whalen** and Graduate Assistant **Monaca Eaton**. This is a collaborative venture among MSU, McKenzie Consulting, Inc., the Michigan Department of Human Services, and the Michigan Federation for Children and Families. The project advisory committee also includes representatives from Eagle Village, St. Vincent Catholic Charities, and Wedgwood Christian Services, all Michigan child welfare agencies. If you are interested in learning more about the School's **Staff Retention in Child Welfare Program**, contact Dr. Anderson at gary.anderson@ssc.msu.edu. **S**

Continuing Education workshop series features social work with diverse populations

The Michigan State University School of Social Work offered a series of very well-attended on-campus workshops on the first Saturday afternoon of each month, January through April, titled **Skills Content for Social Work with Diverse Populations**. Each session had three presenters: an academic expert, a social work practitioner, and a member of the specific community's population. Topics were: Cultural Competence, Social Work with Black Male Populations, Social Work with Spanish-Speaking Populations, and Social Work with Refugee Populations.

This Social Work Diversity Workshop series was organized and facilitated by **Dr. Ronald E. Hall**, associate professor in the School of Social Work, who is also a scholar at the Research Institute in the College of Human Ecology and an affiliated scholar with MSU's Julian Somora Research Institute and Asian Institute, and was supported by a grant from the MSU Office of Affirmative Action Compliance and Monitoring. **S**

The Michigan State University School of Social Work Continuing Education Program's mission is to help people thrive in service to their communities by offering innovative, valuable, and accessible professional development opportunities throughout the state of Michigan and beyond.



Michele Brock

Did you know...

Over 600 people have attended at least one continuing education program offered by the MSU School of Social Work in a year's time? Now, you can use your continuing education hours to renew your license!

Fully-licensed bachelor's and master's level social workers are required to obtain 45 hours of continuing education upon entering their first licensure renewal cycle. This will begin for some as early as May 2006. For example, if your LBSW or LMSW expires in April 2006, you will have from May 2006 through April 2009 to accrue your 45 hours. Of these, five must be in Ethics, and one must be in Pain Management. These are called Continuing Education Contact Hours, or CECHs. You will be responsible for maintaining documentation of all continuing education events you attend for four years post-renewal.

The School is proud to be part of the **State of Michigan Social Work Continuing Education Collaborative**. When you choose programs to meet your licensure requirements, look for programs containing language about approval by the Continuing Education Collaborative body designated by the State of Michigan Board of Social Work Examiners. Programs approved by another State Board or the Association of Social Work Boards (ASWB) ACE will also likely count. Questions? Contact the National Association of Social Workers—Michigan Chapter at (800) 292-7871.

To learn more about the specifics of the CECH requirement, the Social Work Licensure Law (PA 61 of 2004), or the Board of Examiners; to find FAQs, download application packets, or obtain additional information, visit: www.michigan.gov/healthlicense or contact the State of Michigan Department of Community Health Bureau of Health Professions at (517) 335-0918. **S**

School of Social Work Continuing Education offerings

Social Work Licensing Examination Test Preparation

Cost: \$240, includes 10 hours of lecture by highly-qualified faculty, plus nationally-recognized Social Work Exam Services (SWES) materials

Location: East Lansing

May 12: 6:00-9:00 pm; May 13: 8:30 am-5:00 pm

Description: This two-day course focuses on helping you pass all levels of the ASWB Master's exams by teaching test-taking skills and offering extensive review of social work practice, policy, ethics, and human behavior.

Materials: Established in 1983, SWES's comprehensive materials include practice exams, review workbooks, and lecture outlines, all of which will be yours when you take our preparation class. 92% of students using SWES lecture and materials pass the exam. To learn more, visit www.swes.net.

Guarantee: If you attend at least 80% of the course and fail a Master's level licensing exam within one year of taking the course, you may retake the review course at no charge (duplicate materials extra).

Hazing: The Secret World of Youth

May 16: 8:30 am–Noon

Location: Caro • *Cost:* \$45; discounts available
Glenn Stutzky, MSW,
MSU School of Social Work faculty

Transformative Leadership

6.5 Social Work CECHs*

June 3: 9:00 am-4:30 pm

Location: East Lansing • *Cost:* \$105
Robert Sheehan, MSW, MBA, Director,
Community Mental Health Authority of
Clinton, Eaton, and Ingham Counties

Culturally Competent Child Welfare Practice

10 Social Work CECHs*

June 9: 2:00-5:30 pm

and June 10: 9:00 am-4:30 pm

Location: Flint • *Cost:* \$165
Krishna Samantrai, PhD, Professor Emeritus,
Smith College School of Social Work
and California State University Sacramento

Collaborating and Partnering for Change: What the New Buzzwords Mean and How It Really Works

12.5 Social Work CECHs*

June 16 and 17: 9:00 am-4:30 pm

Location: East Lansing • *Cost:* \$195
Elizabeth Carey, MSW, Executive Director,
Michigan Federation for Children and Families

An Introduction to Play Therapy

12.5 Social Work CECHs*

June 23 and 24: 9:00 am-4:30 pm

Location: St. Vincent Catholic Charities, Lansing
Cost: \$195
Millie Powe-Ericson, LMSW

Introduction to Human Sexuality for Social Workers

25 Social Work CECHs*

July 6, 13, 20, 27, August 3 and 10: 5:00-9:00 pm

Location: Flint • *Cost:* \$415

Michele Brock, LMSW,
Continuing Education Coordinator,
MSU School of Social Work

Health-Centered Social Work Practice: Drawing Out the Innate Mental Health in Ourselves and Those We Serve

12.5 Social Work CECHs*

July 27 and 28:

9:00 am-12 noon and 1:30-5:00 pm

Location: East Lansing • *Cost:* \$195

Lisa Davidson, LMSW, ACSW,
Coordinator, MSU Employee Assistance
Program

*CECH = Continuing Education Contact Hour

Course materials are not reflected in the prices listed. Course information is subject to change.

Reserve a space today. Download a registration form online by visiting our web site, www.ssc.msu.edu/~sw/ceu or call Michele Brock at (517) 353-8620 for more information or a current catalog.



Robert Ennis

Robert Ennis: “Public policy drives everything we do.”

Robert Ennis, BASW (MSU 1963), MSW, believes one of the most important things social work students can learn is the critical importance of public policy, whether they are going into clinical, community or organizational practice. “Public policy drives everything we do.”

Ennis has had ample opportunity to learn exactly that in his more than 40 years as a social worker in Michigan. His first job was working with youth in the then-Michigan Department of Social Services, where he helped start the first half-way houses for juveniles, a community-based program modeled on the California youth authority program.

Ennis worked in and established many programs and agencies as his career progressed. He worked in substance abuse treatment with adults and teens and with delinquent teens; he did outpatient mental health and served as clinical director of two outpatient clinics; he developed community treatment programs. He kept coming back to outpatient work with teens.

In 1978, drawing on all these experiences, he founded Ennis Center for Children, Inc., in Flint. Ennis focused on foster care placement coupled with a treatment focus for children with special needs. He asked the state for the children that other agencies would not accept due to their severe behavioral problems, intending to do high-quality, skilled, cost-effective community-based family work.

Ennis says, “We were doing family work from day one.” The Center’s dedication to the families they serve is best described through their mission statement: *To preserve and reunify families whenever possible and to create new families when needed.* All Ennis Center programs are based on a strengths assessment model

and promote family stability and family reunification whenever possible.

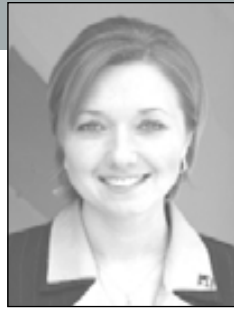
Ennis spends most of his time as what he calls “a social worker business person.” He strongly believes in, and uses, continuous quality improvement methods, outcome measures, best practices, and other business techniques but has found that there is no “one size fits all” model for working with children, youth, families, or communities. He believes strongly that public and private agencies are some of the last safeguards for children today, and he spends perhaps more time than he would like trying to influence and change public policy and educate governmental representatives on cost-effective and safe treatment options for at-risk youth.

Ennis hopes that today’s social work students are learning that outcomes data can demonstrate which treatments are effective in which situations with which clients; that knowing how to work within the system and still provide effective service can be a challenge; that it is critical to learn how to navigate the system to expedite best practices for clients.

He hopes social work student field placements provide the opportunity to work with real cases and deal with real, practical issues so students have an idea of what the work is really like. He believes it is essential that students have opportunities to develop sensitivity to different cultural backgrounds.

He hopes students realize they are not likely to get rich doing social work. But there are jobs. And there is need. Ennis says, “We’re always looking for good people, especially male social workers to work in foster care and adoption.” For more information about Ennis Center for Children, visit www.EnnisCenter.org. **S**

SSW alum youngest ever on Grand Rapids City Commission



Rosalynn Bliss

Rosalynn Bliss, MSW (MSU 2000), was elected to an open seat on the Grand Rapids City Commission in November. Her three-year term began January 2006. At age 30, she is the youngest member of the City Commission. According to the *Grand Rapids Press*, Bliss won the support of labor and the Progressive Women's Alliance, a relative newcomer to the political scene. One of her early supporters was quoted as saying Bliss never veered from her initial goal of connecting with people. "She understood the issues and was always willing to learn more, and she brought new people into the campaign who'd never worked a campaign before."

During her campaign, she said she wanted to work on quality of life issues. She would work on education and job creation, including the concept of a "family living wage." She talked about improving downtown services, creating walkable communities in safe neighborhoods, and encouraging support for local businesses. She emphasized quality of life issues, schools, making neighborhoods safe, and getting people connected to local politics so that their voices are heard and so that they are active and engaged in the community.

Commissioner Bliss serves as director of prevention services at the Child and Family Resource Council where she provides administration, oversight, and direction for several child abuse prevention programs. In addition to her MSW from MSU, she earned her BA in Criminal Justice and Psychology from the University of South Alabama. Her previous professional experience includes working with maltreated children, victims of sexual assault, individuals convicted of domestic violence, and adults with chronic mental illness.

Commissioner Bliss is also active in the community. She is chairperson of the Kent County Domestic Violence Community Coordinated Response Team and president of the Michigan Professional Society Against the Abuse of Children. She has been honored locally and statewide for her commitment, dedication, and work in the field of child abuse and neglect. She is committed to reaching out to individuals and groups she represents and bringing their voice to the City Commission. Bliss was quoted as saying, "This race was really about connecting with people." Congratulations to Rosalynn Bliss, MSW Class of 2000! **S**

(Article based on information from the Grand Rapids Press, the Grand Rapids city web site, blissforgr.org, and MediaMouse.org, an independent media group.)

Dr. Edward Duane retires

In a University with the goal of transforming lives, there is a special place for faculty members like **Dr. Edward (Ted) Duane**, who devoted himself to his teaching, his students, and his research. His attentiveness to the art and science of teaching, combined with his commitment to students, quality instruction, and community activism, has in the process influenced the lives of thousands of students.

Dr. Duane earned MA and PhD degrees in Political Science from the University of Pennsylvania. At MSU, he served as a professor in the Interdisciplinary Social Sciences in the College of Social Science and in Social Work, where he taught large classes of undergraduate students in the early stages of their academic lives. His interdisciplinary perspective on social issues and relationships informed and inspired his students. He was a master at making students feel that he was committed to their individual education and growth, no matter how large the class size. His accessibility and attentiveness to students with special needs added compassion to the intelligence that he brought to his subject matter and to the teaching enterprise.

In addition to his teaching, he maintained an active research agenda, with a focus on the student educational experience, child abuse, and challenges faced by children and youth. Even in retirement, Ted Duane will continue to be a valued colleague and friend of the School of Social Work. **S**

Haveman's career path leads to Iraq

James K. Haveman Jr., LMSW (MSU 1968), currently serves as president of the Haveman Group, a health, management and public affairs consulting company that works locally, nationally, and internationally. His path from MSU '68 up to today has been long and full.

Haveman grew up in Grand Rapids, and early in his social work career worked as a caseworker at Bethany Christian Services. He subsequently served as executive director of Project Rehab, a substance abuse program in Grand Rapids, executive director of the Kent County Community Mental Health Board, and then returned to Bethany as CEO. He served in Governor John Engler's Cabinet, first as director of the Department of Mental Health and then, when DMH was combined with Public Health, as director of the new, combined Department of Community Health from April 1996 to January 2003.

Haveman served as senior advisor to the Iraq Ministry of Health from June 2003 to May 2004 and as health

"Social workers dwell in unpredictable situations."

advisor to Ambassador Bremer, the administrator of the Coalition Provisional Authority in Iraq. This Spring, he went to Cairo for the US Department of Health and Human Services' Substance Abuse and Mental Health Services Administration (SAMHSA) to provide mental health and substance abuse training for 60 Iraqi physicians, living in Baghdad and traveling extensively throughout Iraq.

Haveman says, "My social work experience at MSU gave me a keen insight into the dynamics of human behavior... I have always found my social work education, training, and values extremely transferable no matter the setting or the 'client'.... [It taught me] how to deal with groups and individuals; how to read people and deal with the dynamics of any situation. Social workers dwell in unpredictable situations...and to succeed, you need people skills."



James K. Haveman Jr.

While getting his MSW, he learned "a good sense of my limitations as well as my skills" but also learned that there were good people to work with to balance those limitations. "There are lots of people to work with, and if you can delegate, manage, and provide leadership, the jobs get done."

He emphasized that students need to understand the importance of volunteering. "Life is more than a job and a paycheck. Sit on nonprofit boards, work for political candidates, do community work, take international opportunities for medical support or community development.... Volunteer work probably shapes you more than your job.... Social workers are desperately wanted on teams. They offer something other professionals don't, an understanding of common human needs, and that has a lot to do with recovery."

"When I was a young social worker, I never saw any old social workers; it's good for students and recent grads to know that I started in the field in 1968, and I'm still going strong, that opportunities abound."

Haveman continues his public service not just with his consulting firm but also through appointments to boards of entities such as Ferris State University, Project Rehab, International Aid, and the Defense Business Board of the US Department of Defense. **S**

SAVE THESE DATES for ALUMNI BREAKFAST WORKSHOPS

September 29, 2006:	Ethics
November 3, 2006:	Pain management
January 26, 2007:	Animal human bond and veterinary social work
March 30, 2007	Cognitive behavioral interventions with youth in the juvenile justice system

Donor generosity is increasingly important to the School of Social Work's ability to serve students

There are probably a number of reasons for the bittersweet dilemma we currently find ourselves in. Our record number of 2006-2007 applications to our MSW and PhD programs, along with strong application numbers for our BASW program, are a testament to the outreach and responsiveness of our advisors, faculty, and staff, our high quality programs resulting in positive word-of-mouth about MSU, our distinguished and loyal alumni, and interest in returning to school in a time of economic uncertainty.

These high numbers include an increasing quality in the background and credentials of applicants. The dilemma for the School is posed by having to turn away qualified applicants because we cannot accommodate them and maintain the classroom size and faculty-student ratio required for accreditation and for delivering a quality professional education. This denial of admission runs contrary to the MSU land grant mission that promotes access and provides an educational opportunity for students to attend one of the world's premier public universities. Our ability to grow the size and quality of the student body is directly related to our resources.

After four years of cutbacks from state government, we are increasingly reliant on the financial help of our friends and alumni to provide the resources that enrich the educational experience for students, expand our capacity to serve students, and enable us to provide financial support for our students. Although the financial status of many social workers is very modest, gifts of all sizes enable us to give scholarships to students, support faculty research that helps the community, and present educational opportunities for students and community members alike.

Some examples of the way that alumni and friends can help include:

- donations to the **veterinary social work program** so we can expand faculty hours at the vet hospitals and supervise this pioneering student unit;
- contributions to the School's **development fund** to be used to support students in financial need;
- support for the **Diane LeVande fund** that promotes gerontological education, or the **Dorothy Harper Jones fund** for family therapy lectures, or the **Ruth Koehler fund** to support education on children's mental health;
- **scholarships** for students who want to participate in our international programs, such as this spring's trip to the University of Ghana;
- gifts to develop the School's ability to respond to areas of social need and social work practice of **particular interest** to the donor.

We are grateful for the support of alumni and friends. Gifts of all sizes are appreciated and valued. Your investment in the next generation of social workers and societal leaders is a wonderful legacy. Thank you for your support of MSU School of Social Work.

All contributions should be sent to the School at 254 Baker Hall, East Lansing, Michigan 48824. If you have any questions or want to discuss a contribution to the School, feel free to call Gary Anderson at (517) 355-7515 or e-mail him at gary.anderson@ssc.msu.edu. **S**

Graphic and photo credits: Boldness by Design logo on pages 1-2 courtesy of MSU University Relations; all photos of foliage and flowers are by Toby Salzman taken at the 2006 MSU Home & Garden Exhibition; photos other than faculty on pages 3-5, 7 and 8 from www.istockphoto.com; photo on page 6 provided by Spaulding for Children.

Tell us what you're doing today!

Notes from Alumni will be featured in the *Fall 2006 News*.

Name when enrolled _____ Circle degree earned: BA / MSW / PhD
Current name _____ Year of graduation _____
Current address _____ Home phone _____
City/state/zip _____ Business phone _____
Please check here if this is a new address E-mail address _____

Business/employer _____
Business address _____ City/state/zip _____

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

Please send this form to: School of Social Work, Michigan State University, 254 Baker Hall, East Lansing MI 48824
E-mail: socialwork@ssc.msu.edu

Web site: <http://www.ssc.msu.edu/~sw/> Alumni web site: <http://www.msu.edu/~sswalum/>

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

Michigan State University is an affirmative action, equal opportunity educational institution.

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