

# CREATING **IMPACT**

WAYNE STATE UNIVERSITY SCHOOL OF SOCIAL WORK  
2015 REPORT

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# IMPACT

**WRITER AND EDITOR**

Lucy Ament Hern

**PHOTOGRAPHY**

Lucy Ament Hern, Rachel Lathrop

**DESIGN**

Brian Townsend

School of Social Work  
Wayne State University  
Thompson Home  
4756 Cass Avenue  
Detroit, MI 48202  
Phone: (313) 577-4409  
[socialwork.wayne.edu](http://socialwork.wayne.edu)

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# WELCOME

## FROM THE DEAN

This year, the Wayne State School of Social Work celebrates its 80th anniversary. Since we opened our doors in 1935, the city of Detroit has reaped the rewards and suffered the consequences of seismic societal changes impacting employment, education, housing, urban development, physical and behavioral health, child welfare, gerontology, intimate partner violence, and race relations. During all of these changes, some for better and some for worse, our school has helped Detroiters move forward — either through groundbreaking applied research or through innovations in the education and training of our graduates. So when we reflected on a theme for our 2015 report, one word came continually to mind: *impact*.

The word impact evokes images of powerful, direct contact, and that certainly describes what our school has always offered. Our longstanding reputation as a practice school comes from the rigorous training our students have always received — both in the classroom and in the field — in one-on-one contact with people at the individual, group, and family level. Social work practice makes an impact that is characterized by immediate and measurable improvements in the quality of life of clients and communities.

But much of the impact we make occurs with and through others, from the research we generate to inform best practices in the field to the partnerships we forge throughout Metro Detroit to develop and evaluate programs that benefit countless recipients. This, too, is an intrinsic part of our continuous, evolving legacy.

Our 2015 report captures the impact we are making in both of these respects. In these pages, you will see the activities of our Center For Social Work Research, which supports and facilitates scholarship to address societal challenges of the 21st century. Specific examples of this research, conducted among and for the people of Metro Detroit, are described next. The School of Social Work's leading role in Wayne State's interdisciplinary programming gets a special section, as do our student body achievements and our academic programs. We also describe an exciting field-based initiative that is helping us train students for the critical work of child welfare, and explain how our fundraising efforts will support a new building for the School of Social Work and resources for the students and faculty who call it home.

Throughout the year, at School of Social Work events and in our communications to alumni, students, supporters and colleagues, we will be looking back at the past 80 years even as we look forward to the future. We offer this report — which captures where the past has led us — as context for these reminiscences.

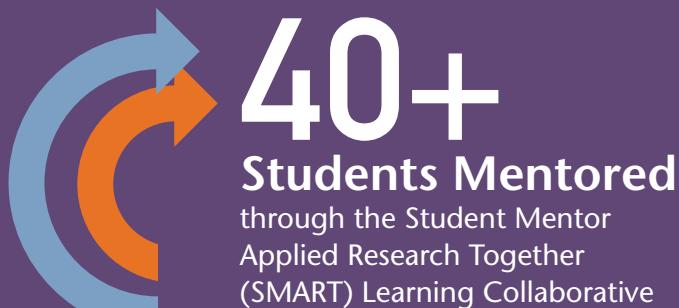
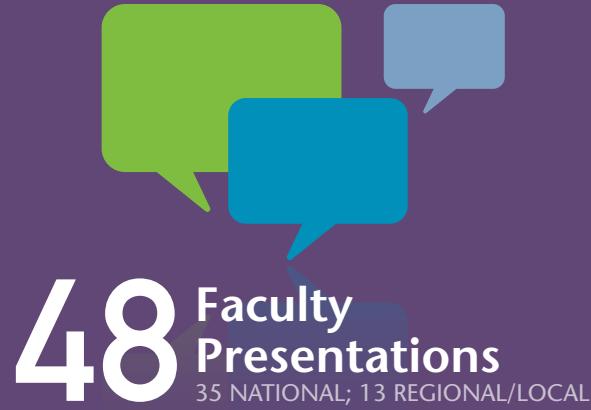
This is us. This is our impact.

Sincerely,



Cheryl E. Waites  
Dean and Professor

Housed within the School of Social Work, the Center for Social Work Research conducts research, forges community partnerships, and disseminates information to advance social work practice and policy in a range of settings. The center seeks research opportunities and external funding to support and publicize faculty scholarship, particularly in the school's four core areas of practice: aging, interpersonal violence, child welfare, and health/behavioral health. Here's a look at the center in numbers (2013–14):



BLACK FAMILY DEVELOPMENT  
DETROIT AREA AGENCY ON AGING  
DETROIT WAYNE COUNTY MENTAL HEALTH AUTHORITY  
DEPARTMENT OF HUMAN SERVICES WAYNE COUNTY  
FOCUS: HOPE  
OAKLAND FAMILY SERVICES  
THE CHILDREN'S CENTER

# THE CENTER FOR SOCIAL WORK RESEARCH



**\$1,139,039  
in Grant Awards**

22% FEDERAL FUNDING; 11% NONPROFIT;  
22% STATE FUNDING; 11% FOUNDATION;  
33% INTERNAL/WSU



**9 Community  
Research Projects  
funded at \$38,435**

CLARA B. FORD ACADEMY (2 CONTRACTS);  
ACCESS; UPAHEC; 21ST CENTURY LEARNING  
CENTER; CITY OF GARDEN CITY; FANS4LIFE;  
LUELLA HANNA FOUNDATION; EASTERN  
MICHIGAN UNIVERSITY

## Strength In Numbers

The newly established Social Work Research Enhancement Program (SWREP) supports research that promotes the school's focus on four core research areas. This incentive program aids the development of teams of researchers with shared interests, known as affinity groups, which can integrate expertise and secure external funding to explore and test ideas related to social work within the core areas. The school's inaugural affinity groups are:

### **The Urban Aging and Health Affinity Group**

Focused on aging and urban health, this affinity group is addressing the diverse needs of older adults in urban areas through community outreach, focus groups, practitioner resources, and student mentoring. To guide development of future projects, the group has conducted 11 interviews with aging experts, the results of which will be presented to the Council on Social Work Education and the Gerontological Society of America in the fall of 2015. To engage students in aging issues, affinity group member Tam Perry (see page 7) has launched a learning community named "Promoting Older Adults: From Practice to Policy." A poster session to celebrate Careers in Aging Week was held in April at Thompson Home.

### **The Substance Use, Violence and Mental Health Research Collaborative**

With a team of faculty and doctoral students, collaborative leaders Stella Resko and Suzanne Brown are conducting focus groups with front-line clinicians working in substance use treatment and prevention in Southeastern Michigan for a study that will address the education needs of clinicians as well as emerging issues in treatment and prevention. At the Society for Social Work and Research's 19th Annual Conference in January, Resko, Brown, Associate Professor Antonio González-Prendes and doctoral student Shantel Crosby presented research on how women with co-occurring PTSD and substance use problems view their treatment needs, a key factor influencing the decision to seek help and complete treatment. Few studies have focused on how women with PTSD and substance use problems view their needs.

School of Social Work faculty conduct research that informs and shapes social work theory and practice for the betterment of individuals, families and communities. Some of our most exciting projects are being conducted in Metropolitan Detroit for the immediate benefit of its residents.

**Antonio  
González-Prendes**  
**LATINOS AND  
MENTAL HEALTH**



Due to cultural stigma, traditional reliance on community, language barriers, and limited access to Latino practitioners, Latinos often avoid professional mental health and substance abuse services or terminate treatment prematurely.

In collaboration with Hispanic Mental Health Alliance of Macomb County (HMHAMC), Associate Professor González-Prendes leads a project to train traditional and non-traditional service providers in the use of brief, motivational-based interventions and cultural competence in order to increase the probability that Latinos in Macomb County who need help will access and continue treatment. Physicians, clergy, community advocates, probation offices, teachers, and school counselors are among the non-traditional mental health providers who are being trained to direct Latinos who confide in them toward available treatments.

**IMPACT:** González-Prendes' work holds tremendous promise in light of national data suggesting fewer than one in 11 Latinos and fewer than one in 20 Latino immigrants contact a mental health specialist when in need. To date, 132 of 158 clients who received the brief motivational intervention from providers participating in this project were successfully referred to treatment — a referral rate of 83.5%. On the strength of these results, HMHAMC has secured grants to train non-traditional providers to steer Latinos toward help for depression and to educate Macomb County's Latino community about mental health and substance abuse issues.

## Angelique Day

### FOSTER YOUTH RETENTION IN HIGHER EDUCATION

Nationwide, the statistics on foster youth education are grim. Only 50% of youth in the system graduate from high school; of these, 13% enroll in college while just 3% of these complete a four-year undergraduate degree. Founded and operated by Assistant Professor Day, the Transition to Independence Program (TIP) addresses this educational disparity by partnering with Metro Detroit-area organizations to provide Wayne State students transitioning out of foster care with professional mentoring, legal representation, financial literacy, health care, and other basic needs. Now in the final year of a three-year Michigan Department of Human Services grant, the program employs a full-time life skills coach and appoints university staff to serve as liaisons between Wayne State foster youth and key offices governing admissions, advising, financial aid, counseling and psychological services, career guidance, housing, and health care.



**IMPACT:** At the end of its first year, TIP had retained 45.5% of the foster care youth on Wayne State's campus. By the end of last year, that number had jumped to 69.7% — nearly the same first-year retention rate as the university's entire student body (70%). Since its inception, the program has been bolstered by a Fostering Independence Program (FIP) grant providing \$100,000 in annual financial aid to foster care youth enrolled on campus. Established by the university, the fund is designed to address shortfalls in federal financial aid resources allocated to foster youth due to age and permanency status restrictions. This support has drastically reduced the number of holds on student accounts, which can delay and/or impede class registration. Meanwhile, TIP has worked with Detroit partners to secure summertime employment for current and potential Wayne State foster youth students, giving them valuable work experience for college admission and post-career goals.

## Carolyn Dayton

### URBAN FATHERS AND CHILDRARING

There's no shortage of research examining the biological and behavioral processes that expectant mothers experience as they prepare to care for a new baby — but what about fathers? The Baby On Board study seeks to understand the perinatal transitions that both parents go through, as well as how fathers interact with newborns and influence the mental health of infants. Conducted by Assistant Professor Carolyn Dayton, the study follows couples from pregnancy through the first months of parenting, combining qualitative data on parents' attitudes about childrearing with biometric measurements of stress and histories of mental health, violence exposure, spirituality, and other risk and resilience factors. Funded in part by the Silberman Foundation, the study also relies on observations of parents interacting with their babies.



**IMPACT:** Findings from Baby On Board are being used to help fathers take a more active role in caring for their young children. Preliminary data suggest that deficits in the capacity for mindfulness, particularly in economically or socially disadvantaged fathers, may be related to increases in perinatal depression in these men. In addition, fathers in the Baby on Board study often focus on their role as disciplinarian with their children once they are older and are less inclined to see themselves as important in the lives of their children during infancy and early childhood. As a result, Dayton is working with colleagues from the University of Michigan and with Detroit community partners to develop an intervention for fathers and their families for use during early development, when the foundation for the parent-child relationship is formed. The intervention teaches stress reduction techniques, including mindfulness skills, and involves weekly group sessions that increase parenting sensitivity and feelings of parenting efficacy.



## Poco Kernsmith and Joanne Smith-Darden

### TEEN DATING VIOLENCE

Violence within early intimate relationships can have lifelong consequences for both victims and perpetrators, resulting in depression, substance abuse, eating disorders, poor academic performance, suicide, and continued victimization and aggression. In collaboration with the Centers for Disease Control and Prevention, Associate Professor Poco Kernsmith (top) and Assistant Professor for Research Joanne Smith-Darden are researching protective factors that promote healthy relationships among adolescents as part of their three-year Supporting Healthy Adolescent Relationships and Environments (SHARE) study. SHARE follows middle- and high school students from the Metro Detroit area for three years, surveying them annually about their attitudes, experiences,

peer and family relationships, and school and community environments. Now in its third year, SHARE is yielding a wealth of insights into factors that lead youth either to avoid or to engage in violent behaviors such as stalking and physical, sexual and emotional abuse.

**IMPACT:** Findings from SHARE are helping schools improve policies and programs governing prevention of and intervention with violent and abusive behavior and train teachers and staff in identifying warning signs and responding to students at risk. Rates of perpetration are high among both sixth- and ninth-grade students; electronic abuse, including online stalking and harassment and coercive sexting, were perpetrated by almost two-thirds of youth. Resources are also being developed to help parents promote positive relationship behaviors, particularly with respect to technology and social media, and to understand the power of parental supervision as a deterrent for risky behavior. The research indicates that meaningful connections in schools, as well as involvement in the community, can be important in preventing perpetration of violence.

"A few years ago, M.S.W. student Anne Roth and 10 other students in the S.M.A.R.T. learning community volunteered to search the web for best practices on immigrant-friendly communities. Detroit City Councilmember Raquel Castañeda-López later hired Anne as her co-chief of staff, in part because she was knowledgeable of ways local governments can support immigrants and their families. Councilmember Castañeda-López co-convened the Detroit City Council Immigration Task Force and pushed through a resolution for Detroit to join a national network of 'Welcoming Cities.'"

— Assistant Professor Richard Smith, on how social work research directly benefits the city



## Richard Smith IMMIGRANT-FRIENDLY CITIES

Immigrant-friendly cities welcome immigrants as a solution to economic and civic challenges, embracing their potential to amplify the labor market, create new businesses, and revitalize disinvested communities. Unfortunately, the benefits of immigrant-friendly policies and practices are obscured by a lack of

data; to date, there is no official list or description of the nation's immigrant-friendly cities. In the broadest analysis yet undertaken of civic incorporation in the United States, Assistant Professor Richard Smith worked with students and Amazon Turk web services to catalogue the content of more than 13,000 local government and 3,000 county government websites. Although fewer than eight percent of the municipalities examined have an immigrant-friendly policy, those that do together represent about half of the country's population (larger municipalities are more immigrant-friendly).

**IMPACT:** Based on this analysis of website content, Smith and Wayne State political science doctoral student Catherine Schmitt-Sands have presented working papers to the Society for Social Work Research, the Urban Affairs Association and other national and international research audiences. Their working paper, "How many immigrant-friendly communities are in the United States? Results of a local government policy scan," recently was listed on the Social Science Research Network's Top Ten download list in such areas as citizenship, civil society, government health, education and welfare policy, local politics, and policy analysis. Meanwhile, the Washington, DC-based think tank American Immigration Council, which documents work done by states and local governments to welcome immigrants, has asked to incorporate Smith's work into a policy brief.

## Tam Perry SENIOR HOUSING IN DETROIT

Over the next decade, more than 2,000 older adults living in Detroit are expected to be involuntary displaced as their buildings convert from low-income senior housing to market rate. If the city's revitalization is to hold promise for all residents, senior housing must be preserved and emotional, health, financial, and logistical assistance

provided to those making transitions. In collaboration with Detroit community partners St. Aloysius Church and United Community Housing Coalition, Assistant Professor Tam Perry has developed the "Post-Move Follow-Up Project" to explore the relationship between urban relocation, health, and well-being. Funded by the John A. Hartford Foundation's ChangeAGEnts Action Award, the project tracks 100 older adults who have been involuntarily relocated out of downtown Detroit, assessing the effects of the move with open-ended interviews and measures of stress and post-traumatic stress disorder.



**IMPACT:** Perry's research is supporting the work of Senior Housing Preservation-Detroit coalition, a group of foundations, service organizations, faith leaders, and advocates concerned about the impending expiration of federally subsidized housing contracts for low-income seniors across the city. Perry's findings will help city leaders develop policies for the provision of appropriate services — such as subsidized relocation costs and voluntary counseling — for seniors who are forced to move. Because the conversion of low-income senior housing to market rate is occurring in many American cities, Perry's research has the potential to influence policy across the country. The "Post-Move Follow-Up Project" has been presented to the Society for Social Work Research, the Gerontological Society of America, and the National Institute on Aging's Resource Centers for Minority Aging Research.

A suicidologist,  
a school social  
worker, a political  
and community  
organizer, a policy  
and community  
change expert, and  
a minority health  
researcher joined  
the School of  
Social Work faculty  
in 2014.



### **Michael Kral**

A native of Montreal, Michael Kral has conducted participatory research for 20 years with Inuit in Arctic Canada on suicide, suicide prevention, kinship, culture change, and youth resilience. He holds doctoral degrees in medical anthropology and clinical psychology and has served on the faculty at University of Illinois at Urbana-Champaign, Yale University, and the University of Windsor. Formerly a member of the Board of Directors of Pedahbun Lodge, an Aboriginal drug and alcohol rehabilitation center in Toronto, Kral is working with Native American groups and health organizations in Detroit to develop interventions for the city's indigenous residents.



### **Susan Lebold**

An attorney-turned-social worker, Susan Lebold brings diverse groups together to address thorny community problems. She represented U.S. soldiers facing criminal charges, troubled youth, and birth parents involved in the foster care system before earning her M.S.W. in 2000. Since that time, she has developed and overseen programs to serve vulnerable populations, worked in the area of organizational leadership, accreditation and training, and contributed to Michigan child welfare reform efforts.

# **IMPACT: FACULTY**



## **Kim Rich-Rice**

Kim Rich-Rice comes to Wayne State from the Stephen F. Austin State University in Nacogdoches, Texas, where she was an assistant professor of social work for five years and worked on a variety of university and student-sponsored committees. In addition to her university teaching experience, Rich-Rice possesses more than eight years of direct practice experience from the VA North Texas Healthcare System, where she worked providing mental health services to veterans and homeless veterans. Rich-Rice also has research experience with African Americans in the antebellum era.



## **Karen Weiner**

A school social worker with Southfield Public Schools for 39 years, Karen Weiner uses her direct practice experience to show students how the code of ethics and competencies governing the social work curriculum play out in the real world. She has worked with parents, teachers, and administrators to identify community-based resources promoting strong parenting, peer mentoring and student success, and has extensive experience working with children both individually and in groups. A member of the School of Social Work's part-time faculty since 2000, she was named the 1990-91 Michigan School Social Worker of the Year and won the 2001-02 Wayne State University School of Social Work Excellence In Teaching Award.



## **Judith Wineman**

A Detroit native, Judith Wineman worked in New York City and nationally as a political and community organizer for nearly 30 years after earning her M.S.S.W. at Columbia University. She held leadership positions at ILGWU (now UNITE) Retiree Service Department from 1978 to 1999, then worked as director of AFL-CIO Department of Older and Retired Workers until 2002. Since returning to the Motor City in 2006, she has served as development director for the Detroit Hispanic Development Corporation and taught B.S.W. courses at Marygrove College. She currently teaches English as a Second Language, Developmental English, and Spanish courses at Henry Ford College.



Whether local, national or global, impediments to economic and social justice are increasingly complex and cannot be understood or solved from a single perspective.

The School of Social Work is developing degrees and certificates that marshal social and health sciences to most effectively understand and address some of society's most difficult issues. Our students enter the workforce with the interdisciplinary training to collaborate with other professionals to improve the health and well-being of individuals, families, and communities.

## Suicide

Cofounded by Associate Professor Michael Kral (see page 8), the university's suicide research group is addressing a critical public health problem that claims tens of thousands of lives each year in the United States alone. Faculty and students representing social work, criminology, medicine, nursing, public health, psychiatry, psychology, and anthropology join experts from city-based agencies at biweekly meetings to share their diverse and interconnected viewpoints and devise student-faculty research collaborations aimed at reducing suicide among veterans and other high-risk populations.

## Infant Mental Health

The school's Dual-title Ph.D. in Social Work and Infant Mental Health, a collaboration with Wayne State's Merrill Palmer Skillman Institute for Child & Family Development, combines coursework in social work, nursing and education. The curriculum equips practitioners and researchers to assess and assist the parent-infant relationships that are critical to the health of families.

# INTERDISCIPLINARY LEADERSHIP



## Future Leaders in Health Care

As a partner in the College of Nursing's College and Career Ready (C2) Pipeline, the School of Social Work each summer helps host local high school students for a college immersion experience emphasizing careers in health care and engineering. As part of the camp, faculty from the areas of social work, nursing, medicine, pharmacy and engineering teach modified college-level classes with a specialty focus for camp participants, who also work on interprofessional education teams to address that same specialty topic. In 2014, social work faculty helped campers tackle the health care disparity of diabetes.

## Gerontology

The Dual-title Ph.D. in Social Work and Gerontology reflects the school's responsiveness to a changing health care landscape in which a growing number of older adults need assistance managing and integrating their physical and behavioral health. Drawing from social work, nursing, public health, and other related disciplines, this degree trains social workers to help seniors navigate complex urban environments and enjoy unprecedented access to health services under the Affordable Care Act.

## Older Adult Home Visits

Older adults experience better outcomes when their physical and behavioral health services are aligned and integrated with their social support system. With assistance from the School of Social Work, the university's Interdisciplinary Older Adult Home Visit Program sends teams of students from social work, medicine, nursing, pharmacy and health sciences on house calls throughout Metro Detroit to interview and assist seniors. The home visit program serves roughly 500 older adults each year and allows students to learn firsthand what seniors require to live independently in their homes.

## Substance Abuse

Recently expanded, the School of Social Work's graduate Certificate in Alcohol and Drug Abuse Studies (CADAS) attracts professionals from social work, nursing, public health, education, criminal justice and other related fields who seek biological, psychological, social, cultural, and public health perspectives on addiction. The curriculum has been revised to include additional coursework preparing students for careers in drug and alcohol abuse, prevention, and treatment, while allowing them to develop a plan of work consistent with their background, areas of concentration, and career goals.

## Social Work and Anthropology

One of only two joint-title doctoral degrees in the United States combining these disciplines, "SWAN" is helping meet the demand for professionals who can combine the skills, theories and concepts rooted in both fields. While harnessing the fields' mutual interest in micro and macro research, the degree combines social work's strengths in research-based client interventions with anthropology's grasp of the complexities of human culture. This combination can yield client-centered solutions to problems that are culturally appropriate, particularly within governmental or nonprofit agencies that work on urban or international topics.

The School of Social Work develops a culture of student success that capitalizes on the university's diversity, academic and research excellence, interdisciplinary focus, and location in one of the country's largest metropolitan areas. Our nationally ranked programs attract outstanding students and future social workers.

## STUDENT BODY AND SUPPORT SERVICES

**929** STUDENTS ENROLLED IN FALL 2014  
267 B.S.W. | 592 M.S.W. | 16 Ph.D.  
17 Certificate | 37 Non-degree



**16** STUDENT-LED ACTIVITIES

To raise funds and/or awareness for:

- advocacy
- cardiovascular health
- domestic violence
- flu protection
- healthy eating
- human trafficking
- hunger
- international aid issues
- leadership training
- pediatric HIV
- pre-term births



**6** LEARNING COMMUNITIES

Helping students study, socialize and problem solve in the areas of writing, online coursework, math, student leadership and research



**9** STUDENT ORGANIZATIONS

- Community Social Work
- Greater Detroit Association of Black Social Workers
- International Social Work Organization
- Jewish Social Workers Student Association
- Sexual Orientation and Gender Identity in Social Work
- SSW – CyberMentor Project
- Student Entrepreneurship (Special Interest) Group
- Student Fitness & Wellness Organization
- Student Organization (Umbrella/Leadership Group)

**2** IN-HOUSE WRITING TUTORS

**2** CAMPUSES  
Main Campus/Midtown and Macomb County



FIELD EDUCATION  
in 2014–15:

**589** STUDENTS were placed in **294** AGENCIES

# IMPACT STUDENTS AND PROGRAMS

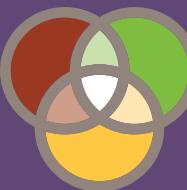
## ACADEMIC PROGRAMS

Our curriculum reflects and responds to complex and evolving challenges to social and economic justice. Our competitive B.S.W., M.S.W. and doctoral programs offer cutting-edge, flexible degrees and certificates in key areas of practice and research.



### 5 GRADUATE/ POSTGRADUATE CERTIFICATES

- Alcohol and Drug Studies
- Developmental Disabilities
- Gerontology
- Social Welfare Research and Evaluation
- Clinical Social Work Theory and Practice



### 4 INTERDISCIPLINARY OFFERINGS

- Infant Mental Health (M.S.W. and Ph.D.)
- Gerontology (Ph.D.)
- Alcohol and Drug Studies (graduate certificate)
- Social Work and Anthropology (Ph.D.)

### 2 Ph.D. THEORY TRACKS

- Policy and Practice
- Clinical Scholarship



### 1 FULLY ONLINE B.S.W. PROGRAM

Where Online Works: WOW!

### 2 M.S.W. CONCENTRATIONS

#### INNOVATION IN COMMUNITY, POLICY AND LEADERSHIP

#### 3 CAREER PLATFORMS

#### INTERPERSONAL PRACTICE

#### 3 THEORY TRACKS

- Community Change
- Organizational Leadership
- Social Policy

- Cognitive-Behavioral
- Family Systems
- Psychodynamic



Through its dynamic field education program, the School of Social Work identifies high-demand areas of practice throughout Southeast Michigan and amplifies student placements in sites where students will gain related experience. Responding to the training needs of social service providers in communities where our graduates seek employment gives our students an advantage entering competitive job markets while ensuring residents' access to competent, professional assistance.

In 2014, the Office of Field Education and the Center for Social Work Research responded to the need for a strong child welfare workforce by establishing the Wayne Together – Child Welfare Learning and Leadership Collaborative, a partnership with the Michigan Department of Human Services (DHS) aimed at increasing recruitment and retention in this vital practice area. Through this federally funded initiative, the school is training M.S.W. students for child welfare positions through an expanded curriculum and field placements with rotations in child protection, foster care, and adoption. It is also providing coaching, workshops, and continuing education to publicly and privately employed child welfare staff in Wayne County.

*ABOVE:* The inaugural class of Wayne Together with Dean Cheryl Waites, center. The class includes Jacquelyn Snarski (third from left), Anissa Duren (fourth from right), and Angela Gillis (second from left).

*ABOVE RIGHT:* School of Social Work's Wayne Together team consists of (left to right) Center for Social Work Research Director Joanne Sobeck, Wayne Together Project Director Angela Olivera, Takisha LaShore, assistant to the director of field education, and Office of Field Education Director Anwar Najor-Durack.

Comprised of 13 advanced year M.S.W. students, the inaugural class of Wayne Together (2014–15) is being trained by experienced field instructors in child and family assessment, counseling, and supervision at DHS' Child Protective Services (CPS) and at Southeast Michigan-based Judson Center, The Children's Center, and Vista Maria. The collaborative, which will receive more than \$730,000 over five years from the National Child Welfare Workforce Institute, will train 75 master's-level social workers to assist children who have experienced neglect, abuse, and trauma.

*BOTTOM RIGHT:* At the Wayne Together orientation in August 2014, students in the inaugural class ask program field supervisors what to expect from their placements.

# FIELD EDUCATION AND COMMUNITY ENGAGEMENT

**JACQUELYNE SNARSKI** spent her first semester with Wayne Together gaining hands-on experience in foster care and adoption at Redford-based Judson Center. Assisting a family with the adoption of a foster child allowed Snarski, who is specializing in family systems, to conduct home visits and write court reports. At CPS for her second semester, Snarski hopes to work for DHS as a forensic interviewer. *"It can be emotionally taxing to work with children because so many things are out of your control, but we need more people to work with these kids precisely because they are so vulnerable."*

*I want to be their voice;  
I want to speak for them."*



During her first semester with Wayne Together, **ANISSA DUREN** (B.S.W. '13) worked at CPS receiving complaints, conducting interviews and assisting with investigations. The situations she encountered involving at-risk children surprised her — as did the response of the DHS workers who accompanied her on home visits. *"I thought we would be going to these homes to take children away, but*

*there was so much  
more focus on  
keeping families together.*

Whenever possible, social workers steer parents toward resources that can help them provide adequate care for their children. When the kids were removed, the goal became reunifying the families as quickly as possible." Duren, who is specializing in psychodynamic theory and method, knows that not all children can be returned successfully. For these children, there is hope through foster care and adoption, which she is learning about this semester at Judson Center.

Wayne Together has given **ANGELA GILLIS** (B.S.W. '14) the opportunity to see how the child welfare system is equipped to detect and respond to problems experienced by children and their families. During her first semester placement at The Children's Center, Gillis attended court hearings, participated in parenting time and family team meetings, and attended trainings for foster care licensing. At CPS for her second semester, Gillis has gained valuable perspective on the needs of vulnerable children and their families.

*"This is a really hard job  
but a really important job."*

Wayne Together is a great opportunity to get insight into the underlying reasons, such as financial strain or parental discord, that cause children to experience stress."

The development goals of the School of Social Work are closely aligned with The Campaign, a four-year, university-wide fundraising and development initiative that will positively impact virtually every facet of Wayne State University.

Specifically, we seek to provide outstanding instruction and to conduct groundbreaking research with the help of nationally renowned faculty and cutting-edge technology. Gifts from our supporters will advance three priorities: a new building, student support, and faculty support.

## A New Home

The School of Social Work is relocating to 5447 Woodward, which — after two phases of construction and renovation — will afford us the space to train the social workers of tomorrow and expand our programming in ways that will benefit the entire city of Detroit. Planned amenities include a **technology training center** with instructional software to support clinical instruction, interactive workshops, and community engagement projects; a **media center** for online learning, video conferencing, and continuing education programs; and an **innovative technology conference room and research lab** equipped to record interviews and focus group sessions for high-impact, translational and applied research. Not only will our new home provide advanced learning spaces to attract quality students, it will offer a place to engage our entire community through brown bag lectures, public forums and symposia focused on key societal challenges and interdisciplinary conversations. These gatherings will in turn generate the solutions and innovations that Detroit needs as it reclaims its place as a world-class city.



# IMPACT

## DEVELOPMENT



*Challenging Minds, Leading Change, Transforming Lives*



Faculty support helps our researchers assess the needs and resources of the people of Detroit and respond by refining social work practices and advocating for sound public policy.

### Faculty Support

Our talented and prolific faculty are making significant contributions to social work education and practice through collaborative research with a local, national and global focus. Supporters of the School of Social Work help provide our faculty with the infrastructure and funding they need to conduct innovative and field-advancing research, opportunities to disseminate their findings, and high-tech classrooms and laboratories for shaping the next generation of social workers. In addition, we are raising money for an endowed chair that will bring increased national recognition to the School of Social Work.

## Student Support

The School of Social Work is committed to increasing the number of scholarships and fellowships available to students across our degree programs. These critical monies allow full-time students the opportunity to focus on their academic work and professional development, to complete internships that confer critical experience, and to focus on research, lead change, and transform lives. Easing the financial burden of higher education helps us attract outstanding students and train a new generation of skilled social work leaders and researchers.

2014-15

35

ENDOWED  
SCHOOL OF  
SOCIAL WORK  
SCHOLARSHIPS

50

STUDENTS RECEIVING  
PRIVATE SCHOLARSHIPS  
THROUGH THE SCHOOL  
OF SOCIAL WORK

\$189,686

TOTAL AWARD AMOUNT

\$3,648

AVERAGE STUDENT AWARD

## IN ADDITION...

### GRADUATE SCHOOL COMPLETION SCHOLARSHIP

4 M.S.W. students received \$5,800 each

### GRADUATE PROFESSIONAL SCHOLARSHIP

3 Ph.D. students received a combined \$34,260

6 M.S.W. students received a combined \$68,520

### WAYNE TOGETHER COLLABORATIVE (see page 14)

13 M.S.W. students received \$6,400 each

### MET CHARITABLE TUITION PROGRAM

23 student received 29 awards with  
an average of \$1,050 each

Doctoral student **BRYAN VICTOR** is researching the perpetration of intimate partner violence with an emphasis on causal pathways early in the life course. Admission to the School of Social Work Ph.D. program has allowed him to collaborate with the school's nationally renowned scholars in this area and to work on the SHARE study (see page 6), a federally funded investigation into factors that influence teen dating violence. A recipient of the **Phyllis I. Vroom Endowed Scholarship** in the School of Social Work, Victor receives \$6,000 in addition to the graduate research assistantship stipend that covers the cost of his tuition. This financial support has allowed him to pursue career-shaping research projects: most notably, a data science-driven content analysis of disciplinary social work journals published over the past quarter-century that will help identify research areas that have been privileged by the discipline — and those that need increased attention. "If I had to work while earning my degree, I would have just enough time to complete my coursework. The Vroom Scholarship allows me to be socialized in academia, to develop as a scholar, and to publish my findings so I enjoy greater prospects on the job market."



M.S.W. student **ANTHONY THEEL** won the \$2,888 Barron Scholarship on the strength of his academic performance and interest in working with families, children, and youth. Specializing in family systems, Theel praises his field education placements for helping him to hone practice skills with high-risk youth and their families. His first assignment, in the prevention department of Alternatives for Girls, gave him the opportunity to conduct psychoeducational groups teaching elementary-aged girls about healthy relationships and counseling the families of troubled children. His second, at Starfish Family Services, trained him to conduct one-on-one therapy with children experiencing mental health challenges. But these immersions in real-world practice are time-intensive, and the Barron Scholarship has helped Theel and his wife, who is also an M.S.W. student at Wayne State, make ends meet without having to juggle full-time jobs and coursework. "I rely on loans to pay for my graduate education, so having a scholarship means there will be less to pay back after graduation. That helps give me peace of mind."



# IMPACT: DEVELOPMENT

## PIVOTAL MOMENTS

During the university's four-year fundraising initiative, the School of Social Work will be celebrating Pivotal Moments that support our development goals. These will include sustainable support through endowments and planned gifts for our students and programs.

More than 35 endowed funds from generous donors allow us to award scholarships and special awards to students at every level. Both donors and award recipients continue to engage with the school and students as mentors and program volunteers.

In addition, endowed program funds help to create meaningful experiences for current students, alumni, faculty, and engaged community members.

*TOP LEFT: Allan "Geli" Gelfond with 2014 scholarship recipient Melanie Gillespie. The Allan and Harriet Gelfond Endowed Scholarship was established for students with plans to assist those with developmental disabilities and their families.*

*TOP RIGHT: Addiction expert Matthew Owen Howard of University of North Carolina at Chapel Hill delivered the Edith Harris Endowed Memorial Lecture on Nov. 6, 2014. Established by Mort Harris, this fund supports annual lectures that provide continuing education credit for licensing and raise awareness of important societal issues throughout the university community and greater Detroit.*

In 2014, the late Shirley McOsker established the **LOIS J. MCOSKER MEMORIAL ENDOWED SCHOLARSHIP** to honor her sister Lois' contributions to the mental health field. To further sustain the fund and support the education of future social workers in this critical field of study and service, McOsker bequeathed more than a quarter-million dollars through a planned gift.

**DONALD J. ROBERTS MEMORIAL ENDOWED SCHOLARSHIP** was fully endowed in 2014. In memory of alumnus Roberts, friends and family established the scholarship to support students at the School of Social Work, where he earned an M.S.W. and served as assistant professor. Throughout his 35-year career as a social worker, therapist, clinical supervisor, consultant, and administrator, Roberts demonstrated a strong commitment to the disadvantaged.

For a conversation about establishing your own endowed fund or about gift planning for the School of Social Work, please contact Rob MacGregor, senior director of planned giving, at 313-577-8346.



*ABOVE: Carolyn Purifoy Patrick-Wanzo (center) with Meghan Whitendorf and Brian Kendall (right), the 2014 recipients of her scholarship, and former recipients Leniya Leonard (far left) and Trekinya Matthews. The Carolyn Purifoy Patrick-Wanzo Endowed Scholarship Fund was established to help full-time M.S.W. students with financial need who have demonstrated leadership qualities, scholastic achievement, and community service.*



Pivotal  
Moments

OUR CAMPAIGN FOR  
WAYNE STATE UNIVERSITY

School of  
Social Work

*ABOVE: McOsker 2014 Scholarship recipients Megan Holscher (left), Heather Tawfik (second from right), and Bridget Putt (far right).*



# WAYNE STATE UNIVERSITY

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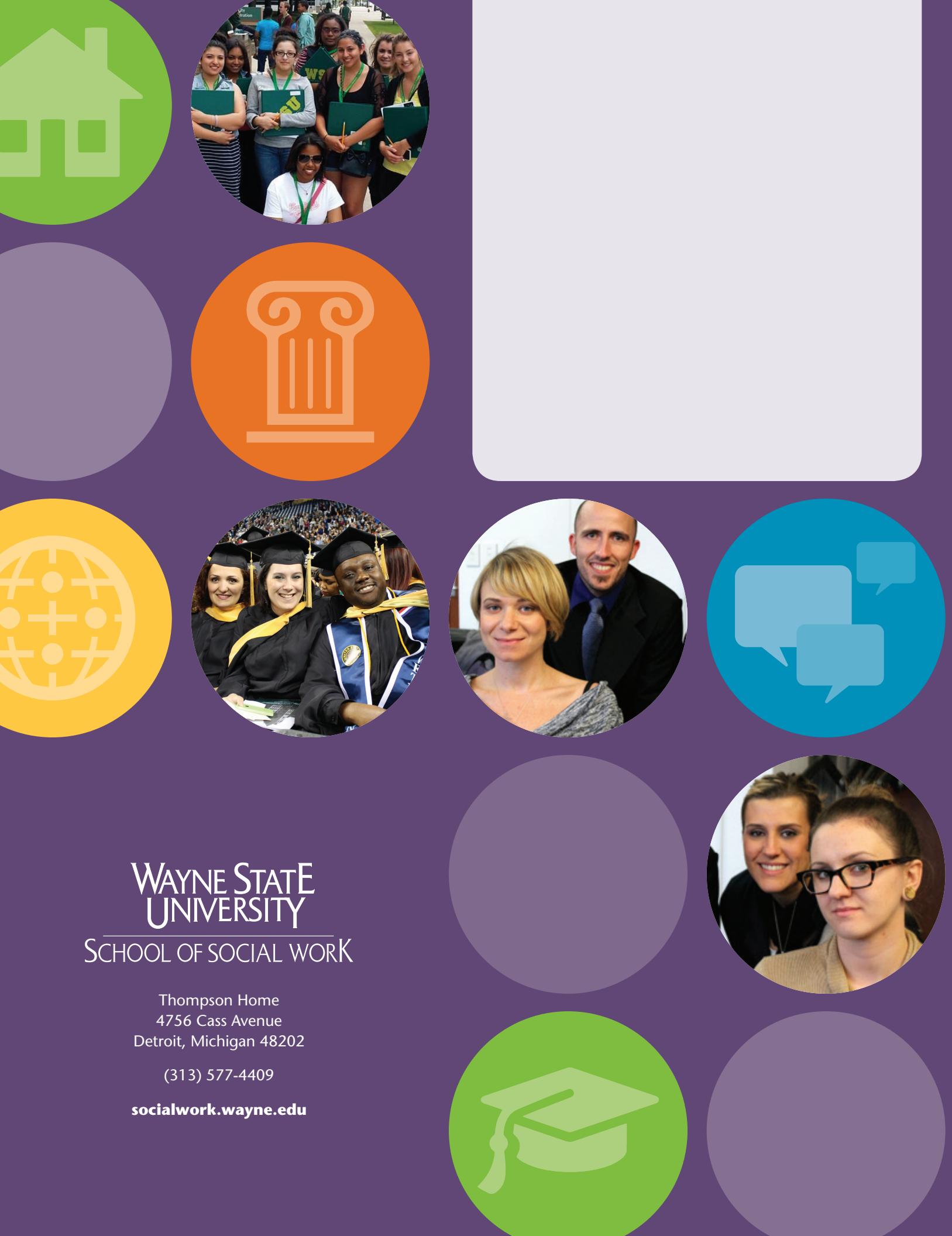
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SCHOOL OF SOCIAL WORK

Thompson Home  
4756 Cass Avenue  
Detroit, Michigan 48202

(313) 577-4409

[socialwork.wayne.edu](http://socialwork.wayne.edu)