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College of **Health and Human Services**

WESTERN MICHIGAN UNIVERSITY



February 2016

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[CHHS researchers recognized at spring convocation luncheon](#)

Members of CHHS faculty were invited to a luncheon to recognize the external research funding that they have brought to the University. Specifically, these researchers were the primary or co-primary investigator on projects that have brought \$1 million or more in to the University over the last five years.



[WMU's statewide effort to boost foster youth college graduation receives funding](#)

The Kresge Foundation has awarded a second major grant to Western Michigan University to continue its successful Fostering Success Michigan effort aimed at helping former foster care youth access and succeed in college through a growing statewide network of higher education programs dedicated to that goal.

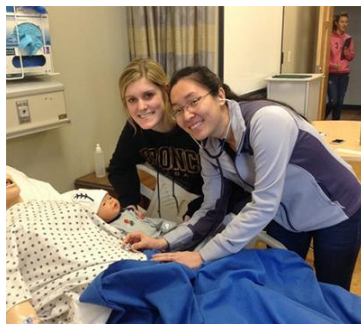


[CTAC offers training to area schools](#)

Western Michigan University's Southwest Michigan Children's Trauma Assessment Center (CTAC) has recently been partnering with area school districts in an effort to create trauma-informed schools.



CHHS in social media



[Bronson School of Nursing](#) - via [Twitter](#) - Feb. 4, 2016

In other news

Here are some other WMU news articles you might be interested in:

- [Nominate colleagues for spring 2016 staff award](#)
Sunday, Feb. 28, is the deadline to nominate non-faculty employees for the spring round of WMU's semiannual Make a Difference award.
- [Miller, Rinvelt will lead WMU Board of Trustees in 2016](#)
Kenneth V. Miller and Jeffrey Rinvelt have been elected chair and vice chair, respectively. Kahler B. Schuemann was elected secretary to the board.
- [Deadline approaching for spring 2016 Student Sustainability Grant proposals](#)
Applications are due at 11:59 p.m. Thursday, March 3, for Student Sustainability Grant funding to support student research, activities and initiatives.

[New Facebook page](#)

The College of Health and Human Services has a new Facebook page. Please take a moment to "like" our page to stay in the loop.



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CHHS researchers win \$526,000 grant to better treat substance use

An interdisciplinary team of researchers at Western Michigan University has received a \$526,192 grant to improve substance use screening and boost intervention and referral services.

The grant, from the U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, was awarded to **Dr. Tiffany Lee-Parker**, assistant professor in the WMU Specialty Program in Alcohol and Drug Abuse, **Dr. Stephen E. Craig**, associate professor of counselor education and counseling psychology, and **Denise Bowen**, assistant professor in the physician assistant department. The grant will fund a multi-faceted, three-year study titled Screening, Brief Intervention and Referral to Treatment Training with Students and Community Organizations in the Health Professions in West Michigan.

The project has three major initiatives, says Lee-Parker, the grant's principal investigator and project director:

- Train both counseling and physician assistant students. As part of the curriculum in the physician assistant, clinical mental health counseling and counseling psychology graduate programs, more than 100 students will learn substance use screening and referral techniques, take part in a videotaped role play exercise and be followed through their internship or clinical experience and one year after graduation. Students will learn empirically based screening tools and methods of motivational interviewing to more effectively screen and refer patients and clients to services.
- Community outreach. Free workshops on substance use screening, brief intervention and referral to treatment--SBIRT--will be provided to hundreds of health care professionals in the community working at a variety of agencies and organizations. The training has already been implemented at the Kalamazoo Department of Human Services, Kalamazoo Community Mental Health and WMU Counseling Center. In April, the team will train staff at the Family Health Center. The investigators will present SBIRT to at least 140 participants each year and collect data using pre- and post-tests, as well as a 30-day follow-up survey. The number of participants is expected to increase due to the requests for subsequent training by the participants at the agencies identified above.
- Online training. A four-hour online training program will extend SBIRT education to professionals in other parts of the country. This training will provide participants with continuing education credits upon completion of the training, and the program is free to those who submit the pre- and post-test surveys. Lee-Parker hopes to reach some 300 medical and mental health professionals in the first year of the grant cycle.

The screening, brief intervention and referral process were first employed in the medical profession, Lee-Parker says.



Dr. Tiffany Lee-Parker

"Research indicated that people weren't being screened at all, or if they were being screened, it wasn't adequate," she says. "And even if they were screened, they weren't referred or the problem wasn't addressed."

The U.S. Department of Health and Human Services' SAMHSA spent millions of dollars to train medical professionals in screening and brief intervention techniques, Lee-Parker says. Now the agency is appropriating additional funding to train professionals in other disciplines. WMU is among the first to obtain funding to train counselors, psychologists, social workers, child protective investigators, foster care workers and other professionals.

The techniques go beyond just identifying a problem, Lee-Parker says.

"Once a patient or client indicates that they have risky substance use behaviors, trainees learn how to intervene in a way that doesn't cause resistance," she says. "When someone pushes you to change and you're not ready, oftentimes there's resistance."



Denise Bowne

The training utilizes motivational interviewing techniques, which make use of the client's motivators for change. If appropriate, they are then referred to the right program, agency or treatment center.

A person could be seeking help for a problem like sleeplessness or depression. Through screening it is discovered they have a risky substance use, and the sleeplessness or depression are a symptom of that. Or a social worker could be investigating a complaint of child abuse or neglect, and it's found the parent is suffering from addiction. Treatment for an alcohol or drug problem might better address everything.

"It's, hopefully, benefitting our society as a whole to do this and provide treatment," Lee-Parker says. "They say that, statistically, for every dollar spent on treatment, it saves society as a whole \$7. So the importance of doing this is pivotal."

The grant project also has a research component, Lee-Parker says. With the help of graduate assistants, the team will assess how well participants are utilizing the techniques.

"We're excited about not only providing the training, but seeing if there's movement towards a higher level of competency and if are they using this in their practice," she says. "So it's not just training."

WMU honors innovative teaching at Spring Convocation

by Deanne Puca

February 2, 2016 | WMU News

KALAMAZOO, Mich.—Two Western Michigan University faculty members will be honored for innovative teaching during the University's first Spring Convocation ceremony held at **3:30 p.m. Friday, Feb. 5**, in the Fetzer Center.

Sponsored by Extended University Programs, the Innovative Teaching Award will be presented to the team of **Marian Tripplett** and **Dr. Dee Ann Sherwood**, both of the School of Social Work. The Innovative Teaching Award is presented to individuals or teams who have developed or applied a teaching strategy, approach, technique or tool that is used, or used in a new way, to produce a quantifiable gain for learner outcomes or the learner experience.

Convocation events

"Spring Convocation: Recognition of Discovery, Diversity and Global Engagement" events will take place **Thursday and Friday, Feb. 4-5**. Thursday will feature "Share the Story: Scholar Talks" from 9 a.m. to 5 p.m. in the Fetzer Center. Friday activities will start at 9 a.m. in the Fetzer Center and include events from Extended University Programs, Haenicke Institute for Global Education, Office of Diversity and Inclusion and Office of Vice President for Research. They include professional development workshops, Distinguished and Emerging Scholar talks, a recognition luncheon, Research and Dessert, and convocation and awards, followed by a Friday with Friends mixer.

Along with the Innovative Teaching Award, Diversity and Inclusion will recognize honorees for two Excellence in Diversity Awards, a Trailblazers for Diversity Award and a Rising Star in Diversity Award.

Marian Tripplett

Tripplett joined WMU in fall 2011 as a faculty specialist/professional specialist in the College of Health and Human Services' School of Social Work. In her role as program coordinator, Tripplett provides administrative and instructional oversight for social work degree programs at WMU's Southwest Regional location in Benton Harbor.

She was originally hired to oversee the master of social work extended-study program, and the program has grown under her leadership. She initiated the process to bring the Bachelor of Social Work Extended-study program to the degree opportunities offered at WMU Southwest.

Tripplett teaches undergraduate and graduate courses in social welfare policy, human behavior, culture/ethnicity and intercultural social work, medical and healthcare social work,



Tripplett

field education and clinical counseling practices. She is experienced in working with individuals, families, communities and organizations, with an emphasis on advocacy and social and economic justice, lifespan transitions, individual-organizational-community capacity building, and program, leadership and organizational development and administration.

Her service and research interests include empowerment strategies and leadership development in communities with complex challenges; intercultural experiential learning; recruitment, retention and graduation in post-secondary education; and diversity experiences in higher education; as well as self-help strategies for middle, high school and college students.

In addition to her work with WMU, she is the owner of Cultural Conversations, a community consulting firm, and founder of Diamonds in the Rough United, a non-profit organization.

Dee Ann Sherwood

Sherwood is coordinator of WMU's Master of Social Work program in Grand Rapids. She joined the University in 2012 after 12 years of leadership in nonprofit, public sector and academic positions.

She teaches graduate courses in social work field education, leadership, research, groups and organizations, medical social work, and intercultural social work.

In her previous roles with universities in the region, she served as director of Intercultural Training and Denison Scholar. Sherwood has worked with clients from around the world including with Burundi, Burmese, East Indian, Iraqi, Somali, South African and Zimbabwean expatriates and refugees. She also has worked with an American Indian nation in the Great Lakes region on the impact of residential boarding schools.

Over the past decade, she has served as a consultant for companies such as the Frey Foundation, Sutter Health System and Shepell FGI. She has presented professionally at numerous conferences, developed continuing education seminars and authored numerous publications.

For more information about the schedule, visit wmich.edu/research.

For more news, arts and events, visit wmich.edu/news.



Sherwood

Medallion Scholarship events at CHHS in February

For two Fridays in January, **Dean Earlie Washington** welcomed high school seniors, visiting WMU to take part in the Medallion Scholarship competition, to the College of Health and Human Services to learn more about the excellent academic programs available in the college.

The students and their families were able to tour the building and see, firsthand, classrooms and labs featuring the latest teaching technology as well as medical devices that mirror those used in today's health care facilities.



When the tours were all complete, our guests shared dinner with CHHS faculty, where they were able to ask questions and learn more about academic opportunities available at the College of Health and Human Services.

The competition itself took place on Saturday, Jan. 23 and 30 at various locations on campus. The competition consists of an essay and group problem solving sessions, as well as a Medallion Scholar student panel and academic college showcase.

The top 40 candidates for 2016 will be contacted to interview with the Medallion Selection Committee the week of Feb. 22.

About the Medallion Scholarship

Western Michigan University's [Medallion Scholarship Program](#) was established in 1983 with its first stipends awarded in 1984, when 15 Michigan high school seniors came to campus to compete for the scholarships. Since then, about \$80 million in four-year scholarships have been offered to more than 15,000 students through this scholarship program. WMU's Medallion Scholarship is the highest merit-based scholarship offered at the University, and is among the largest merit-based scholarship programs in the country. Each Medallion Scholarship is valued at \$60,000 across four years (\$15,000 per year).

Charlotte County officials visit CHHS

Officials from Charlotte County, Florida, visited Western Michigan University's main campus in Kalamazoo, Feb. 10-12. The visit allowed Florida officials to tour several WMU facilities as part of the ongoing process of [establishing a WMU presence](#) in Charlotte County.

Visitors on Feb. 10 were Dr. Christopher Constance, County Commissioner from Charlotte County and Lucienne Pears, Director of the Charlotte County Economic Development Office. Dr. Constance and Ms. Pears toured the CHHS building and the [WMU Homer Stryker M.D. School of Medicine](#) before several other Charlotte County officials arrived Feb. 11.

While touring the CHHS building, our teaching technology and cutting edge labs were on full display.



Dr. Christopher Constance tours the cadaver lab at CHHS

- **Greg Flamme** discussed his research related to hearing loss and demonstrated the technology in his lab.
- **Kathy Tuinhoff** and **David Areaux** demonstrated Sim Man and talked about the ways that sort of technology is used in our various programs.
- **Dr. Bharti Katbamna** discussed the fetal alcohol syndrome research she is conducting with frogs.
- **Dr. Robert Wall Emerson** demonstrated his research of the biomechanics of long cane use.

There were many other stops on the tour, including the [BRAIN lab](#), audiology research on balance and the inner ear, occupational analysis and daily living labs. In a short time, our guests got a good picture of the breadth of programming available in the College of Health and Human Services, as well as the cutting-edge technology used in all our programs.

In addition to CHHS and the medical school, the Charlotte County delegation also visited the Battle Creek facilities of the College of Aviation, as well as the Seibert Administration Building and several others on campus.

CHHS researchers recognized at spring convocation luncheon

Members of CHHS faculty were invited to a luncheon to recognize the external research funding that they have brought to the University. Specifically, these researchers were the primary or co-primary investigator on projects that have brought \$1 million or more into the University over the last five years.

The following faculty and staff in the College of Health and Human Services were recognized for their excellence in research and discovery:

- **Dawn Anderson**, Blindness and Low Vision Studies
- **Connie Black-Pond**, Unified Clinics
- **Jim Henry**, School of Social Work
- **Yvette Hyter**, Speech Pathology and Audiology
- **Dae Shik Kim**, Blindness and Low Vision Studies
- **Nickola Nelson**, Speech Pathology and Audiology
- **Margaret Richardson**, Unified Clinics
- **Robert Wall Emerson**, Blindness and Low Vision Studies
- **Jennifer Wiebold**, Blindness and Low Vision Studies

A number of large grants have come in to CHHS faculty during the current academic year. Recipients of those grants can look forward to this sort of recognition during the coming years.

During the December 2015 State of the College event, [JoAnne McFarland O'Rourke reported](#) that projected awards for CHHS will reach more than \$5.5 million for the fiscal year. Researchers from the college are submitting more proposals and receiving more awards than ever before. And the percentage of WMU's external funding brought in by the College of Health and Human Services is trending up as well.



Dean Washington with CHHS faculty after the luncheon.

WMU's statewide effort to boost foster youth college graduation receives funding

by Cheryl Roland

December 15, 2015 | WMU News

KALAMAZOO, Mich.—The Kresge Foundation has awarded a second major grant to Western Michigan University to continue its successful Fostering Success Michigan effort aimed at helping former foster care youth access and succeed in college through a growing statewide network of higher education programs dedicated to that goal.

The new three-year award from Kresge for Phase 2 of the effort follows successful completion of work funded initially in late 2011. The new award and matching funds triggered by the award will bring \$900,000 to WMU to support Fostering Success Michigan. That statewide network was launched with the 2011 Kresge funding and focuses on increasing college access and success for former foster youth. The 2015 funding will expand the capabilities of that network and help move it toward becoming a self-sustaining initiative.



From left: Yvonne Unrau, Chris Harris and Maddy Day

"Due to the many barriers they face, young people aging out of foster care have college attainment rates that are distressingly low, making it much less likely that they will successfully transition into adulthood and meaningful careers," says **Caroline Altman Smith**, senior program officer on The Kresge Foundation Education Team. "WMU has made a unique institutional commitment to boosting the success of former foster youth by using a collaborative and comprehensive approach, and the school has recorded some impressive accomplishments that it is sharing statewide."

Primary goals

The primary goals of the new three-year effort supported by the foundation are to:

- Enhance and strengthen Fostering Success Michigan through the development of a three- to five-year business plan that will lead the network to become self-sustaining.
- Fortify the capacity of Fostering Success Michigan and increase the size of the network and its ability to have state- and nationwide impact through the delivery of best-practice models, toolkits and resources that will lead to increased college success for students from foster care.

"We are committed to changing statewide systems to fill gaps and streamline processes that prevent Michigan's most vulnerable citizens—young people who age out of foster care—from participating and succeeding in education and career opportunities," says **Dr. Yvonne Unrau**, director of WMU's Center

for Fostering Success and a professor in the School of Social Work. "With this funding we continue the work of removing barriers and creating innovative solutions to support young people in foster care and help them thrive in higher education."

Unrau says the new work will continue under the guidance of **Maddy Day**, who will continue as project director in Phase 2 of the Fostering Success Michigan work.

"We will be looking at best practices for campus-based programs for foster youth," says Day, who serves as director of outreach and training for WMU's Center for Fostering Success. "Fostering Success Michigan is one of only 10 initiatives of its kind in the country, and we've been recognized as a national model. Significant components of our strategy have been recognized as best practices nationally."

About Fostering Success Michigan

Fostering Success Michigan is a signature program of WMU's Center for Fostering Success, which also is home to the University's celebrated Seita Scholars Program as well as a recently established coach training program for professionals who work with foster youth. The Seita Scholars program was established in 2008 and, serving some 150 former foster youth annually, is one of the largest and most comprehensive programs of its kind in the nation. The Seita Scholars program is a member of Fostering Success Michigan's higher education consortium and a key partner in that effort.

Day notes a number of accomplishments over the initial four years of Fostering Success Michigan:

- The number of campus-based programs that support college students from foster care increased from five to 14 (with nine funded by the Michigan Department of Health and Human Services).
- 858 students from foster care have been supported by campus-based programs in Michigan.
- 101 students have graduated from institutions with campus-based support programs.
- 49 former foster youth made the Dean's List and 24 studied abroad.
- More than 30 student-led conference presentations and workshops have been held allowing students to support each other and reach out and inform youth still in the foster care system.

Fostering Success Michigan focuses on developing resources to reach and support students through professionals and organizations in its network. The organization has defined and targets five regions that cover the state of Michigan. In each region, network partners, ranging from caregivers and foster youth to school districts, social service organizations and colleges, meet regularly to share information. And once each year, a statewide summit brings network members together to share information more broadly.



Fostering Success Michigan includes the well-known Seita Scholars Program.

An information-rich website—fosteringuccessmichigan.com—features toolkits, webinars and guides developed by network staff for students and their supporters. The site has dramatically enhanced the capacity of participants in the Fostering Success Michigan Network over the past four years. And strong collaborations have been forged with the Department of Health and Human Services and the Michigan College Access Network—MCAN.

The network's work is taking place in an environment in which, nationally, only 20 percent of former foster youth who graduate from high school attend college. And students who have been in the foster care system are eight times less likely than the general population to earn degrees.

"Students from foster care are the most vulnerable students in our education system," says Day. "The support from Fostering Success Michigan provides a coordinated effort to system change that ultimately is designed to help Michigan's students from foster care to be successful in earning college degrees. We need to invest in these young people to help them become educated professionals equipped to participate in our state and local economy."

CTAC offers training to area schools

Western Michigan University's Southwest Michigan **Children's Trauma Assessment Center (CTAC)** has recently partnered with area school districts to create trauma-informed schools.

The mission of the Children's Trauma Assessment Center is to promote compassionate understanding and support for children and families who have experienced trauma. CTAC works to change the conversation about kids from "what's wrong with you?" to "what's happened to you?" They do this by conducting comprehensive assessments to understand the impact of complex trauma and fetal alcohol exposure for children 0-17 years old and by providing training for organizations and child-serving systems, such as school districts and individual school buildings, so that they become more trauma-informed.

Research shows that complex trauma and toxic stress impact developing brains, which makes it more challenging for children to manage their emotions, regulate their behaviors and succeed in learning environments. School staff and other community service providers can make a positive impact by learning how trauma impacts the brain. CTAC training staff offers new strategies for educators to help students become more resilient to trauma.

CTAC staff members, Amy Mack, LMSW and Frank Vidimos, LLMSW, have partnered with Ingham County Intermediate School District to train interested schools about traumatic stress and its effects, and how staff can create practices and policies to support children impacted by it. A four-part training series is currently underway at Mattawan Middle School. Topics covered include resiliency, trauma-informed classroom and school-wide practices, and secondary traumatic stress and mindfulness.

This training, and others like it, is available to other schools that are interested. In addition, CTAC offers individual and group training and group presentations in child trauma and other related topics. To view a complete list of available training programs, please visit [the CTAC website](http://theCTACwebsite). Any organizations interested in training collaboration should call CTAC's main office at (269) 387-7073.