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“There is no place like Smith. As we leave together, we take Smith with us. We have been transformed by the experience and each other. We will find our corner of the world and continue the work of transformation with others.”
—CAROLYN JACOBS, DEAN
Imagine a setting in which adolescents with behavior problems are proud to be in therapy, want to talk about their feelings, and think that socially positive bonding with their peers is cool. Further imagine that many of these young (mostly male) people have been incarcerated or expelled from school and that most have experienced trauma.

Tomás Alvarez III MSW ’06 thought such a thing could be possible when he enrolled in the Smith School for Social Work with a vision that hip-hop culture contains many of the therapeutic elements disaffected youths tend to resist. He remembers thinking during a course on Group Theory and Practice about translating the constructs he was learning into something urban youth—especially young men of color like him—would buy into. “What if instead of sitting in a circle talking about our problems, kids were listening to beats, writing raps, making music that reflected their lives—what would that look like?”

Today, as executive director of Beats, Rhymes and Life (BRL), the non-profit organization he co-founded almost ten years ago to answer that question, Alvarez is recognized as a pioneer for using hip-hop to promote mental health. Based in Oakland, California, BRL contracts with schools, foster homes and mental health agencies to do what Alvarez calls “rap therapy” with groups of youth between the ages of 16 and 24 for two hours twice a week for twenty weeks. A clinician, a community artist, and a young adult who has been through the program lead each group.

In 2012 NBCLatino recognized Alvarez as one of the 20 top Latino Innovators in the country, putting him in the company of luminaries like Supreme Court Justice Sonia Sotomayor and Dolores Huerta, best known for co-founding the United Farm Workers in 1962. The accolade is bestowed on people who producers identified as having “introduced fresh ideas and pioneered change in the country and the Latino community.”

The things that happen in rap therapy between the first session, introducing the origins and empowering impact of hip-hop culture, and the culminating public performance of original work, contain a mix of psychosocial analysis, wellness strategies and group dynamics some of Sigmund Freud’s disciples would recognize. “Freud talks about the concept of ‘free association,’ ” says Alvarez, “that’s ‘freestyle’; a form of rap music in which artists improvise on whatever comes to mind. ‘They’re not thinking about what they are saying, they’re just rapping.’ Substitute a microphone for the couch and you are starting to bring the subconscious out into the open!

Parallels between the types of things graduate students in an MSW program study and the groups BRL runs continue, says Alvarez. Every group produces an album. The songs are about “grief, joy and trauma… it’s all there.” In academic parlance this would be called a “transitional object,” or something participants can hold onto at the end to remind them of “the feelings of pride and the praise” they experienced. Titles have included, “Fresh State of Mind,” “Perception,” and “Reaching for the Stars.”

Through writing and recording songs together the participants build trust and express feelings. Subjects range from social commentary to deep personal experiences of grief around the kinds of complex trauma, PTSD, anxiety and depression (often undiagnosed) prevalent in the client population, says Alvarez. “We are teaching young people to not only tell their story but to re-author their story from a place of strength and dignity… in the process of telling their stories they heal.” The recognition they receive from each oth-
er, often in the form of wildly energetic applause and laughter, provides "what in therapy we call a corrective emotional experience."

Hip-hop began as a youth movement in the south Bronx in the 1970s as a direct response to social decay, poverty and systemic racism, explains Alvarez. It is now an international phenomenon instantly recognizable to today's adolescents who face similar challenges. Beyond creating a space that mixes self-expression with experiences of success, rap therapy taps into the power of hip-hop's history, which is about confronting social pathologies, he says, "young people can use hip-hop to analyze and transform their communities." The goal, says Alvarez, is "to provide culturally relevant therapeutic programming for young men of color who have been criminalized, pathologized and scapegoated."

Rap therapy combines the creative rebellion of hip-hop culture with the power of group process. Alvarez makes an analogy between a person harboring destructive emotions to a shaken up bottle of soda. If you open it quickly the soda spews out, making a mess. If you leave it closed it goes flat. Only by purposefully removing the cap can you enjoy the carbonation. "Our young people are no different," he says, "if they don't have an outlet to express and process their emotions they can act out aggressively, they can become depressed, they can disassociate."

The psychodynamic approach to strengthening a sense of well-being in both individuals and communities that he learned at Smith helped Alvarez better understand how to establish therapeutic relationships at all stages of a group's lifecycle. Rap therapy puts great emphasis on the importance of community and the power group members have to take care of not only themselves but of others as well. "We want young people to realize that they are part of something bigger than themselves," says Alvarez. His goals include building the capacity for healing in a larger realm. "We want to build a movement around mental health," he says. As part of this strategy he created BRL Academy which encourages alumni of the rap therapy programs to pursue careers in mental health by giving them initial training as assistant group leaders.

Anecdotal evidence in the form of testimonials, observed outcomes and demand for the program speak to its effectiveness, says Alvarez. Songs that participants write document strides in their ability to express themselves. "They get to track their progress by listening to the first song they made and comparing it to the last song," he says. This fall he introduced a "youth-friendly" survey to collect pre and post data designed to "measure their growth in a way that is meaningful to them."

Alvarez credits his graduate education with not only helping him develop and realize his ideas about community mental health, but also with giving him vital tools. "Smith gave me a way to look at how individuals act and at how to work with individuals that goes beyond the surface," says Alvarez, "it taught me how to engage the whole person."

2012 NBCLatino recognized Alvarez as one of the 20 top Latino Innovators in the country, putting him in the company of luminaries like Supreme Court Justice Sonia Sotomayor and Dolores Huerta, [co-founder of] the United Farm Workers.
LAST YEAR SMITH SSW DOCTORAL STUDENT and adjunct faculty member David Byers went to Al-Quds University, which has campuses in the Palestinian West Bank and East Jerusalem, for two weeks to teach and to learn. Now he is planning his return in the fall of 2014 to spend the entire semester teaching two courses and conducting research in the West Bank in collaboration with two Al-Quds faculty members.

Byers is pioneering what Associate Dean Joshua Miller terms a “budding partnership” between Smith and the only Palestinian institution of higher learning with a stand-alone degree in social work. Part of the challenge, says Byers, is the wall separating East Jerusalem and Israeli territory from the West Bank, which renders a significant part of the Al-Quds campus off limits to many faculty and students.

To reach all, he taught his classes twice, once on either side of the divide. “Because of the wall they have to have two of everything,” says Byers. The students and faculty on the East Jerusalem campus are for the most part Palestinians who hold permits for residency or travel in Israeli territory.

While there in October 2012 Byers held a mixture of small seminars and large lectures. He taught a daylong class on Case Study Methodology several times as well as one on Psychosocial Assessment, a course he also teaches at Smith. Some of the students had limited English comprehension, but those fluent in both English and Arabic translated as the class went along.

Byers said he was apprehensive about teaching a US-based model of social work theory that may not be applicable to local needs. “I was very concerned about how to think about assessment tools without imposing psychodynamic theory if it wasn’t relevant—because it is primarily a European tradition—I wasn’t sure if it would make sense there,” says Byers. This October, Byers is presenting on this dilemma in international social work teaching on a panel with two Smith faculty members, Joanne Corbin and Joan Berzoff, at Council of Social Work Education in Dallas, Texas. His fears were somewhat allayed by the vigorous interactions he had with students. “They were extremely interactive, they challenged me and they engaged with everything I said in a really positive and thoughtful way,” says Byers, “we worked to think through which aspects of the theory resonate, and how. In this way, the students really reminded me of Smith MSW students for their extremely high level of critical engagement.”

Outside of class the extraordinary level of commitment students and faculty displayed in the face of daunting political and logistical obstacles impressed Byers. Because the Israeli government doesn’t recognize the Al-Quds social work degree, graduates who live in East Jerusalem face the prospect of having to work outside established frameworks.

The genesis of Smith’s connection to Al-Quds is an introduction SSW alumna Tracy Wallass ‘83, who teaches at UMass Boston, gave Anan Fareed to Miller and Dean Carolyn Jacobs in the spring of 2012. Fareed, a social worker based in Boston who maintains a faculty position at Al-Quds, is the founder and president of an organization called The Research and Education Collaborative with Al-Quds University (RECA) dedicated to forging ties between American institutions of higher learning and her school.

Miller was moved by Fareed’s presentation. “She was stressing that they really needed help,” he says, so he sent out an email blast to the entire Smith faculty to ask if anyone wanted to go there. They would have to pay their own airfare, but Al-Quds would take care of them when they arrived. Byers was the first of seven SSW faculty so far to respond, says Miller.

I was very concerned about how to think about assessment tools without imposing psychodynamic theory if it wasn’t relevant . . . I wasn’t sure if it would make sense there.”

What was most compelling . . . was how hard they are working to train their students under such adverse circumstances.
"What was most compelling for me was how hard they are working to train their students under such adverse circumstances," says Miller, "we are relatively a very well-resourced social work program so when colleagues are asking for help like that we need to take it seriously because we are part of an international community of social workers."

He sees many positive outcomes from what he hopes will be a long-term relationship. "It's a win-win," says Miller, "because when our faculty members come back they have learned a lot from teaching a very different group in a very different culture about how to do social work practice under very different circumstances. It expands their thinking, influencing how they conceptualize, practice and teach."

As someone who frequently practices and teaches abroad and has written about it, Miller cautioned Byers before he went about the dangers of carrying preconceived notions of what social work education should look like. "One of the things to think about when you go to a place like Al-Quds is what do they need, not just what do we know. But how do we translate what we know into something that's useful for them in their context and David, I think, clearly did that," says Miller.

Miller also sees the emerging relationship with Al-Quds as a good fit for Smith. "The situation in the Middle East is extremely complex with conflicting narratives and there have been losses and suffering for people in all groups," says Miller, "we want to be supportive of any school serving people with a history of oppression."

Miller says Smith is also exploring ways to support Al-Quds faculty, such as inviting individuals to take an advanced certificate program. "We are hoping to develop institutes to share skills and ideas, where we send people over there, or have some of their faculty come here," says Miller.

Fareed, whose organization maintains relationships with faculty at other American colleges and universities including Brandeis, Tufts, Boston College and Harvard, says Byers will be the first to spend an entire semester at Al-Quds University. "Unfortunately the political situation is getting worse and worse," she says, noting the she is among the faculty barred from the East Jerusalem campus. She had an office there, which she hasn’t been able to access for a decade. Finding American instructors to support their curriculum is an important part of Al-Quds, which translated means Jerusalem’s strategy to maintain a presence on its East Jerusalem campus. Its social work department has 14 faculty and 300 students and offers a four-year bachelor’s degree and a two-year master’s degree, she says. Fareed is now organizing the first conference on clinical social work in Palestine for October 2014, to be hosted at Al Quds. Smith faculty member Joan Berzoff will be the keynote speaker. Byers will also be presenting a paper, along with other Palestinian and international social work researchers and students.

"It means a lot to us," says Fareed of the relationship with Smith, "we learn from each other, they share their knowledge, they share their experiences, they share their skills. They cross the bridge to help other people who are really in need." This past summer she visited a class Byers teaches at Smith to present a case study from her social work practice and to share personal experiences of being a Palestinian student.

In addition to teaching two clinical practice courses that are part of the core curriculum when he is there next year, Byers is planning to collaborate with two professors at Al-Quds University to do research on bullying. "I am interested in empowerment for adolescents generally, so one of the reasons I’m going back for a full semester is to study how teachers identify bullying in the West Bank and especially to look at social-cultural and trauma related aspects of that identification," says Byers. "How does persistent collective trauma in childhood and adolescence influence bullying dynamics for a group? This question has relevance for U.S. youth from oppressed groups as well."

Miller says that the level of Byers’ involvement with Al-Quds is "exactly what we were hoping . . . here’s a doctoral student who teaches in our program and he goes and helps out Al-Quds in a culturally responsive way. They get something from it. But it sounds like it has changed how he views the world and his scholarship. To me that’s the beauty of a relationship like this."
Relational Psychoanalytic Practice: Subjectivity and Self-Disclosure

Melanie Suchet

Melanie Suchet, Ph.D., faculty member at the Stephen A. Mitchell Center for Relational Studies and a practicing psychoanalyst, brought her considerable expertise in the area of relational psychoanalysis to the Summer Series. Suchet’s lecture focused on the decisions relational analysts make about their subjectivity. In it, she identified key questions and opportunities for therapeutically useful self-disclosure.

Suchet noted that relational psychoanalytic practice has the advantage of acknowledging and using the experience of human connection that takes place in all therapy. The traditional notion of the therapist as dispassionate observer has never been accurate, according to Suchet. “All therapists disclose. We disclose all the time,” she said, listing various things such as race, gender, personal style, mannerisms, and décor preferences, all of which are communicated non-verbally.

Being able to share more in relational practice does not necessarily ease the practitioner’s work. Suchet stressed that the intentional use of subjectivity requires self-awareness and self-scrutiny. “This opening up has really made the work harder and much more challenging,” she said. “We have to decide what kind of information is useful to reveal, [asking] why am I choosing to do this, for which patients, and under what circumstances.”

Suchet noted there are different layers of self-disclosure, from the immediate and professional—how the therapist is responding to the patient in the moment—to the personal. Suchet emphasized that the therapist must be selective about self-revelation, making conscious decisions in nearly every session. She shared some of the questions she asks herself regularly about self-revelation: Whose needs are served by this? Am I trying to avoid sitting with something more difficult? Do I need to be recognized?

While most of her presentation focused on making such decisions, Suchet also discussed two other aspects of relational therapy: the embodiment and the intuitive knowledge of the practitioner. Suchet pointed out that the body communicates a great deal, making it another tool that can be used in therapy. “We don’t learn enough about how to use our bodies,” she said. Suchet believes both of these non-verbal elements can play a significant role in effective psychoanalysis.

Brown Clinical Research Institute Lecture

Mixed Methods Research and Social Work: State-of-the-Art

John W. Creswell, Ph.D.

The School welcomed John W. Creswell, Ph.D., to give the annual Brown Clinical Research Lecture. Dr. Creswell, a professor of educational psychology at the University of Nebraska-Lincoln and a founding co-editor of the Journal of Mixed Methods Research, presented on his extensive experience with mixed methodology research.

Creswell began his presentation, “Mixed Methods Research and Social Work: State-of-the-Art,” with a series of three slides on the 2013 Boston Marathon. The first slide presented data on the athletic event, overlaid on an image of participant runners. The second presented data on the bombing that took place at the marathon, with a background image of emergency medical providers working by an ambulance. The third slide was a photo taken from where Creswell was positioned, at the 24th mile,
accompanied by his narration of watching the marathon

After presenting these three slides, Creswell noted he'd presented two kinds of evidence—quantitative and qualitative—and asked “Which did you like best? Which was the best evidence for you?” Creswell’s point was well-taken: most enjoyed his narrative account, but that gave only a glimpse into the day’s events. Neither type of evidence gave the full story, but together they provided a more comprehensive picture. This opening example illustrated the usefulness of mixed methods research, which brings together quantitative and qualitative data strands “to generate new and more complete insights.” “We have these problems that we need an entire toolkit to understand,” Creswell said.

Not every mixed methods research study perfectly balanced quantitative and qualitative methods, Creswell acknowledged. He feels emphasis is less important than the intent, though. “What’s at the heart of this?” he queried. “What are you trying to accomplish?” The idea is not to place quantitative and qualitative methods in competition, but rather to make complimentary use of both. Creswell sees mixed methods research as bridge-building.

“I like the idea of working on the frontiers of a new methodology and one that would really bridge our community of researchers rather than the divide of quantitative and qualitative,” he said. “I see this as building a larger community than either quantitative or qualitative separately.” Creswell also sees mixed methods as being in use around us. “It’s an approach that transcends levels and transcends fields. It’s practical. It’s very intuitive,” he said. “It’s something we see every day in our daily lives.”

Lydia Rapoport Distinguished Lecturer

**Change Your Brain by Transforming Your Mind**

**Richard J. Davidson, Ph.D.**

The 2013 Lydia Rapoport Lecture was a tribute to and recognition of Dean Jacobs’ professional interests in contemplative practices. “[The] goal has been to draw on the wisdom, the skills, and the science in the ancient and very modern area of contemplative practice,” commented former Associate Dean Susan Donner. “The goal was to enrich both clinical practice and to help all of us as individuals and members of a community.”

Dean Jacobs graciously acknowledged the tribute as she took the stage to introduce Richard J. Davidson, Ph.D., founder of the Center for Investigating Healthy Minds at the University of Wisconsin-Madison. Davidson’s career in psychiatry began with a single question: why do some people respond to adversity with resilience, while others decompensate and spiral into disorder and pathology? He wondered if it was possible to help individuals become more resilient.

“We cannot protect ourselves from adversity. It’s something that is part of life,” said Davidson. “But we do have the ability to change our minds. If we can figure out how to promote a more resilient emotional style, we can potentially help lots and lots of people.” The idea of changing the brain is a relatively new one.
Lydia Rapoport graduated from Hunter College Phi Beta Kappa at the age of nineteen. She received her Master’s degree from Smith College School for Social Work in 1944 when she was only 21, one of the youngest graduates in the history of the school. Lydia’s career in social work included advanced training in child therapy in Chicago and at the Tavistock Clinic in London; post-graduate work in social welfare at the London School of Economics and advanced training in public health at Harvard. She taught at Berkeley for fifteen years and her promotion to full professor with tenure was a singular honor for a woman at the university at that time. When she was taken ill, she was in Israel, a nation to which she was strongly attached and where—at Hebrew University—she had been arranging a cross-cultural project on the role of social workers in introducing family planning in health and welfare service programs. Death took Lydia when she was forty-eight at the prime of her professional life.

Carol Meyer, a professor of social work and a friend of Lydia’s, has said, “Even the casual reader of the writings of Lydia Rapoport will be struck by the fertility of Rapoport’s mind and her uncanny ability to reach out in advance of the field and even of her own knowledge. She was not a prophet and she never represented unanimity. Yet because she was closely attuned to her times, deeply connected with human need and involved in the world, she perceived not only what was, but what might come to be. So many experiences had been packed into her repertoire that she understood and exemplified all the traits required of a social work practitioner, as of any true professional—skill, knowledge with wisdom, and a full commitment to the actual world.”

Her untimely death cut short a brilliant and a full commitment to the actual world.”

Richard J. Davidson, Ph.D. is William James and Vilas Professor of Psychology and Psychiatry, Director of the Waisman Brain Imaging Lab and the Lab for Affective Neuroscience, Founder and Chair and the Center for Investigating Healthy Minds, Waisman Center at the University of Wisconsin-Madison in Psychology, at UW-Madison since 1984. Dr. Davidson received his Ph.D. from Harvard University in 1976. He has published more than 290 articles, many chapters and reviews and edited 14 books. He is author (with Sharon Begley) of “The Emotional Life of Your Brain” published by Penguin in 2012. Dr. Davidson received a NIMH Research Scientist Award, a MERIT Award from NIMH, and the William James Fellow Award from the American Psychological Society. He is Past-President of the Society for Research in Psychopathology and of the Society for Psychophysiological Research. He was the year 2000 recipient of the most distinguished award for science given by the American Psychological Association—the Distinguished Scientific Contribution Award and was named one of the 100 most influential people in the world by Time Magazine in 2006. In 2011, he was given the Paul D. MacLean Award for Outstanding Neuroscience Research in Psychosomatic Medicine. He serves on the Scientific Advisory Board at the Max Planck Institute for Human Cognitive and Brain Sciences from 2011-2017 and as Chair of the Psychology section of the American Association for the Advancement of Science from 2011-2013.

“These days, the way neuroscientists think, we really see the brain as this organ of plasticity. There was once a time when, if you talked about things in the brain, people assumed you were talking about fixed qualities,” said Davidson.

Davidson had a life-changing experience in 1992, when he met the Dalai Lama. The Dalai Lama asked Davidson a challenging question: if neuroscientists could study anxiety, depression, and sadness, why not study kindness and compassion? “There was no really good answer, other than that it’s hard,” acknowledged Davidson. “But when we first started to study fear and anxiety, that was hard, too.”

Davidson, already a practitioner of meditation, recognized the potential in tackling the challenge. He knew one of the most important “targets” of contemplative practice is what he calls “the transformation of emotion”—or changing the mind. Since that time, Davidson and his colleagues have brought numerous long-time meditation practitioners to Madison in order to study them. Their research involves using traditional surveys, as well as MRI scans of the brain. The findings have been ground breaking and have myriad potential applications, including increasing altruism, compassion, and even attention in people with ADHD.

In a study published this year in Psychological Science, researchers in Davidson’s Center reported marked changes in participants’ brains after three months of regular meditation or cognitive therapy activities. In fact, for both groups, the size of the differences in the brain correlated with survey responses about altruistic behavior. The locations of the changes in the brain, however, differed in participants who had meditated compared to those who used cognitive therapy.

Another unique feature of the study was that the intervention was delivered over the
Internet. Although Davidson acknowledged the Internet is not the optimal way to deliver such an intervention, if it was effective—as it appeared to be—the potential reach would be enormous.

A current project of the Center involves a mindfulness curriculum for preschool children enrolled in public schools in Madison. Although the study will continue through next year, Davidson is already seeing positive results. One school serving an economically underprivileged community had one of the city’s leading rates of suspensions; last year, the school had only one suspension and has had none so far this year. This study is detailed on the Center’s website (www.investigatinghealthyminds.org) and is featured in Phie Ambo’s new film “Free the Mind,” which premiered in New York City in May.

Antiracism Work in Clinical Practice: A Panel Discussion.
Enroue Halfkenny, LCSW; Arden O’Donnell; Elizabeth Rodriguez-Keyes
Michael Funk, Ph.D., MODERATOR

Each year, the School for Social Work hosts an anti-racism panel as part of its ongoing anti-racism commitment. As in the past, this year’s panel discussion filled the auditorium, offering students and faculty an opportunity to learn from panelists’ experiences in striving to dismantle racism in a variety of clinical contexts. The 2013 panel, moderated by long-time SSW faculty member Michael S. Funk, Ed.D., featured three clinicians who studied at Smith College: Dr. Elizabeth Rodriguez-Keyes, Ph.D. ’06, L.C.S.W., Arden O’Donnell, M.P.H., M.S.W. ’08, L.C.S.W., and Enroue Halfkenny, M.S.W. ’08, L.C.S.W.

Dr. Funk described the panel as “taking a pluralistic approach to examine how race and racism affect practitioners.” The aim, he explained, was to help audience members identify ways to be “allies, advocates, or change agents for the clients you work for and with.”

Each panelist presented one case-study drawn from clinical experience. While the cases provided only three examples of professional experiences in which racial or ethnic identities played a role, they reflected a range of situations a clinician might encounter.

Dr. Rodriguez-Keyes described the in-home treatment of an at-risk Latina youth. As a bilingual Latina herself, Rodriguez-Keyes found her cultural identity helped her relate to the youth. Yet being able to relate can raise challenges for the clinician, she said. She recommended seeking clinical supervision, even if one’s employer does not offer it. “It’s important in the beginning—especially as you’re getting into the field—to understand the feelings that are being evoked in you,” Rodriguez-Keyes said. “It’s important that you process them, so that as you sit with different clients, what’s being evoked in you doesn’t come out.”

Arden O’Donnell, a white-identified palliative care social worker at Brigham and Women’s Hospital in Boston, described an experience of countering racism in a medical culture of unexamined white privilege. O’Donnell shared that she had wanted to present about taking a bold stand against racism, but realized that anti-racism work was both bigger—and smaller—than such examples. “What I realized is that it’s in the every day work,” said O’Donnell. “It’s in what you say and what you don’t say, and when you remain silent and you should have spoken.”
O’Donnell’s experience led her to challenge her own assumptions about patients. She now asks all patients the same question: “Is there anything about your racial identity, your culture, your religion or spirituality that we should know, that would influence how you make decisions for your care?”

Enroue Halfkenny, a multiracial black man and Yoruba priest, works as a clinician with youth exhibiting problem sexual behavior. Halfkenny’s case-study involved a young client “ranting about black people.” In previous sessions, Halfkenny responded to similar statements by drawing attention to the language being used. This time, he decided to “W.A.I.T.” using a prompt to ask himself “Why Am I Talking.” Despite his own emotional response, he listened to the client without addressing the provocative language. He realized the client was reacting to fear by lashing out. Halfkenny then was able to point out the underlying feelings and address the cause—rather than the form—of the client’s response.

“It was triggering, but that doesn’t make it [clinically] important,” said Halfkenny. “Meeting him where he’s at means making sure he’s not dangerous.”

A lively question and answer session further explored how panelists handled feelings arising in educational and clinical settings. All panelists spoke of the importance of recognizing and caring for one’s own emotional needs, whether that meant finding support from others who share one’s identity or practicing meditation.

A Clinically Meaningful Understanding of People with Disabilities and the Impact of Ableism
Dr. Andrea Neumann-Mascis

AndreA Neumann-Mascis, Ph.D., delivered an engaging presentation on understanding and serving the needs of people with disabilities beginning with an overview of several popular ways of looking at disability. The medical model views disability as a medical problem to be fixed or cured. The social justice model locates the problem in the structures that prevent access. The human variability model holds that there is inherent value in human differences, including disabilities. While affirming to people with disabilities, this model fails to serve their needs in a world where differences are not viewed so benignly.

Neumann-Mascis concluded with the disability justice model. This model views people as more than the sum of their parts, while also holding that all parts matter. It also recognizes that people with disabilities experience life differently and that their experiences are impacted by intersecting identities, such as race, class, gender, and sexual orientation.

Approaching disability through a framework of social justice is crucial, Neumann-Mascis said. That framework includes two foundational beliefs. “The first part is we believe that all people have the right to have access to the resources that they need to make a life,” Neumann-Mascis said. “The second part of social justice is that we realize that access to those resources is stratified, based on identity membership.”

Neumann-Mascis offered a number of suggestions for clinical work with patients with disabilities. First among these was recognizing the ableism in the room. “Whether or not you are a good person is not at stake,” Neumann-Mascis said. “You are a person who is a product of an ableist culture, so ableism is in the room when you are in therapy with someone.”

The speaker identified two traps that may threaten good efforts by therapists. On the one hand, they may ignore difference, colluding with patient silence around disability. On the other, they may be over-inclusive of difference, which may cause them to miss the specificity of the person’s disability and life circumstances. Neither benefits treatment.

The speaker explained that therapists need a “dimensional and meaningful understanding” of what clients actually experience. This means seeking to understand the patient’s relationship with disability and views on the issue of “cures.” It also involves learning how the disability affects the patient’s everyday life and choices.

Neumann-Mascis shared that it is common to feel triggered by disability and to try to distance oneself by pathologizing and objectifying the disability. The speaker reassured the audience that this response was normal, but should be overcome. “It is worth resolving because you will not be able to give your client what your client so deeply deserves, which is to be meaningfully seen and understood, meaningfully responded to, meaningfully developing a sense of safety and belonging,” Neumann-Mascis said. “Those things are your client’s rights.”
With patient input, Swenson realized they were missing an important piece: skill-building. Patients had opportunities to process their feelings during regular therapy sessions, but they weren’t being taught how to manage emotions in the moment. Swenson discovered that DBT skills were specifically designed to teach people what to do when they were coping with strong emotions.

Initially designed to help people with Borderline Personality Disorder, DBT is an integrative treatment that is often used over a period of six months, according to Swenson. The treatment method grew out of Cognitive Behavioral Therapy (CBT), which is one of its three interlocking core “paradigms,” along with mindfulness and dialectics. “CBT is the first step,” said Swenson. “It is the only one that is directed. It has discipline to it, it has science to it, it has logic to it, and it has linearity to it. It is the one only one of the three that actually has a destination—and the destination is the goal of the treatment.”

The mindfulness component of DBT grew out of Linehan’s realization that CBT became more effective when coupled with validation of the patient’s feelings and experiences. “Mindfulness and validation go hand in hand,” Swenson said. “Mindfulness is an innate capacity of everyone’s mind to see the unfolding of reality, clearly and directly, here and now, moment by moment, without delusion.”

The third “paradigm,” dialectics, was based on a scientific model of experimentation. “I would call it the jazz, the improvisation, of the treatment,” Swenson said. “It’s like breaking the rules but not in any essential ways.” A dialectic approach requires thinking outside the box—and beyond traditional therapeutic behavior. In one example, he encountered a patient who was destructive in his office. The next day, he chose to take a walk with her because she hadn’t been outside for three months.

“It broke up the log jam,” Swenson said. “These dialectical strategies are not the treatment. They break up the log jam so the treatment can proceed down CBT channels. The relationship between client and clinician can differ from a traditional therapeutic relationship, allowing for a more naturally relational interaction. “In DBT, there’s a strategy of radical genuineness. You treat [the client] like a friend or family member,” Swenson explained. “It’s like the ultimate form of validation for people.”
During his lecture, Bostwick stressed the importance of remembering that sex, gender, gender behavior, and sexual orientation are distinct characteristics. He provided definitions, but noted they are always being refined. "How do you define sex? There is no absolute definition," Bostwick said. He stated that doctors currently define sex in terms of anatomy and chromosomes. He contrasted that with gender identity, which is self-defined. "Gender is who you believe you are," Bostwick said. "It is intrapsychic—in other words, you know who you are."

The conflation of these characteristics poses particular problems for gender variant and intersex people, problems Bostwick sees in his practice. Bostwick also discussed how these issues have played out in the Olympics, most recently in the case of Caster Semenya, who competed as a woman in track events and faced accusations of being a man. "Caster Semenya can really challenge our ideas about what a woman—or a man—should look like," he said, as he drew attention to slides of Semenya that showed her physical characteristics, such as sculpted musculature, that appear more stereotypically masculine.

Bostwick explained that issues of sex and gender have been a challenge for the Olympics since women began competing in 1912. He provided background on the various methods used to determine that female athletes were not, in fact, male. For a while, women had to appear nude in front of male judges. Later, lab tests replaced visual confirmation of sex and were administered to all women competing. This raised unforeseen problems, as the results showed a number of abnormalities in people who were not suspected of being anything but female.

Currently, Bostwick explained, a panel of psychological and medical experts is charged with determining the gender of Olympians. Rather than evaluating all women competitors, however, the panel only evaluates those athletes whose gender is challenged—as in the case of Caster Semenya. "It really is a witch hunt," Bostwick said. "If someone looks strange, they get investigated. They get taken off the circuit for a while. But there is no [clear] standard right now."

In Semenya’s case, the Olympic panel deliberated for nearly a year before concluding that she was officially a woman. "They did not say why she was a woman, which was actually very good for her privacy, but not very good for our education," Bostwick said.

In working with gender variant and intersex patients, Bostwick finds the task is very different from determining who is a “real” man or woman. "The challenge of working with folks who present with these sorts of issues is listening and trying to help with a narrative—a story—and a solution that will work for them. “No one person I’ve worked with is like any other,” he said. "The choices they make are not like any other, either.”

Bostwick reported that what his clients have in common is a feeling of estrangement from their culture. That means a key part of treatment must be helping patients in their desire to feel more connected.

**Women in Military: Rewards and Challenges**

**Kathryn Basham, M.S.W., Ph.D.**

Kathryn Basham, Ph.D., shared the knowledge she has acquired through her years of work with active duty service members and veterans as one of the 2013 Summer Lecture Series lecturers.

Basham began with an overview of women serving in—or alongside—the military. The ban on women in combat was lifted just this year, but women had been serving in various capacities since the Revolutionary War, Basham explained. The official lifting of the ban was significant, though, and created new opportunities for equal pay, advancement, and benefits.

Basham discussed a range of challenges women face in the military, including some they share with their male counterparts. For example, service members of both genders report sexual assaults at a rate that is twice as high as in civilian life—and assaults may be underreported. "One of the unique features of military sexual trauma is that the person who has sexually offended may be in the unit, may be your superior officer, may be the commanding officer," Basham explained. "If [victims] are not separated from the person who assaulted them, then they have to live with them. Not only is it a deterrent to reporting because of safety, but it’s a deterrent because it would affect one’s job standing and any opportunities for promotion.”

Basham explained that these statistics were of particular concern to social workers because there is a direct connection
between military sexual assault and PTSD. PTSD is also one of several risks, including depression, suicidal thinking, and intimate partner violence, which are associated with current military operations. “There’s a new phenomenon that’s extremely important in terms of the effects of combat trauma. It’s called ‘moral injury.’ People often are experiencing the sense of challenge to their own code of ethics, their own sense of the rules of combat, and the rules of war. If they feel they have violated them in some way or they see their fellow service members or command violating certain codes, they can suffer a tremendous sense of despair,” said Basham.

For social workers, basic mental health treatment of individual women in the military shares much in common with treating civilians, Basham said. Yet it is rarely just about the individual. Children and family members can be at risk for secondary trauma—a risk shared by social workers treating people who have been deployed.

In addition to working with clients on larger issues like PTSD, clinicians also play a role in helping service members with issues of identity that may shift after a deployment and forming healthy attachments at home again. “If we can hold onto complexity and thoughtfulness in working with this population, we can recognize the need to have the relationship as the underpinning of the work. That allows us to move slowly,” said Basham. “It’s always self-care, safety, and stabilization first—and then moving into different layers and levels of complexity that they can bear, so that they can reconnect in ways that will really be powerful.”

**Promoting Representative Leadership Structures in Social Justice and Social Service Agencies: A Panel Presentation**

Stanley A. Holbrook, M.B.A., M.P.M., M.T.S.; Arlenis Morel; Dora Robinson, M.S.W.

The School for Social Work’s Summer Lecture Series concluded with a panel discussion of representative structures in social justice and social service organizations. The panel brought together three speakers who are leaders of very different organizations. Stanley Holbrook serves as President and CEO of Three Rivers Center for Independent Living (TRCIL), an organization that empowers people with disabilities to live independently. Arlenis Morel is director of administration for Make the Road New York (MRNY), which empowers Latino and working class communities through organizing, advocacy, education, and survival services. Dora Robinson, M.S.W., is President and CEO of the United Way of Pioneer Valley, as well as an adjunct professor at Smith College School for Social Work.

The panelists shared how they became involved in the work they are doing and discussed the role mentors played in their success.

They also shared a number of ways they seek to ensure that members of the communities they serve are represented in their work and how they address barriers to participation. MRNY has found success holding evening meetings at which they provide traditional food, childcare, and translation services. Similarly, Holbrook has found that in his work with people with disabilities, good communication can require use of assistive devices, ASL, and translators.

Holbrook also spoke of the need to address systemic obstacles to access. “When I really think about the effort we put forth, it’s not enough. There are [societal] issues of equity and inequity that run deep,” he said. To counter some of those barriers, MRNY puts significant effort into training members to take on leadership.

Robinson said that training community members who are taking on leadership roles is crucial, especially when it comes to financial accountability. “We have to teach them governance and oversight,” she said. “If we want to have people from communities and neighborhoods sitting on boards, we have to really teach them how to pay attention to what is going on so that the communities don’t get ripped off.”
Arlenis Morel, Director of Operations, Make the Road New York (MRNY)

Arlenis immigrated to the United States from Venezuela in 1992, and is a long-time resident of the Bushwick neighborhood in Brooklyn. Arlenis became involved in MRNY through her mother Cristina Tineo who served on the organization’s Board of Directors. In 2003, Arlenis joined MRNY as an Office Administrator and has since served in several positions in the organization. She now serves as MRNY’s Director of Operations and is responsible for maintaining overall day-to-day operations in its Brooklyn, Queens, Long Island and Staten Island locations. She holds an Associate’s Degree from Kingsborough Community College and is a graduate of Coro’s Immigrant Civic Leadership Program (ICLP) for emerging immigrant leaders in the city and state. She’s currently involved in a community change project that consists of creating better outreach strategies to engage community members to actively participate in public policy debates and decision-making at all levels of government, building their capacity to be agents of change.

Dora Robinson, President and CEO, United Way of Pioneer Valley

Dora has been president and chief executive officer of the United Way of Pioneer Valley since October of 2009. A resident of Springfield, Robinson brings a combination of leadership and strategic operational experience to United Way. Robinson is building a new business framework for the UWPV; that framework will address—in an intentional, deliberate and strategic manner—the underlying causes of the financial hardships facing today’s families. Before joining United Way, Robinson served more than 25 years in human services administration including 18 years as president and chief executive officer of Martin Luther King, Jr. Family Services, Inc. in Springfield. She previously served as Corporate Director of Child and Family Services at the Center for Human Development. At the Urban League of Springfield, Robinson has served as Vice President of Education and as an Associate Director of Camp Atwater as well as a Director of the Foster Grandparents Program. She is a Founding member of the MLK, Jr. Charter School of Excellence. Robinson holds a bachelor’s degree from Cornell University and a master’s degree in social work administration from the University of Connecticut and has completed graduate studies at Smith College School of Social Work. She was awarded an Honorary Doctorate in Humantities by Bay Path College in May 2009. Robinson currently serves on the Board of Directors of the Springfield Chamber of Commerce and is a member of the Affiliated Chamber’s Legislative Committee; Board Member and Clerk for the Massachusetts Provider Council Advisory Committee of the Boston Federal Reserve Community Advisory Council; Member of the Board of Directors of the MLK, Jr. Charter School of Excellence and other local, regional and statewide committees and professional organizations. In November 2009 she was appointed by Governor Deval Patrick to serve a five-year term on the Board of Trustees of Springfield Technical Community College. Robinson is an adjunct professor at Springfield College School of Social Work and Smith College School for Social Work. She is a professional consultant and advisor, lecturer and guest speaker throughout the region.

Stan Holbrook, CEO, Three Rivers Center for Independent Living (TRCIL)

Stan Holbrook graduated from the Heinz School of Public Policy and Management of Carnegie Mellon University with a Master’s Degree in Public Management. In addition, he has an MBA in International Business and Strategic Planning from Point Park College. Mr. Holbrook also graduated from Geneva College with a Bachelor’s Degree in Human Resource Management. Currently he is a student at the Reformed Presbyterian Theological Seminary. With over twenty years of experience, Mr. Holbrook has added valuable support to the field of Human Services. Prior to his current position as President & CEO of Three Rivers Center for Independent Living, he worked as the Director of Special Projects at the Community College of Allegheny County (CCAC) in Braddock, focusing on the recruitment, enrollment and retention of students. He also served as the Director of the Braddock Regional Service Center, managing the CCAS Host Agency in tasks such as job placement, training and skill building. Inspired by an ad in 2001 for the Assistant Director’s position at TRCIL, Mr. Holbrook decided he wanted to expand his passion for the Human Services field and hone his skills in providing an equal opportunity to people with disabilities. In September of 2004, Mr. Holbrook became President & CEO of TRCIL. With the help of his staff, he has made TRCIL a valuable resource for people with disabilities and has nearly tripled the organization’s annual operating budget. Mr. Holbrook is also extremely active in the community, serving on committees and boards such as the American Society of Aging and the National Council for Independent Living (NCIL). He was instrumental in NCIL’s development of a diversity initiative and is still actively leading the caucus in strategic planning. He also volunteered with the Network of Multicultural Agencies and the National Rehabilitation Association. He is Vice-Chair of the Governor-appointed Statewide Independent Living Council. Mr. Holbrook also served as a delegate to the White House Commission on Aging in 2005. When not helping in the community, Mr. Holbrook enjoys spending time with his wife, five children and grandchildren. He is also a Minister at First Baptist Church of Penn Hills and is actively involved in various ministries. Happily, he would like to continue to follow his calling and make an impact in the lives of people with disabilities and in the community at large.
DAY-GARRETT AWARD 2013

For distinguished service to the School for Social Work and the Social Work Profession

Dr. Betty Morningstar, M.S.W. ’77, Ph.D.’89

Scholar, educator, activist, philanthropist and practitioner: You have been a leading advocate in the field of clinical social work and a quiet force in the lives of people in every corner of the globe for 30 years and counting. You are a stalwart supporter of social and economic justice and unimpeded access to services for all.

You earned a Bachelor’s degree in Psychology from Smith College in 1971 and continued your education at Smith College School for Social Work earning your M.S.W. in 1977 and Ph.D. in 1989. You have worked as a psychotherapist in private practice in Brookline and Newton since 1983. You have taught at both Simmons College School for Social Work and Smith College School for Social Work. In addition to your social work degrees, you earned an MA in Religion from Andover Newton Theological School and you are a core faculty member for the Advanced Certificate Program in Contemplative Clinical Practices here at Smith School for Social Work.

You have contributed to the social work profession in so many ways including, but not limited to your contributions as a long-standing member and leader in the Academy of Certified Social Workers. You have worked to promote, develop, and protect the practice of social work and social workers. You are an exemplary leader currently serving as President of the Massachusetts Chapter of NASW and the Chair of the Social Work Reinvestment Task Force, and previously having served as the 1st Vice President for the Massachusetts Chapter, the Chair of the Awards Committee of the Massachusetts Chapter as well as a member of the Nominating Committee of the National Office of NASW. In these many leadership roles you have not only upheld but also advanced the strong social justice and advocacy mission of NASW. Your work with NASW enhances the professional growth and development of its members, helps to create and maintain professional standards and advance sound social policies.


You have served as chaplaincy intern at Hebrew Rehabilitation Hospital and SPARK Center (the children’s medical and mental health center of Boston Medical Center); been actively involved with Keshet—a national organization that works for the full...
inclusion of LGBT Jews in all aspects of Jewish life serving on the
Advisory Committee and the Development Committee. You also
serve on the Advisory Board of Creative Alternatives of New York,
a drama therapy organization that serves clients who are dealing
with complex trauma. And, you are a member of President’s
Council of Smith College.

A second-generation Lion of Judah, you have carried on the
philanthropic work of your family. Your generous financial sup-
port of Smith College School for Social Work advances the mis-
ion of the school and helps support its position as a leader in
academic and clinical excellence.

Dr. Betty Morningstar, you have contributed greatly to the
lives of many through your life of service, activism and advoc-
cacy. In recognition of your service and dedication to the School
for Social Work and the profession, we are proud to present you
with the Day-Garrett Award.

**DAY-GARRETT AWARD 2013**

*For distinguished service to the School for Social
Work and the Social Work Profession*

**Dr. James Herbert Williams, M.S.W. ’75, Ph.D**

As graduate of the Smith College School for Social Work and
an esteemed social work professional with 30 plus years of expe-
rience as a scholar, educator, and leader in the field of clinical
social work you are a source of great pride for our school.

You were one of the first members of your family to attend
college graduating with a B.A. in Sociology from Grambling State
University in 1972. You went on to earn your M.S.W. here at Smith
College in 1975; M.P.A. from University of Colorado in 1989; and in
1994 you became the only member of your family to earn a Ph.D.
when you completed your doctoral studies in Social Welfare at
the University of Washington-Seattle.

You are Dean of the Graduate School of Social Work at the
University of Denver and the first recipient of the Milton Morris
Endowed Chair. You are the current President of the Board of
Directors for the National Association of Deans and Directors
of Schools of Social Work. You are recipient of the University of
Washington School of Social Work 2013 Distinguished Alumni
Award.

Your international commitment includes work on a United
Nations/GSSW-sponsored conflict resolution initiative in Kenya,
helping the members of various tribes to learn to peacefully
address issues arising from their changing context.

You have served on two commissions for the Council on
Social Work Education and as a member of the Society for
Social Work and Research (SSWR) Board of Directors. Prior to
your appointment to the position of Dean in 2007, you were
the Foundation Professor of Youth and Diversity at the School
of Social Work in the College of Public Programs at Arizona
State University. Your funded research includes grants from the
National Institutes of Child Health and Human Development, the
National Institute of Mental Health, the Danforth Foundation,
the National Institute of Diabetes and Digestive and Kidney
Disease, and the Departments of Justice, Education, and Health
and Human Services.

Your scholarship has been published in prominent health and
social science journals. Your research, scholarship and commu-
nity engagement have focused on health promotion and disease
prevention, health disparities, economic sustainability, human
security, conflict resolution, delinquency and violence, mental
health services for African American children in urban schools,
disproportionate minority confinement of African American
youth in the criminal justice system, community strategies for
positive youth development, and social issues of the African
American community, as well as K-12 academic performance,
youth violence, delinquency prevention, adolescent substance
use, race and gender differences, and mental health service
needs and utilization patterns in urban schools.

Dr. Williams, your life’s work has been shaped by a family
legacy that values hard work and embodies resilience. Your con-
tributions as a leader in research and scholarship have enriched
not only the social work profession but the world at large. You
are a blessing to this school and to our profession. It is with great
pleasure that we bestow upon you the Day-Garrett Award.
THE SCHOOL FOR SOCIAL WORK’S 93rd COMMENCEMENT exercises represented a bittersweet moment for Dean Carolyn Jacobs. As she walked onto the stage to officially open the proceedings, she not only celebrated the commencement of graduates from student status to professional status, but also marked the last time she would officially preside over a commencement ceremony for the School. Her open acknowledgment of this fact was warmly met by applause and a standing ovation from a thankful community. (See page 19 for complete transcript of Dean Jacobs’ address.)

And while it was Dean Jacobs’ final commencement ceremony, the event marked the first commencement exercises officiated by new President Kathleen McCartney, the 11th president of Smith College. President McCartney recognized the School as one of the “crown jewels” of the college and its graduates as individuals whose work and values align with her own. “We do this work not only out of moral obligation but also in service of a collective social enrichment,” McCartney said. “As a culture, we are only as strong as the most vulnerable among us.”

McCartney noted that the summer before commencement had seen significant decisions by the Supreme Court, which overturned key passages of the Defense of Marriage Act, put into question affirmative action, and knocked down an essential part of the Voting Rights Act of 1965. McCartney told the audience that a key figure behind the Voting Rights Act—Whitney M. Young, Jr.—had been a social worker. Young believed social workers were in a unique position to contribute to “the social and human renaissance of our society.” He devoted his own life to removing barriers caused by segregation and inequity, serving as executive director of the National Urban League for ten years and shaping it into a key player in the civil rights movement.
When he died, President Nixon called Young a man “who knew how to accomplish what other people were merely for.” McCartney’s charge to the graduates was to emulate Young in transforming ideas into action. “We have to accomplish, like Young, what other people are merely for,” said McCartney. “It will take the best minds and most committed hearts to bring us to a place where we not only just promote, but realize, the full potential of every member of our society—a place that will see Whitney Young, Jr’s, social and human renaissance as the fulfillment of the American dream of equal opportunity.”

McCartney concluded her message with a reminder that the graduates would go forth carrying her deep confidence in them, and the pride and confidence of Smith College and its global community.

Following McCartney’s inspiring words, the commencement address was offered by award-winning psychoanalyst, Salman Akhtar, M.D. Akhtar reported that over his 43 years of practicing psychotherapy, he has become convinced that all human development is growth from a perception of omnipotence to one of realism. This growth is facilitated by having an “average expectable environment,” a concept Viennese psychotherapist Heinz Hartmann introduced in 1939. The term is often taken to mean “having a good mother,” according to Akhtar, who said this interpretation is not wrong, only limited. “Average expectable environment’ also means food to eat, a roof over one’s head, a bed to sleep in, an atmosphere and a background of safety, the provision of biological dignity, the permission to travel freely and have locomotive freedom, the fact that people can recognize you and know your identity and can pronounce your name—or can try to pronounce your name,” said Akhtar.

Akhtar told graduates that many of their clients will lack this “average expectable environment.” Without it, healthy psychological development becomes burdensome, resulting in a withdrawal into hurt and cynicism or a defiant hedonism born of hopelessness. He urged them to consider the many ways that one’s environment may differ from the expected norm of privilege—by gender, race, class, sexual orientation, citizenship status, and more. Akhtar commented that one person cannot change a whole society, but individuals are not powerless to make a difference—especially when those individuals are social workers. “When you’ll meet people in anguish and pain, your knowledge, your compassion, and your love will provide them a more than average expectable environment—a better environment,” said Akhtar. “That environment is in your office. That environment is in your mind. That environment is in your heart.”

As the commencement ceremonies came to a close and the Bamidele Dancers and Drummers began the beat for the closing recessional, the closing words from Dean Jacobs’ address resounded with attendees:

“There is no place like Smith. As we leave together, we take Smith with us. We have been transformed by the experience and each other. We will find our corner of the world and continue the work of transformation with others.”
President Kathleen McCartney, Provost Marilyn Schuster, Dean Jennifer Walters, Commencement Speaker Dr. Salman Akhtar, members of the faculty, members of the graduating classes, families and friends, I have the privilege of calling to order these commencement exercises which mark the completion of the 95th academic year of the Smith College School for Social Work.

It is with great pleasure that I greet you as the dean of the School for Social Work on this important day. Congratulations to all master's and doctoral graduates for your considerable accomplishments.

Your presentation of who you are throughout your matriculation at Smith has been a real gift to our community. For the doctoral students, the excellence of clinical research as demonstrated in your dissertations represents your new role as stewards of the discipline. You have demonstrated your ability to generate new knowledge, to critically conserve valuable and useful ideas, and to responsibly transform those understandings through scholarship, teaching, and practice. As stewards of the disciple you are entrusted with the vigor, quality and integrity of the field of clinical social work.

For the master's students, your successful completion of course work, internships and theses demonstrate your achievement of a master's in social work degree. Your spirit and talents have enriched our community. The many academic achievements and celebrations of your time with us remind us of the distances—physical, psychological, and spiritual—you have journeyed with us. You inspire as we continue our commitment to insure the continuing excellence of clinical education and to achieve a truly diverse community.

For our graduates we are here today to use this opportunity to acknowledge the fruits of your study, internships, theses and dissertations and to acknowledge the world into which you will assume your professional role as Ph.D. and master's clinical social workers. Today reminds us of Sunday's baccalaureate service theme of interwoven and the many connections of Smith experiences and relationships. Last night’s skits moved creatively with humor, dance, memories and the significance of relationships.

Our School’s history is an important reminder of who we are. The founding of our School in 1918 was the result of the need to provide clinical services to a traumatized war population. Our commitment to working with those experiencing traumas as a result of historical racial and ethnic oppression, individual and family violence, natural disasters, war and conflicts around the world have expanded our understanding of trauma and continue to influence our curricular offerings. Our commitment is an important guide for thinking about our preparation of students for the field.

Today, our commitment to clinical social work education at Smith is reflected in the ways we appreciate the profound connections between body, mind and spirit, issues of social justice and the larger environment. You leave Smith with an awareness and a commitment to provide the best clinical social work services to individuals and groups and with a commitment to the transformative power of antiracism work as you join with others to create systems that meet the needs of the poor, the marginalized and the vulnerable.

In recent weeks we have seen one of the most basic safety net programs, supplemental food nutrition, threatened with lack of funding. Those cuts or loss of this program would impact the most vulnerable in society: children and elders who live in poverty. We see issues of violence and racism continue to threaten the health and heart of our communities and in the living and dying of those for whom we care. We have found ways to express our solidarity with those who are oppressed. We need to move with compassion and actions that create a space of health and opportunity for all. As graduates, you enter the social work profession with courage and creative energy. I have seen the evidence of this with your many invitations to our community to fully engage our mission of excellence in clinical social work education and our commitment to becoming an antiracism school.

As I leave with you, my transition to retirement is filled with memories of how you and other graduates during my years as dean have invited me to live openly my commitment to contemplative practice as an anchor in the turmoil and ambiguities around us.

Parker Palmer speaks to what keeps us going during these times. He said that we live in the tragic gap between reality and possibilities. Contemplative practice gives resilience for standing and acting in the tragic gap. A colleague of mine has said that contemplative practice is the instruction manual for standing in the tragic gap. It is contemplative practices that have the potential to bring different aspects of oneself into focus, to help develop compassion and to awaken awareness of the interconnectedness of all life.

I believe that attending to practice in our lives empowers us to use the best of our social work knowledge and skills to create the holding environment where others can reflect on and process the changes needed. Such a stance can enable you to reflect on the next stages of your life, not from a place of limitations, but from one of strength in what you have gained through your Smith education as you meet the needs of the world with your particular gifts and talents.

There is no place like Smith. As we leave together, we take Smith with us. We have been transformed by the experience and each other. We will find our corner of the world and continue the work of transformation with others.

As clinical social workers we value service, social justice, the dignity and worth of the person, integrity and relationships.

You are invited to bring these values together with competency, compassion, and a transforming presence from the center of who you are to the work ahead. Our School will continue to gain new life by your questions. The social work profession and the people and institutions we serve, depend on you, the graduating class of 2013.

We are here as your faculty, family and friends to recognize this important stage of your professional and personal development, and to welcome you into the community of colleagues. We are proud of you. In the words of Sophia Smith, may you be a perennial blessing to our country and our world.

President Kathleen McCartney, Provost Marilyn Schuster, Dean Jennifer Walters, Commencement Speaker Dr. Salman Akhtar, members of the faculty, members of the graduating classes, families and friends, I have the privilege of calling to order these commencement exercises which mark the completion of the 95th academic year of the Smith College School for Social Work.

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As clinical social workers we value service, social justice, the dignity and worth of the person, integrity and relationships.

You are invited to bring these values together with competency, compassion, and a transforming presence from the center of who you are to the work ahead. Our School will continue to gain new life by your questions. The social work profession and the people and institutions we serve, depend on you, the graduating class of 2013.

We are here as your faculty, family and friends to recognize this important stage of your professional and personal development, and to welcome you into the community of colleagues. We are proud of you. In the words of Sophia Smith, may you be a perennial blessing to our country and our world.
A Community Bids Farewell to Dean Jacobs

A fter 34 years at the School for Social Work on the faculty and 14 years as the Dean, Carolyn Jacobs announced she would be retiring in May 2014. As she prepared for her final summer at Smith, a variety of events were scheduled to allow various constituencies to spend time with Jacobs to say good bye or thank you, and to offer best wishes for what comes next.

Early in the summer, a lecture was scheduled in honor of Dean Jacobs’ scholarly interests and personal passions. Richard Davidson was invited to present “Change Your Brain by Transforming Your Mind”—a topic which complimented many of the Dean’s academic interests. Susan Donner, long time colleague and former Associate Dean, opened the evening, addressing the standing room only auditorium by commenting, “Dean Jacobs has set about to put spirituality as an area of attention at the School. Because most religious and many secular traditions include contemplative practice as an aspect of their tradition and because contemplative practices nurture the quality of attention necessary for clinical practice at its best, much of her work over the years has centered in this area. I believe it has added to the quality of our education and our institutional life significantly.” Her tribute to Dean Jacobs went on to recognize her many accomplishments on behalf of the School, including, “her expansion of our graduate certificate programs, her bone deep commitment to our anti-racism work, the broadening of both faculty and student life to include international work, her stewardship through two successful reaccreditation processes . . . her putting and keeping the School on financial solid ground, a considerable strengthening of our relationship with the college, the initiation of a tenure system, and active recruitment of students from the military and veterans along with attention to a culture and curriculum that would be welcoming to them.” As the Dean came to the stage she was warmly greeted by Drs. Donner and Davidson and met with a standing ovation from those in attendance. (See page 7-8 for more coverage on Dr. Davidson’s lecture.)

Later in June, members of the College and SSW community hosted a grand farewell reception in the lovely Paradise Room of the College Conference Center. The event was attended by staff, students, faculty, personal friends and a number of dignitaries including President Carol Christ, Provost Marilyn Schuster, and James Herbert Williams, M.S.W. ’75, Ph.D., Milton Morris Endowed Chair and Dean of the Graduate School of Social Work at the University of Denver, and President of NADD. Music from internationally recognized artist Evelyn Harris (formerly of Sweet Honey in the Rock) opened the event and had guests clapping and singing in time. Carol Christ began the tributes and commented that Dean Jacobs’ success as a leader was the result of “rare gifts of temperament and character—integrity, a wry sense of humor, the ability to keep an objective always in mind, while being flexible about how to achieve it, and seemingly inexhaustible patience.” Provost Schuster added that what was most evident about Jacobs’ was “her deep caring, her commitment to the School as an institution and as a community of students, teachers, alumni, and friends. But also evident in everything Carolyn does is a quiet unflinching courage: to make change, to challenge racism, to refuse complacency and to choose what can only be called love for the communities she inhabits and the many, many people whose lives she touches.” Among the many speakers was a particularly moving tribute by one of the current students and a former Chair of the Council for Students of Color—Deepa Ranganathan. Deepa spoke about Jacobs’ ongoing mentorship and support. “With her constant advice to focus and keep going, she was telling us that choosing not to fight every fight is actually a kind of resistance. To do what you intend to do and not get distracted is a form of resistance. To walk steadily when the horns are honking and the ground is rising and falling under your feet—that’s a form of resistance.”

At the end of June, the National Liberation Poetry Performance and Tour Experience was presented by Anika Nailah and Robin DiAngelo. The performance was a tribute to Jacobs’ stalwart commitment to the School’s anti-racism commitment. The National Liberation Poetry Tour Experience is a one-woman, interactive, multi-media po-
etry performance/workshop traveling across America to colleges/ universities, women's prisons, juvenile detention centers, halfway houses, coffee houses, libraries, community centers, arts spaces, and bookstores. Using film, music, poetry, discussion, and audience interaction, it invited participants to liberate themselves from the damaging thoughts and actions of racism in America.

Finally, July welcomed the arrival of field supervisors and faculty field advisors for the Annual Supervisors' Conference. Coordinated by Field Work Director, Carolyn du Bois, the weekend not only provided students time to connect with field affiliates, but also gave supervisors an opportunity to recognize Dean Jacobs for her leadership in the field. At the Conference reception du Bois commented on Jacobs' "steadfast understanding of the field internship as the primary forum for students' integration of learning and the development of practice skills. This understanding is evidenced in [her] ongoing support of the intensive, relationally based and in-person field advising system we have at Smith." The event also celebrated the 2013 Day Garrett Award recipients Betty Morningstar, M.S.W. '77, Ph.D. '89 and James Herbert Williams, MSW '75, Ph.D. (See page 15 for coverage of the Day-Garrett awards.)

The summer ended as Smith summers usually do with the Smith traditions of the baccalaureate, the President's reception, skits and, of course, commencement. At each event the farewells were abundant and moving, with students and families given informal and more personal opportunities to share their thoughts with the Dean. At the culminating event, commencement—we bid a final farewell to students, and this year to a much beloved Dean. Those of us who have been associated with Smith know that the community built here lives on, regardless of whether you are on campus or not. Dean Jacobs summed up the feelings of connection best in her final comments:

_There is no place like Smith. As we leave together, we take Smith with us. We have been transformed by the experience and each other. We will find our corner of the world and continue the work of transformation with others._
AFTER THIRTY-FOUR YEARS ON THE FACULTY AND FOURTEEN YEARS AS DEAN of the School for Social Work, Carolyn Jacobs is transitioning to a new phase of her life. "It’s an exciting time," says Jacobs about her retirement this spring. Looking back on some of her achievements and looking ahead to a new sense of freedom, Jacobs embraces ‘letting go’ of the day to day rigors that come with guiding and sustaining an institution she loves. An elegant retirement, she says, is where ‘one is able to feel very positive about what you pass on, knowing that others will take it in another direction.’

With retirement on the horizon, InDepth sat down with Dean Jacobs to reflect on her time with the SSW.

What is the primary focus of your last few months as Dean?

It is important to demonstrate the strength of the school to the next dean and to be sure that everything is in good order. Caring for the school has been an important goal of mine all these years and I want to make sure I present a school in a strong position in terms of budget, admission, faculty and reputation.

You entered this position after a long tenure on the faculty. How has your understanding about the School shifted with the change in vantage point?

As a member of the faculty I was concerned about the educational experience of the students and my colleagues. As dean I care not only about that experience but also about the School’s future. I look at generating and placing resources in the hands of those who need to move forward. The smooth operation of the School as a system internally and in our relationships with the college and the larger world is very much a part of the role of the dean.

What do you see as some of your greatest accomplishments in your time as Dean?

I assumed the role of Dean with the goal of caring for the soul of SSW. This meant tending to clinical social work education in its traditional richness and responsiveness to a changing world, balancing a budget, ensuring that enrollment was stable, expanding the School’s relationships internationally, and working with the faculty and College Trustees to reinstitute tenure. As we achieved these goals and continually supported the critical areas for a balanced budget, stable enrollment and faculty hiring, I began to focus on ways to strengthen the implicit and explicit curriculum in the area of spirituality and contemplative practice. I arranged for lecturers and events that would attend to the mind, body and spirit connections for our students and members of our community. Finally, I designated a meditation room in Lilly Hall for faculty and staff.

What issues remain that you wish you’d had the time to address?

I would have loved to have done more extensive fundraising to reduce the financial burden of attending this program and to be able to provide full scholarships for those who are in need. I would have liked to have seen the use of online and continuing education opportunities for our field supervisors and our students during the winter term. I would have liked to increase the diversity in faculty who were deeply committed to clinical practice and research responsive to multicultural contexts.

How has the School’s commitment to becoming an anti-racism institution evolved under your leadership? How do you see it evolving in the next 10 years?

Faculty members have been engaged in a monthly discussion about our teaching and how we attend to the work of becoming an anti-racism institution. Our faithfulness to this process, even when the conversations have been difficult, has allowed us to come to creative solutions. This work must continue to go deeper and deal with
more complexities around issues of religion. The lens through which people see their oppression is not just the color of their skin; it may be through multiple other lenses of oppression around gender, class or religion.

What prompted you to initiate the School’s specific outreach and support of social workers from the military and social workers trained to work with military populations and their families?

The history of the School was based on responding to the needs of servicemen returning from World War I. Our clinical social work education has continued to evolve in serving people with invisible psychological and social wounds of war. In recent wars men and women are surviving through the loss of limbs and in some cases with the kind of traumatic brain injury clinicians had not understood in the past. This has significant implications for how we, as social workers, need to intervene with this population. We need to think about the psychological and social needs of these returning young men and women. I have a deep commitment to reflecting on what we as a society owe them for what they have given for our country.

How has your interest in contemplative practice influenced your leadership and contributions to the SSW community?

I believe contemplative practice grounds us in all of our capacities to be in right relationship with ourselves and with others. The capacity to reflect on who we are and who we want to be in service to others is an important reflective stance for any social worker. We are dealing in a world with extraordinary uncertainty and ambiguity. Being grounded in a practice that helps you deal with the assault of the trauma or the toxicity of our larger environment is one way of helping people who want to sit with and be present to others.

How would you like alumni and students to remember you?

As someone who took care of the soul of the school, who really cared for the human relations, the interactions, and the full development of students. And as someone who looked at ways of engaging and dialogue, knowing that we can bring the best of many perspectives together to attend to the needs of the school and the future of the profession.

What are your plans for retirement?

I will do some writing. I will continue to serve on boards of trustees of organizations concerned about contemplative practice and its impact on all sectors of our society. I will do a bit of traveling and I will go on retreat. I will see what unfolds out of those experiences.
Participants also advocated for inclusion of LGBTQ persons in federal law to ensure equal access to all services. Many of the government administrators were professional social workers. It was a great source of information, advocacy and affirmation of the key role of the social work profession!

Hannah Karpman, M.S.W., Ph.D. Joins SSW Faculty

The School for Social Work is delighted to welcome Hannah Karpman as its newest faculty member; Karpman will serve as a member of the School’s Social Policy sequence. Karpman taught as an adjunct at several Massachusetts schools before officially joining Smith including the schools of social work at Bridgewater State and Boston University; she had also previously served as an adjunct at the Smith College School for Social Work. Most recently, she taught in a tenure track position at the Westfield State University School of Social Work. Her teaching areas include: social welfare policy and policy analysis, health care policy, child welfare policy, mental health policy and field seminars.

Karpman received her master’s degree in social work from the University of Pennsylvania soon after completing an undergraduate degree at Mount Holyoke College. After her M.S.W., Karpman worked primarily with adolescents and their families in a variety of settings including home based services, community center sites, and group, residential and acute care settings. She pursued a Ph.D at Brandeis University in an effort to gather skills to create change by studying children’s mental health care systems. Her current focus is on the Medicaid funded mental health systems in Massachusetts and the impact of the Rosie D. lawsuit. She is more broadly interested in the intersection of and coordination between child serving systems and the policies that impact these interactions.

Witt Kieffer Secured in Search for New SSW Dean

College officials have contracted with Witt Kieffer, a firm well recognized for identifying academic leadership—particularly in schools for social work, to assist them in the search for a Dean to succeed Dean Jacobs. A Search Committee is working closely with the firm to provide guidance and direction about the unique aspects of Smith’s School for Social Work. The search committee includes representatives from the various SSW constituencies including: Marilyn Schuster, Ph.D.—College Provost and Search Committee Chair; Associate Dean Josh Miller, Ph.D., Joyce Everett, Ph.D. and Phoebe Sessions, Ph.D.—SSW faculty representatives; Randy Frost, Ph.D.—Smith College faculty representative; Chris Vaughan, Ph.D. ‘06—Alumni Representative; and Karen Tsai and Isaiah Jones—student representatives. The Firm has met with members of the SSW faculty, administration and staff, student and alumni groups, and members of the College in an effort to better understand the School’s priorities and the qualities needed in a new dean to meet those priorities. (For more information go to: http://www.wittkieffer.com/position/smith-college/dean-school-for-social-work/8919)

Kaitlin Lewis-Kulin, M.S.W. Appointed as New Associate Director of Field Work

The School for Social Work is very pleased to welcome Kaitelin Lewis-Kulin as the new Associate Director of Field Work. Lewis-Kulin brings a wealth of experience to her new role, having worked in the field for the past 13 years as a clinician, supervisor, program coordinator and director of social work training. Lewis-Kulin received her B.A. degree in Sociology from the University of Colorado in Boulder, her M.S.W. from

-- Smith Represents at First White House Briefing on Social Work Education --

The first White House Briefing on Social Work Education was held on September 25, 2013. The briefing was arranged by the Council on Social Work Education and represents a real acknowledgement of the importance of social work by the Executive Branch of government.

James Drisko, M.S.W. ’77, Ph.D., represented the Smith College School for Social Work. About 80 invited social work educators and administrators from across the country heard presentations from the Obama administration on its recent efforts to support social work education and service. Topics included the impact of demographic shifts, the growing increase in Hispanic and Asian Americans throughout the United States, and the needs of multiethnic citizens were emphasized by Commissioners from SAMSHA and the Administration for Intellectual and Developmental Disabilities. Changes in health care under the Affordable Care Act were detailed by Secretaries from the Department of Health and Human Services (DHHS). Opportunities for social workers to provide care, lead in service integration and aid in service navigation were all addressed. The Obama administration’s effort to support community dialogues on mental health were also discussed (details online http://creating-communitiesolutions.org/national-dialogue-mental-health). Finally, efforts to support social work education and loan reimbursement were described by administrators from DHHS. Social work participants advocated for explicit inclusion, clearly stated, of social work roles in the Affordable Care Act regulations.

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Dawn M. Faucher Joins the SSW as Annual Giving Officer

Though many alumni may have already met Dawn Faucher over the last several months, InDepth is delighted to formally introduce her to the Smith community. Faucher received a B.A. in psychology from Mount Holyoke in 1987. For more than 20 years she worked at the intersection of philanthropy, communications, event planning, and human service. Over the span of her career she has combined organizational and communication skills with her passion for public service to successfully advance organizations such as the American Red Cross, PBS, Big Brothers/Big Sisters, and most recently, the Northampton-based children’s mental health agency Cutchins Programs for Children & Families in Northampton.

Betsy Carpenter, the Director of Annual Support, commented, “Dawn has been a wonderful addition to the SSW community. She brought with her a deep understanding of the principles of development work that she has adeptly applied here at Smith. She took care to learn all the details about the SSW program and culture and has let that learning inform her plans to raise critical philanthropic support for the school. Above all else, she respects donors and treats each and every gift with deep care and appreciation.”

Charis Medal Awarded to Joyce Everett

On February 1, 2013, Joyce Everett, Ph.D., was presented with the Charis medal in a ceremony attended by members of the School for Social Work and College communities. The medal honors the core values of academic excellence, loyalty and service to the College and commitment to teaching and to students, and is presented to members of the faculty who have been with the College for 25 years.

The medal itself was designed by the late Elliot Offner, Professor Emeritus of Art, and is emblazoned with a Heron, a symbol of loyalty, with widespread wings. Awarding the Charis medal was the inspiration of Mary Maples Dunn, the eighth President of the College and, on the recommendation of Justina Gregory, she chose a Greek inscription for the medal, from a line in a play by Sophocles. That inscription is engraved on the back of the medal, and the translation from the Greek, is approximately: “Favor always begets favor.” Charis also means “Grace” and the inscription is meant to capture the gratitude that acts of grace, freely given, inspire in others, especially the recipient. Charis was for the Stoics, the notion of “good deeds, freely given, received and returned.”

Maconda Brown O’Connor Future Leadership Scholarship Marks its Tenth Year Supporting Reaching for Excellence

In 2003 a generous gift from Maconda Brown O’Connor, M.S.W. ’85, Ph.D., ’98, established the Maconda Brown O’Connor Future Leadership Scholarship and for the past 10 years these scholarships have made it possible for the SSW to reach out to ‘social work stars’ through Reaching for Excellence. Each year the SSW invites alumni and others to nominate the best bachelor level social workers in the country for Reaching for Excellence (REX), a fully funded three day on-campus event that features presentations by faculty, students and administrators at the School. Over the past 10 years, 130 students have participated in the program, nearly half of whom are candidates of color.

These exceptional candidates not only come with years of social work experience, but also a deeply rooted commitment to working with the poor and the oppressed. “On average, almost two-thirds of our REX participants apply to Smith,” comments Irene Rodriguez Martin, Associate Dean of Graduate Enrollment. “And they’ve turned out to be some of our strongest M.S.W. students. REX has played an incredibly important role in helping us identify and reach out to the best and the brightest!” To make a recommendation for the next Reaching for Excellence class (Fall 2014), please visit: www.smith.edu/ssw/REX.

NASW Recognizes Smith Student’s Commitment to Working with Diversity

The National Association of Social Workers selected Allyson Black-Foley, A ‘15 as the recipient of the 2013-2014 Verne LaMarr Lyons Memorial M.S.W. Scholarship. The Lyons Scholarship is awarded to a master’s degree candidate in social work who “demonstrates an interest in, or has experience with, health/mental health practice and has a commitment to working in the African American community.” Black-Foley worked with youth and families at Wayside Youth and Family Support Network, which lead her to pursue a career in social work.

Exceptional Thesis Work Recognized

Each year the thesis topics listed by graduating students reflect the diversity of passions and creativity found in our student body. This past summer, a number of students were publically recognized for their thesis work. The 2013 Eleanor Clark Thesis Prize, was awarded to Hanna Soumera for her thesis entitled, “Stuck Kids: A Study Examining Factors that Influence Children’s Socialization in Foster Care.”

The Eleanor Clark Thesis Prize encourages excellence in research and honors the work of Eleanor Clark, an outstanding Smith graduate who provided national leadership in the development of clinical practice in physical and mental health care. Additionally, this year’s Thesis Proposal Awards were presented to Amy Morse and Cappy Shapiro. The Thesis Proposal Award is given to students whose research relates to aging gay, lesbian, bisexual, transgendered, or queer populations. Morse’s research was entitled “Learning from Lesbian Non-Gestational Parents: Contributions to a Changing World” while Shapiro’s study was entitled, “The Role of LGBT Community in the Lives of Lesbians Over 65: An Exploratory Study.”
Alumni News

Alumni Efforts & Regional Events

Alumni participation in the Smith School for Social Work Community remains strong. Regional volunteers provide an important network of support and communication between alumni and students in the field. Annual alumni giving allows the school to attract and support the best and brightest students regardless of their financial circumstances. This past year the Annual Fund raised $227,000—nearly doubling the amount of money raised for scholarships the previous year. Members of the 1918 Fellowship Committee, chaired by Clara Genetos, M.S.S.’54, continue to spearhead the important fundraising work of the School with the support of the Executive Committee.

Regional Activities and Programming

Nationwide, there was a lot of regional activity and programming supporting SSW alumni and students this past year.

Credit bearing (Continuing Education Units) viewing/discussions of Associate Professor Dr. David Burton’s summer lecture series presentation of “Why do Male Adolescents and Adults Sexually Offend?: Facts for Clinicians Who Treat Sexual Abuse Victims.” These events took place in Los Angeles, California hosted by Monica Blauner, M.S.W.’79; Toronto, Canada hosted by Faye Mishna, Ph.D.’04; Baltimore, Maryland co-hosted by Amy Krulak, M.S.W.’90 and Tierra Watkins, M.S.W.’07; Detroit, Michigan hosted by Fanny Gutierrez-Meyers, M.S.W.’03; Albuquerque, New Mexico hosted by Kathleen Moore, M.S.W.’00; and, Cincinnati, Ohio hosted by Joanne Lindy, Ph.D.’83.

In San Francisco, California, Dianne Terp, M.S.W.’11 hosted a credit bearing lecture by Dr. Caitlin Ryan, M.S.W.’82, Ph.D. entitled “A Family-Based Approach to Preventing Suicide and Promoting Well-Being for LGBT Youth.” Additionally, the alumni of the School for Social Work and Smith College collaborated on two networking events: one in Pasadena, California co-hosted by Melissa Lopez, M.S.W.’05 and Judy Kleinman, A.B.’67 and another in Toronto, Canada co-hosted by Fanny Gutierrez-Meyers, M.S.W.’03 and Ayesha Chatterjee, A.B.’91.

To round out alumni/student activities, a holiday party was held in Los Angeles, California hosted by Monica Blauner, M.S.W.’79.

Networking Events

Many alumni nationwide hosted networking events in the fall to welcome students to their field placements: Oakland, California hosted by Gabriele Holder, Ed.M.’95, M.S.W.’03; Boulder, Colorado co-hosted by Abigail Spencer, M.S.W.’06 and Susan Wiberg, M.S.W.’00; Hamden, Connecticut co-hosted by Clara Genetos, M.S.S.’54 and Irmgard Wessel, M.S.S.’52; Atlanta, Georgia co-hosted by Sharon Harp, M.S.W.’08 and Phyllis Glass, LCSW (SSW Honorary Alumna); Baltimore, Maryland co-hosted by Amy Krulak, M.S.W.’90, Tierra Watkins, M.S.W.’07 and Malikkah Rollins, M.S.W.’10; Northampton, Massachusetts hosted by Yolanda Ramos, M.S.W.’09; Durham, North Carolina hosted by Linda Chupkowski, M.S.W.’07; Albuquerque, New Mexico hosted by Kathleen Moore, M.S.W.’00; New York City, New York co-hosted by Anne Rose, M.S.W.’98 and Jannah Boccio, M.S.W.’03; Barrington, Rhode Island hosted by Nicole Jelinek, M.S.W.’00; and, Seattle, Washington hosted by Samantha Good, M.S.W.’05. Alumni/student farewell events held in the spring included: Los Angeles, California hosted by Monica Blauner, M.S.W.’79; Oakland, California hosted by Rene Lindquist, M.S.W.’03; Boulder, Colorado hosted by Abigail Spencer, M.S.W.’06; Chicago, Illinois hosted by Elizabeth Bierbaum Clarke, M.S.W.’05; Baltimore, Maryland co-hosted by Amy Krulak, M.S.W.’90 and Tierra Watkins, M.S.W.’07; New York City, New York hosted by Cole Hooley, M.S.W.’03; Barrington, Rhode Island co-hosted by Nicole Jelinek, M.S.W.’00 and Hannah Fegley, M.S.W.’13; Houston, Texas co-hosted by Hannah Golub, M.S.W.’04 and Lynn Goode, M.S.W.’10; and, Seattle, Washington hosted by Tsu-Yin Chang, M.S.W.’08.

Alumni Executive Committee Vacancies

The following Executive Committee position will be open for the next election cycle:

President Elect, Region II Representative (NJ, NY, Eastern PA – including Philadelphia) and Region IV Representative (AR, IA, IL, IN, KS, MI, MN, MO, ND, NE, OH, Western PA, SD, WI, Ontario, Manitoba, New Brunswick, Quebec, Newfoundland, Prince Edward Island, Nova Scotia). If you are interested, or want to nominate someone for any of these positions, please contact Phoebe Harris Millman, M.S.W.03, Chair of the Nomination Committee at (415) 505-0778 or phoebe.harris@gmail.com.
Vice President
Cole Hooley, M.S.W.’03 spends his weekdays as a school social worker at Harlem Village Academies in New York City. He works with middle-school children as well as oversees the school district’s internship program. He enjoys mentoring MSW students in his role as a field instructor with Columbia University and the Smith School for Social Work. A few nights a week he is at an outpatient clinic where he primarily works with adults and couples.

When Cole is not working, he is adventuring with his wife and two-year-old daughter. This fall they will be welcoming another baby girl to their family. He loves theater, wandering through museums, reading things that make him pause, eating desserts of all types, and walking with no particular destination in mind.

Chair, Alumni of Color Standing Committee
Emely Velez, M.S.W. ’10 is currently working in the Washington Heights section of Manhattan, New York as a school social worker. She manages the school counseling program with a team of clinical and administrative professionals. Emely served on the SSW Alumni of Color Standing Committee as the African Diaspora representative from 2012-2013. She is an avid reader, lifelong learner and writes for Vivrant Magazine as a freelance professional in her spare time.

Treasurer
Renee Lindquist, M.S.W. ’03 is a first year candidate in the SSW Ph.D. program. Professionally, she is the director of an adult mental health non-profit in San Francisco, California. In addition, she has a small private practice in Oakland, California. Renee is excited about being a member of the Alumni Association Executive Committee as it will enable her to continue to support the School in its mission.

Region V Representative
Dan Sapoznick, M.S.W.’03 is currently working in San Francisco, California. He manages a team of clinicians who run San Francisco’s 24 hour parental stress warmline (a program of the San Francisco Child Abuse Prevention Center). Daniel is an avid runner, rollerblader, and aspiring bee-keeper.

News from the Alumni Association Executive Committee

The Executive Committee held its summer meeting this past July in Northampton. We were excited to welcome three new members to our team: Cole Hooley, M.S.W.’09 as Vice President, Emely Velez, M.S.W. ’10 as Chair of Alumni of Color Standing Committee, and Renee Lindquist, M.S.W.’03 as Treasurer and currently a first year doctoral candidate. We spent two solid days filled with important discussions about strategic planning for the upcoming year and following up on the many aspects of our current action plan. Many strides have been made in the areas of marketing, branding, and alumni and student relations.

Several Executive Committee positions will become vacant in 2014. We are looking for nominations to fill the following positions: Region I Representative, President Elect, Region II Representative and Region IV Representative. And, as always, we are always looking for volunteer Area Coordinators. Please reach out to the Executive Committee if you are interested in finding out more information about any of these positions and what they entail.

We heard from several members of the School who shared news and happenings. Irene Rodriguez Martin, Associate Dean of Administration and Graduate Enrollment/Continuing Education, was happy to report a consistent application pool for both the M.S.W. and Ph.D. programs. She shared pertinent information about financial aid and the current implication changes in national policy has had on admissions.

The Executive Committee spent time meeting and talking with current students while handing out “got skills” t-shirts during a lunch at King Scales House. It was so terrific to meet and greet so many current students. We received great feedback about the t-shirt giveaway and interest in the Alumni Association.

Additionally, the recipient of the 2013 Alumni Association Thesis Award, Jennelle Liljestrand, a third year student, presented an overview of her thesis entitled “Helping Case Managers Initiate Conversations about Suicide with Older Adults.”

The Executive Committee was afforded the wonderful opportunity to attend the reception and dinner in honor of Dean Carolyn Jacob’s retirement and the Day-Garrett Award recipients. It was a lovely turnout and many fond words were shared by members of the wider community about Dean Jacob’s tenure at Smith. She will be greatly missed, though we all wish her well on her retirement journey. Chris Vaughan, Ph.D’06, President of the Alumni Association, continues to serve on the search committee for the new SSW Dean. He updated us on the initial process and will be keeping the Executive Committee, as well as the entire Alumni Association, informed of their progress. At this point, a search firm has been hired and they are in the process of speaking to all the stakeholders to develop a leadership profile for the position.

We heard from members from Student Org Council for Students of Color and the Doctoral Student Org. The groups shared pertinent information collected from current students and we are eager to make further connections and communication with these groups. We are excited about more direct communication and also are hopeful about a survey that will be going out during this next school year. The Executive Committee will reconvene during the Council on Social Work Conference in Dallas, Texas in early November where we will hold the Alumni Association General Assembly. Drs. Joshua Miller and Peggy O’Neill will present on emergency preparedness and our own self-care. It no doubt will be a timely and thought provoking discussion. We hope to see many of you in Dallas and will look forward to continuing to build a connection between the Executive Committee, students and alumni. We strongly encourage you all to become involved in the alumni regional events.

We exist because of you and need your insight, ideas and energy to keep us moving ahead!
Faculty Notes


Dr. Joan Berzoff was nominated in October for the distinguished Gravida Award presented by the World Organization and Public Education Corporation for the National Association for the Advanced of Psychoanalysis for her newest book: Falling through the Cracks: Psychodynamic Practice with Vulnerable and Oppressed Populations, in New York City.


Dr. Basham gave the following presentations during the past year titled “Telephonic Clinical Field Seminar with MSW Students in Military and Veteran Behavioral Health Settings” (with Dr. Anthony Hill) the Council for Social Work Education Annual Meeting (November, 2012); “Returning Home: Tentative Beginnings and Anticipated Farewells in Therapy with Re-deployed Military Couples” at the Sanville Institute Convocation (January, 2013); “Intergenerational Legacies of Unresolved Grief in Inter-Cultural Practice with Military Couples” and “How to Write a Journal Article for Publication!” at the
in which patients, and families will be interviews and data subjected to qualitative analysis. In the second part of the study there will be an intervention to increase shared decision making, which will be quantitatively analyzed to see if this leads to more referrals for hospice and palliative care. Dr. Berzoff will have a role in training the social workers to work with patients and providers on breaking bad news and enhancing communication between them.

Dr. Berzoff continues to review articles for Clinical Social Work Journal, the Journal of Social Work Education, Psychoanalytic Social Work, Families and Society, the Smith Studies and papers for AAPCSW. Finally, she continues to co-chair HBSE and run the End of Life Certificate Program, now in its 14th year.

**DR. DAVID BURTON** continues to teach research and cognitive behavioral theory and methods courses at Smith. He is also involved in research with Ph.D. students. Dr. Burton has worked in the field of sexual aggression for over 20 years as a clinician with adolescents and children. He researches the childhood victimization and etiology of child, adolescent and adult sexual abusers. Current research interests include trauma histories of sexual abusers, nonsexual criminality of sexual abusers, attachment, cognitive behavioral theory and treatment, pornography, masculinity, psychopathy, substance abuse, self-censorship methods, evidence-based practice, effectiveness of treatment for adolescent sexual abusers and racial discrimination of sexual abusers.

**DR. JOANNE CORBIN** continues current research and practice at Smith College focusing on the experiences of children and families affected by armed conflict in Northern Uganda. She also examines the systemic work of school social workers in public schools. Her publications focus on two areas: the resettlement experiences of child soldiers in Uganda and the role of social workers in educational decision making in public schools.


Preparing social work students to engage in social development in global contexts: A Uganda-U.S. collaboration.

Her book reviews include: Corbin, J. (2012). [Review of the book *Self, attitudes and emotion work. Western social psychology and Eastern Zen Buddhism confront each other*, by A. Shupe & C. Bradley]. *Families in Society Online*, 93(0), 1-2. DOI: 10.1606/1945-1350.4248


New York: Columbia University Press.


**DR. JOYCE EVERETT** continues to focus her professional interest on social welfare policy, particularly policies that affect children and families including foster care and kinship care. Other areas of interest include black women's stress and coping, diversity, cultural competence and research. She has been a recipient of federal and private funding...
FACULTY NOTES

to conduct research on kinship care, family resource centers and transracially adopted adults. Her most recent publications and presentations focus on clinical supervision from a developmental model, black women's stress and coping, social policy across the life cycle, empowerment, long-distance caregiving, kinship care, and the School for Social Work's anti-racism field assignment.

Recently published articles include:

**Dr. Annemarie Gockel** teaches in the clinical practice sequence. Her areas of interest center on clinical practice in health and mental health services and include: relational models, spiritually integrated interventions, mind-body interventions, mindfulness and trauma, and interdisciplinary research and scholarship. She has written articles and conducted research in the areas of addiction treatment, child welfare, and spiritually-integrated interventions.


**Dr. Hye-Kung Kang** was the recipient of the 2013-2014 Okura Mental Health Scholarship for Asian and Pacific Islander Social Workers. This competitive award is selected by the Asian and Pacific Islander Social Work Educators Association (APISWEA) and is funded through the Okura Mental Health Leadership Foundation Grant and offered in collaboration with the Council of Social Work Education (CSWE). The scholarship will fund Dr. Kang’s community-based participatory research around social and mental health needs of the Bhutanese refugee community of King County, WA, involving local Bhutanese refugee youth and in partnership with Asian Counseling & Referral Service (ACRS). ACRS is an award-winning multicultural, multi-lingual, multi-service community-based agency and is one of our long-term field agencies.


**Dr. Hannah Karpman** joined the SSW faculty as an Assistant Professor teaching policy courses. Dr. Karpman began her career in residential mental health services for young women, eventually pursuing her doctorate and research to examine trends she observed while working in the field. Dr. Karpman’s work is primarily in the field of children’s mental health. Her broad research interests include the places where the child welfare, mental health, physical health and other child serving systems intersect. In addition, Dr. Karpman is interested in innovative approaches to increasing the resiliency of at risk children and families.

**Dr. Dennis Miehls** is a social work academic and practitioner who has published broadly in areas of interest including relational theory, individual and couple therapy, supervision, neurobiology, social work identity and issues of racism and clinical practice. He is the co-author of two textbooks. With co-author Kathryn Basham, Dr. Miehls has published a text entitled *Transforming the Legacy: Couple Therapy with Survivors of Childhood Trauma*. This text elucidates a phase-oriented couple therapy practice treatment model that is grounded in social, psychological and biological theories. With co-authors Eda Goldstein and Shoshana Ringell, Miehls has also published a text entitled *Advanced Clinical Social Work Practice: Relational Principles and Techniques*.


**Dr. Joshua Miller** continues in the role of Associate Dean for the School for Social Work. His work continues to focus on anti-racism work and psychosocial capacity building in response to disasters. This year Dr. Miller collaborated with new faculty Dr. Margaret (Peggy) O’Neill to develop the presentation: “Creating Cultures of Care for Social Workers: Psychosocial Capacity Building and Disasters.”

He has published the refereed journal article: Miller, J. (2013). Crashing, chaos, culture and connection. *Religions*, 4(1); and

Dr. Miller has been in the spotlight with a juried conference presentation on November 12, 2012: Team teaching Anti-Oppression courses with diverse faculty: Challenges and Opportunities (with Ann Marie Garran, Samuel Aymer, Caroline Gelman), a skills workshop at Annual Program Meeting of the Council on Social Work Education. He was invited to lecture February 22, 2013: The use of groups to foster resiliency. In May 14, 2013 he was keynote speaker at an International Conference on the fifth year anniversary of the Sichuan, China earthquake being sponsored by the University of Hong Kong entitled: “S12 earthquake: Lessons learned on Capacity Building for Affected Communities.” He also gave radio interviews about the Newtown, CT, massacre on WFCR, New England Public Radio, and on Wisconsin Public Radio (Ben Merens show).

**DR. CATHERINE NYE** is the director of Smith’s Advanced Clinical Supervision Certificate Program and has taught supervision courses internationally. Her teaching and recent publications explore the relevance of an anthropological perspective for clinical practice. She is also interested in field education and the process of supervision. This past April she presented a day-long workshop for faculty and students at School of Social Administration, Thammasat University, Bangkok, Thailand: Culture and clinical social work education: Theory and practice. She also published: Nye, Catherine (2012) Perspectives on Clinical Supervision, Guest Co-editor. Special Issue, *Smith College studies in social work*, Vol 82, 2-3, 2012; and, Nye Catherine (2012). Training supervisors in two cultures: Toward a model for codifying practice wisdom. *Smith College studies in social work*, Vol 82, 2-3, 2012.

**DR. MARGARET (PEGGY) O’NEILL** joined the Smith College School for Social Work resident faculty in July 2012. Peggy comes to Smith after 8 years as a senior lecturer at Columbia University School of Social Work where she taught across the clinical and social enterprise administration methods and co-chaired the clinical practice area. She is particularly interested in deepening authentic connections and relationships across differences with particular attention to challenging oppression and finding resilience in the face of trauma.

Dr. O’Neill collaborated with Joshua Miller to develop the presentation: “Creating Cultures of Care for Social Workers: Psychosocial Capacity Building and Disasters.” She also delivered the presentation: Resilience: Expanding the Light Shining through the Cracks. Social Work Grand Rounds, Brigham & Women’s/Dana Farber Cancer Center, March 27, 2013. Invited.

**DR. YOOSUN PARK** continues to focus her work on her professional interest areas that include: history of U.S. immigration and immigration/refugee policies; international migration and forced migration studies; social work practice with immigrant and refugee populations, as well as social work education pedagogy; curriculum and instructional development; diversity education.


**DR. MARSHA PRUETT** continues as the School’s Maconda Brown O’Connor Chaired Professor, and has also stepped in to Chair the Research Sequence. Her interests focus on family relationships and transitions, and the interactions between families and the primary systems of which they are a part. She is the recipient of numerous federal, state and private foundation grants and is known nationally for the development, implementation and evaluation of preventive interventions in schools and courts.


**DR. PHEBE SESSIONS** continues to chair the Practice Sequence. Sessions is interested in the implications for clinical practice of the integration of social, cultural and psychological theories. She currently has been exploring the relevance of narrative therapies, based on poststructural theories for collaborative models of practice in the inner-city schools. She is also interested in the integration of narrative with developmental models. Dr. Sessions’ practice and research background includes both psycho-dynamic and family therapy theories and practice models. She had no new publications/presentations this year.
CLASS NOTES

Class Notes Fall 2013

CLASS OF 1957

Patricia Guffey Thibaudeau writes, "My friend, Marilyn Knight and I planned a wonderful Smith ’57 week long trip to London last October with Esther Beth Marks Schleifer and Ann Overbeck. Wish all our class could have been with us, too."

CLASS OF 1960

Linda Howard Zonana writes, "All is well with us. We're still living in our home of the past 43 years, still hike, ski, swim, and so forth. Our kids are grown and flourishing, although very late off the mark in starting families. So at our advanced years, we finally have three grandchildren, the oldest of whom is 2½! 'The two year old is a hilarious talker, and the other two are still babes in arms. I retired from a job I'd held for many years as a school social worker in 2008, and since then have been working as a part-time clinician at a local family agency. So I have the rewards of working with people and getting out in the world, along with the time to do other things of interest. Some readers of InDepth may remember that two years ago I had posted a request for people with vertigo to contact me for a book I was working on. I'm happy to report that the book is nearing completion, and with any luck will be out in the fall."

CLASS OF 1965

Betty Habach McCollum writes, "I am enjoying retirement from 20 years as a school social worker in the Fairport Schools, a suburb of Rochester, N. Y. Also, I am no longer involved in part-time private practice in that area. I have relocated to Manhattan and am enjoying city life and my five grandchildren very much. I keep in contact with Joan Dana Franke in Rochester and Sharon Cox Ward on Los Angeles. In June, I roomed with Ann Milligan Black of Cincinnati at the Unitarian Universalist General Assembly in Louisville. It was great to see each other again after over 30 years and catch up on our lives."

Jeanne B. Turner writes, "I continue to be active in social work in my daily life as a consultant."

CLASS OF 1967

Ron Lechmyr, DSW, PhD, writes "I have published an article in The Oregon Psychologist Journal entitled "Fast Phobia Cure: A Neuro-Linguistic Programming Technique" in the March/April 2013 edition. I reside with my wife Celia in Eugene, Oregon where I am semi-retired and work with my daughter Terri Lechmyr, MSW, PhD, in private practice."

CLASS OF 1970

Penny Callan Partridge, writes "At one point, I thought I had to choose between poetry and adoption advocacy. Then I combined them. I recently read some of my poems about being adopted at a mountain top retreat for adopted people in Queensland, Australia. Now I am working on a book about adoption themes in movies—a collaboration with a psychologist and a priest, both of them also adopted. I live in Amherst, Mass.; so if you will be anywhere around Smith, let me know. We could reminisce! (Feeling great, a year from my seventies, thanks to two newish titanium hips.)"

CLASS OF 1971

Catherine Weisbrod writes, "I have finally decided to add some sanity to my life by leaving my "day job" doing HR and workplace consulting, and focusing only on my part-time private practice, which is now four evenings a week and based in Cambridge MA. I need to relearn how to smell the coffee and choose to spend a morning reading the NY Times over coffee, and travel, while I am still physically able. We trekked to Alaska this past summer and hope to begin to tackle Australia next winter. Alaska truly felt like another country, not another state, and is really the 'last frontier.' My daughter Erika is back living in DC, after 4 plus years living and working in Prague. My spouse Lucien continues to do part-time travel consulting."

A Tribute to the Smith College School for Social Work

Forty years ago this August I graduated with a master’s degree in social work at Smith College School for Social Work and began my professional career as a clinical social worker. Still working, learning, growing and loving my profession, it is past time to say a big Thank You to Smith, without which none of this would have been possible. As a married father of two, having worked for several years in mental health as a paraprofessional and mental health administrator, I applied to several schools of social work, unsure that I would be accepted at my first choice, Smith. But that registration packet arrived, we celebrated and I was off to Northampton for that first intense and beautiful summer.

A member of the “B Program,” our first class meeting was with Helen Pincus. Following her intense and accurate statement about what it meant to be a social worker, Ms. Pincus asked each of the (I think) 26 B students about our pre-professional experience. The breadth and depth of my classmates’ experience left me feeling unsure that I could handle this oh-so-demanding program. Walking back together to the dorms after class I was somewhat reassured as several of my classmates and new friends shared that same concern. Thus, new friendships bloomed and a deep, rich and enduring learning experience began. What struck me that first morning, and stays to this day, was the School’s dedication both to our clients and to us students. The faculty members’ professional skill, their compassion for people in need and their commitment to a broad and deep understanding of the minds and experience of our clients led me celebrate (or: was challenging and reassuring as I joined the Smith community) my happy entrance to the Smith community. Our teachers cared
CLASS OF 1973

Kristine Roop Champagne writes, “I serve on the board of Little Children of the World, Inc., a non-profit in the Philippines and Haiti which serves children at risk, some of whom have been homeless, by providing shelter, educational funds, healthcare, and support to families. The staff visit many communities to do outreach and to facilitate Christian fellowship groups. You can learn more at littlechildren.org. I moved to Seattle, WA and opened a private practice there in 2009.”

Lucille Spira writes, “I recently co-edited a book entitled Encounters with Loneliness—Only the Lonely published by IP books. Also I presented a co-authored paper at the AAPCSW conference in Raleigh, North Carolina: What we learned from Proust—Psychological and Social Determinants of Prejudice and Snobbery. I continue with my private practice in NYC and serve as a Board member of The New York School of Psychoanalytic Psychotherapy and Psychoanalysis where I also facilitate a psychoanalytic literary group. This year the group read the Patrick Melrose Novels by St. Aubyn.”

CLASS OF 1974

Lisa Aronson writes, “I am pleased to forward you the announcement of A School Counsellor Casebook. It is an excellent training text and resource for all those working with youth mental health in schools and other settings. You can find more information about the book here: http://books.google.co.uk/books?printsec=frontcover&id=s7Zw&hl=9_EC#v=onepage&q&f=false”

CLASS OF 1976

Cheryl Gardopee writes, “I have been living in Santa Fe for the past 36 years. I have had my own private practice doing mental health center work for some years. My third child is nearly ready to go off to college, and my older two children launched for several many years now. Life and work are full and satisfying on many levels. I am still using what I learned at Smith every single day in my office.”

CLASS OF 1978

Richard Trachtman, Ph.D., writes, “I continue to work part-time as a clinician specializing in money and its relationship to psychotherapy, and counseling and life coaching in New York City and Columbia County, NY. My two books, Money and the Pursuit of Happiness in Good Times and Bad and Money and Psychotherapy: A Guide For Mental Health Professionals continue to sell modestly. I have recently written a chapter on Psychodynamic Financial Therapy for a textbook on financial therapy, which is expected to come out in 2014. In semi-retirement, I am also painting, gardening, reading (mostly mysteries) and traveling with my wife, Jan Hopkins. One of my paintings was awarded the Best in Show prize at the Columbia County Council on the Arts show for 2013. To see more about my books and articles as well as example of my art, see www.moneyworkandlove.com.”

CLASS OF 1979

Gail Meyer writes, “For the past thirteen years I have established a successful practice as an educational consultant in Los Angeles. My experience as a psychotherapist has informed my approach to guiding students and their families through the admission process. My objective is to simplify the college search process and maximize educational opportunities. I assist families in identifying a student’s strengths, interests, talents and goals to identify a range of colleges most appropriate for their child. In addition to serving the general high school population, I have expertise in working with students with learning disabilities, creative and performing arts students and student athletes. Helping students navigate the next step in their development has been very rewarding.”

Melinda Salzman writes, “I can’t claim to have anything special to report, but would like to say ‘hello.’ I live and practice in Silver Spring, MD, just outside of DC. I continue to love my work. I am focusing currently on couples work; grief and loss; chronic illness, depression and anxiety, and class notes...”
and end of life and caregiving. (Earlier in my career I led mothers’ support groups. Now it’s end of life!) Have been dabbling in mindfulness meditation, too. I have a small role teaching interviewing and relationship skills to first-through-third year medical students, at GWU. A few other Smithies participate in this program as well. I also teach colleagues to write up ‘emergency instructions for your practice’ in case you become incapacitated—some call it a ‘professional will.’ (Have you done yours?) I cherish a small peer group of Smith classmates who I have been meeting with for about 28 years, now. I have two kids in their twenties (who came to peer group as babies) who are now launched and doing well. I’m enjoying singing and playing tennis. I often wonder where the rest of you are and what you are doing now?”

CLASS OF 1982

Debbie Sosin writes, “I have become an expert juggler. I work part-time at Sameen Associates in Newton focusing on substance abuse recovery. I am also enrolled in Lesley University’s MFA Program in Creative Writing and teach at Grub Street in Boston. My essays have appeared in the Boston Globe Magazine, on Salon.com, and elsewhere. I facilitate Write It Like It Is workshops, which help people let go of their inner critic. In my private practice, I work with numerous writers and artists. I continue to do freelance editing. In the fall, I will attend the Certificate Program at the Institute for Meditation and Psychotherapy. I am a member of the New World Chorale, which sang the national anthem at Fenway Park last June. I occasionally read from her teenage diaries in the comedy show Mortified at Club Oberon in Cambridge. I would love to hear from classmates: www.deborahsosin.com.”

CLASS OF 1984

Nancy Lockwood Whitcomb writes, “I am alive and well, and I’m still living on Lake Quinsigamond in Shrewsbury, MA. I continue to have a private practice in Shrewsbury, helping couples and individuals navigate through life’s challenges, transitions and losses, as I muddle through my own. I am trying to stay healthy and active and clear thinking, amidst coping with the aging process, as time sure does march on. I have fond reflections of my time at Smith, and all the growth and enrichment it added to my life. I hope my classmates are managing as well as possible through all the changes in the last 30 years. My warmth to all.”

CLASS OF 1985

Julia Penn writes, “I am living in Austin, Texas and am a fourth generation or more Penn resident. My cousins and friends are here and near here. And I have been retired for a number of years now with my guy. We live a block apart. I have one kitty and he has two, and we spend our days together.”

Janet Strassman Perlmutter writes, “On a hot summer day 30 years ago I moved into Comstock as an eager MSW student. I’ve gotten to know Smith in a whole different way since my daughter became a Smith undergrad last fall. It’s a pleasure to see Eliana (2016) enjoying the welcoming community Smith creates, the tremendous beauty of the Pioneer Valley, and the incredible resources of the Five Colleges. I love being a Smith mom. I’ve been Director of Counseling Services at Massachusetts College of Pharmacy & Health Sciences for 6 years. College counseling is a great fit for me: I provide psychotherapy, teach wellness, and supervise social work students.

As ‘empty nesters’ my husband and I take in as many theater and concert performances as our schedules will allow. I enjoy kayaking, paint watercolors, and love to travel. I’ve published dozens of travel and lifestyle articles in magazines, newspapers, and on the web.”

CLASS OF 1989

Rachel Michaelsen writes, “This past June I had a great time teaching ‘DSM-5: What’s New and Different’ at the Smith School for Social Work. I’m enjoying teaching this subject throughout the Bay Area and California. I will be giving a talk about the new manual’s implications for treatment as the closing plenary speaker at the annual social work conference at Brigham Young School of Social Work in November. I’ve developed my own training Web site, www.psyte-online.com, and am currently offering the DSM-5 course for CEUs online. I continue to see clients in Oakland (in a large office building where at least two other Smith alumnae are practicing), and am enjoying supervising a Smith alum for her licensure hours. I also sold my house and moved in with my boyfriend/domestic partner last summer, and enjoy being able to bicycle to work, to the grocery store, and to visit friends.”

CLASS OF 1990

Joe Doherty writes, “I am celebrating my 22nd year in Portland, OR post-Smith SSW. I recently received my Ph.D. in Psychospiritual Studies and wrote my dissertation article on The Non-Duality of Shamanic Psychotherapy. I would love to hear from other Smithies!”

CLASS OF 1991

Terry Price writes, “After Washington State voters approved marriage equality last November, my partner of seven years, Joe Janes, and I got married on July 28, 2013, in Seattle, in front of 100 friends and family. We both work at the University of Washington. He is an associate professor in the Information School. After many years as counsel to the Washington State House of Representatives Democratic Caucus, I am now the associate director for the Center for Law, Science and Global Health at the University of Washington School of Law (my other alma mater), where I also teach mental health and law, family law, and reproductive justice and law.”
CLASS OF 1993

Sachiko Solt writes, “I moved to Boston area from Amherst recently. Not only did I open a private practice in Arlington, but my friend and I started a non-profit organization three years ago called Japanese Bosnian Support Line, which provides help for the residents in New England by giving support and guidance in handling difficult or stressful activities of daily living. JB Line, Inc. is organized by Japanese volunteers (currently 70 people signed) providing an anonymous and confidential 24/7 hotline to identify services of our individual clients’ physical and mental well-being. In addition to providing a hot-line, JBLine, Inc. provides case management services, counseling, visits to senior homes, support groups, and outreach meetings.”

CLASS OF 1994

Gay Lee writes, “Private Practice 100% of the time. Website: www.gayleetcswr.com”

Irene Schwartz writes, “I’m MSW ’94, and so proud of it. I’m also 70 and the day had come. Knowing retirement was close, wondering how I’d know the right time, I reduced my practice bit by bit, getting ready. One day in the midst of a great session, I knew it was time; just knew. I decided to sleep on it. The next morning, my first thought was, ‘it’s time to retire’ Six months later, here I am. I love my work, and now love my jubilation. I’m still in Bellevue, WA and would love to hear from classmates.”

CLASS OF 1995

Daniel Beck writes, “I am enjoying swimming with my first child Ezra Beck on his first birthday.”

Kirk Woodring writes, “I recently joined the Center for Human Development (CHD) in Springfield, MA as the Vice President of Clinical Services. CHD is the largest provider of human services in western Massachusetts, with 1300 employees and nine outpatient clinics. In September, 2013 we will open a new clinic focusing on innovative treatment and research of complex trauma. In 2011, I co-authored and published a book on risk assessment geared toward hospital emergency room and medical professionals entitled Assessing the Risk: Suicidal Behavior in the Hospital Environment of Care. I continue to coordinate the Group Theory and Practice sections at Smith SSW and teach courses in Group Therapy and Crisis Intervention, which has allowed collaboration with fellow adjunct faculty Alison Berman, Will Lusenhop, and Amy Fleischer from the class of 1995!”

CLASS OF 1998

Amanda Hosmer writes, “I’m working as a school social worker at Lowell High School in Lowell, Massachusetts. Summers off give me time to visit siblings scattered across the globe, as well as to recharge—it’s a blessing as a social worker to have built in time off!”

CLASS OF 2001

Mara Aczel-Green writes, “I was recently installed as the President of the Board of Directors of Healthy Mothers, Health Babies of MA. In addition to teaching at Northeastern University, I am enjoying my vibrant private practice in Belmont MA where I see adolescents and adults with perinatal mood disorders. I can be found at www.maragreen.com.”

Jeanne Giberson writes, “2013 brought changes as I left Sheppard Pratt in Baltimore where I have been since graduating to go to work in the C&A Unit at Franklin Square—a Medstar hospital here in Baltimore. I am still working with adolescents and their families and will be supervising a Smith student again in the fall. I am hoping one day to retire to Colorado near all my grandchildren. Took up running this year in preparation for a 5K in September. Who would have thought?”

CLASS OF 2003

Gabrielle (Stevens) Holder writes, “My family (which includes three amazing and hilarious children and my husband) and I moved from NYC to the East Bay about two years ago and are enjoying the many benefits of the Bay area—amazing food, green spaces galore and we also still get the grit and culture of the city. We also have the benefit of being in NY by the beach for the summers, so still maintain all of our relationships back east. Last year, I jumped right back into the independent school world and took a counseling position at a boys’ school in San Francisco, which I loved. I had an opportunity to take on a position at another school ten minutes from my house this coming year. So in the fall, I will be the Counselor at the College Preparatory School in Oakland. I love working with parents and their children and adolescents during the essential process of development. In addition, I have begun a small private practice in the east bay and would be interested in starting a small monthly peer supervision team. I am heading into my third year as Region II Rep of the Alumni Board at Smith and have thoroughly enjoyed serving on the Board. Being active with the Alumni network has been an essential part of maintaining professional growth and I strongly encourage you all to get involved with your Alumni chapters in any way. Personally, I still run and swim and am looking for a new destination race for next year. I am always interested in connecting with other Smithies, so please feel free to reach out!”

Laura Lewis writes, “I assumed a new role as Coordinator of the Master of Social Work Program at King’s University College at Western University, London, Ontario Canada. In July 2013, I presented a paper at the International Conference for the Advanced Professional Practice of Clinical Social Work Conference (ICAAP-CSW) in Reykjavik, Iceland entitled How do deceased Family Members Shape the Family? The Echo of the Missing Member.

Suzanne McElroy writes, “I have parlayed my excellent social work education and training into serving the seniors of the Pioneer Valley. I opened an office of Home Instead Senior Care in 2005, which allows me to help seniors and their families’ age in place, with dignity and purpose. An unexpected pleasure has come from being a community employer, and I consider my work to be focused on improving the lives of not just the seniors we serve, but of the caregivers we employ as well. I encounter Smith social workers all over, and look forward to collaborating with others who share my passion for improving the quality of life for our seniors.”

CLASS OF 2004

Elizabeth Conaway writes, “On February 28, 2012, my husband, Lloyd Conaway and I, welcomed our second daughter, Margaret Grace Conaway. Margaret weighed 7 lbs 4 oz and was 20 inches long.”

Carolyn Stevenson writes, “I’m loving private practice. After graduating from Smith, I completed a two-year clinical fellowship at Harvard University. This past year, I joined the School for Social Work Alumni Board and now serve on the Executive Committee as the Region III (the Southeast) Rep. It’s been fun and a great opportunity to reconnect with SSW alumni and the school.”

CLASS OF 2005

Kate (Shaw) Kripke writes, “I am an LCSW in private practice in Boulder, CO. I am a specialist in perinatal mental health and I work
exclusively with women from preconception-early motherhood around the prevention and treatment of postpartum mood and anxiety disorders like PPD. I am also the state coordinator for Postpartum Support International www.postpartum.net and am a regular contributor to the widely read blog Postpartum Progress www.postpartumprogress.com. In addition, I lead trainings on PMADS through our local hospital to OB-gyns, midwives, pediatricians, childbirth educators, nurses, and psychotherapists. I also have two fabulous daughters.”

CLASS OF 2006

Joel Sanchez writes, “I moved to the Catskills with my family in summer of 2012 and have begun working as a school social worker for the Sullivan County BOCES ITAP (Intensive Therapy Academic Program) helping students who have serious behavioral issues that interfere with their academic progress. Additionally, I have opened a private practice in Liberty, NY, specializing in children, family and adult psychotherapy. My wife Sybil and I have also been blessed with the birth of a baby girl, now ten months old!”

CLASS OF 2007

Rhyannon O’Heron writes, “After Smith I worked in Vancouver, BC for Forensic Psychiatric Services and with the Sexual Assault Service at Vancouver General Hospital. I became more interested in the law as a result of my social work career and recently completed law school in April 2013 with distinctions and was awarded the Justice Cecilia Johnstone Equality Award, and the Honourable Justice Alexander Andrekson Memorial Award for proving commitment to excellence and leadership in equality issues and outstanding contributions to social equality. I am currently living in Iqaluit, Nunavut Canada where I am clerking for the Chief Justice of the Nunavut Court of Justice. I encourage anyone from Smith with an adventurous spirit, passion for social justice, and interest in working in a cross-cultural developing environment to come to Nunavut. There is a desperate need for mental health and addiction and counseling services in the Territory. I would happily speak with anyone interested in working in the North in the areas of social work or law and can be reached at rhyannon.oheron@gmail.com.”

CLASS OF 2008

Betsy Burris writes, “I’m publishing a book for teachers, based in part on my MSW thesis that explores the psychodynamics of classrooms. Called The Feeling of Teaching: Using Emotions and Relationships to Transform the Classroom, the book tells stories of acting out, revenge, boundary crossings, and power struggles in schools and explores what teachers can do to turn these negative experiences into learning opportunities. The ultimate message of the book is that teachers deserve non-evaluative, super-supportive, psychodynamically oriented supervision to help them make sense of the relationships that their students’ learning depends on. The book should be out by October, 2013, and will be sold by Amazon (and other e-book outlets) and on my website and blog, teachingthroughemotions.com. In addition, working on the book, I’ve been running teacher support groups that help teachers do the ‘emotion work’ that my book describes and recommends.”

Lindsay Davison writes, “My partner Sarah Rigney MSW ’09 and I are pregnant with twin girls due in November. I’m having a two-for-one special! We live in Northampton, MA and both work in community mental health in Springfield. I am a clinical supervisor and she is a team leader. I have a small personal training private practice on the side and am about to finish my three year trauma training in Somatic Experiencing. My professional interests are leaning towards a practice that integrates talk therapy with personal exercise training and body-based trauma work. This may be on hold for a bit, however, as Sarah’s and my life are about to change significantly!”

Leslie C. Kilpatrick writes, “I moved to the D.C. area and have started a private psychotherapy practice at the Growth and Recovery Center in Fairfax, Virginia. Specialties include; teens and families, LGBTQ individuals and couples, mindfulness approaches, trauma, eating disorders, and a wide range of diagnostic specialties. I recently partnered with NASW as the Northern Virginia (NOVA) District Networking Events Coordinator. I am hoping to see many NOVA Smithies at our next event! If applicable to you, please feel free to contact me with your questions or ideas.”

CLASS OF 2010

Lynn Goode writes, “My thesis research was on the subject of synesthesia. Recently, I gave the following interview to Psychology Today: http://www.psychologytoday.com/blog/tasting-the-universe/201301/marooned-synesthesia-1”

CLASS OF 2011

Zoe Kahn writes, “I am currently working as clinical social worker at the Santa Monica-UCLA Rape Treatment Center in Santa Monica, CA. I am the new High School Coordinator for the Rape Prevention Education team. I started this job in April 2013.”

Abigail Tischler writes, “Since graduating I completed a 12-month Psychosocial Rehabilitation Fellowship at the VA in West Haven, CT. Currently I’m employed at the Children’s Center of Hamden where I work as a substance abuse counselor with teens. I also continue to offer experiential workshops using natural dyes as a tool to help people connect with personal, social, and planetary concerns. Using brilliant colors derived from plants, animals and minerals, workshop participants are able to meditate on the beauty of nature and connect with their ecological selves. In this context, last spring I taught ‘Eco-art therapy: Psychology and Shibori with the Natural Dye Process’ in the graduate art therapy department of Albertus Magnus College, New Haven, CT. In November, I am scheduled to present ‘Natural Dyes: Ancient Media, Techniques, and Transformative Process’ at the Expressive Therapies Summit 2013 in NYC.”

CLASS OF 2012

Mellissa Bonilla writes, “This past year has been an eventful one for me! After leaving Smith, I moved back to San Francisco, where I got married, bought a house and started a new job! I am currently working as a full-time clinician in a Methadone Treatment Program and am loving it! It has been a blessed year.”

Sasha (Alexandria) Wright writes, “For the past year, I have been providing individual therapy for children and families as a Clinical Therapist at Community Health for Asian Americans. I am about to transition to a Day Treatment Therapist position at a residential program for teens with addictions, and I am feeling very excited and grateful for all the opportunities to keep growing and learning!”
Dr. Marta Sotomayor, M.S.W. ’60, Ph.D. passed away on June 24, 2013, in Corpus Christi, Texas. Dr. Sotomayor retired to Corpus Christi after a long and inspiring career in public service in Washington, D.C.

Dr. Sotomayor was a graduate of the University of California at Berkeley; she earned her M.S.W. from the Smith College School for Social Work in 1960 and a Ph.D. from the University of Denver Graduate School of Social Work (GSSW) in 1973. In 1970 Marta was a Fulbright Scholar recipient; she did her field work in Bogata, Columbia studying the higher education system. The first Latina in America to earn a social work doctorate, Sotomayor served for many years as Chair of the National Council of La Raza and later President and CEO of the National Hispanic Council on Aging (NHCOA).

As Chair of the National Council of La Raza (NCLR), Marta oversaw the transition of the Board from predominantly male to more equal female representation. During her tenure Marta saw NCLR grow from an organizational force for social movement into a solid institution. Having had one of the longest terms on the NCLR Board, Marta decided it was time to move on to do other things.

From NCLR, she went on to become the first executive director of the National Hispanic Council on Aging (NHCOA), the leading national organization working to improve the lives of Hispanic older adults, their families and their caregivers.

Earlier in her career, Sotomayor held the position of Director of the Office of Special Populations in the Alcohol, Drug Abuse and Mental Health Administration of the U.S. Public Health Service from 1981-1994. In that capacity Marta played a key role, within the agency, coordinating the resettlement of 125,000 Cuban refugees during the 1980 Mariel Boatlift. She was also a Senior Policy Advisor to the Secretary’s Task Force on Minority Health at the National Institute of Health. And, at the invitation of President Clinton, Marta Sotomayor served as a member of the White House Conference on Aging Policy Board in 1996-97 to ensure that the issues of elderly Latinos and their families would be included in their discussions.

In 2008 Marta was awarded the Day Garrett Award from the Smith College School for Social Work in recognition of her numerous outstanding contributions to the profession of social work and to the Smith College School for Social Work community. In 2009 she was presented with the University of Denver/GSSW’s first Notable Scholar Award. The award honors doctoral graduates whose social work scholarship and leadership represent excellence and include the generation of innovation and evidence-based practices, and advancement of social justice. In presenting the award to Dr. Sotomayor, Dean James Herbert Williams noted that Marta wrote the school’s first doctoral dissertation on Hispanic elderly. He also cited the impact of a book she later co-authored, “Elderly Latinos: Issues and Solutions for the 21st Century”.

Dr. Sotomayor authored, co-authored and edited several manuscripts. Her writings were not descriptions of events or of other people’s work, but rather scholarly research studies and thoughtful analysis and innovation contributing to the body of knowledge of the Chicano experience.

An international consultant, Sotomayor also held teaching positions at several schools including the California State University School of Social Work, Baylor School of Medicine, Howard University.
School of Social Work and the University of Maryland Community Development Department.

Marta Sotomayor is listed as a “1999 MANA Lasting Legacies” in Las Primeras and her contributions to the national Chicano and Latino community are cited in “Notable Hispanic American Women” (Book 1 – Page 391). She was a dedicated and tireless visionary in the field of social work and a highly respected national leader in public policy.

Marta Sotomayor was born in Mexico City. Her family relocated to San Diego, California where she lived until she went to college. Marta was the youngest of five sisters, but according to oldest sister Connie Puente Miller, “Since she was little she was a leader.” Her sisters describe Sotomayor as a quiet, peaceful, cute, sweet, and wise young girl. As an adult, her sisters said she was generous, reserved, soft spoken, protective, elegant, humble, loving and caring. “She was very committed to the community. She not only tried to help the elderly, but also, children, and all the Mexican people,” Puente Miller said. Sister, Celia Moody recalls that Marta was a person who always had her priorities reserved, soft spoken, protective, elegant, humble, loving and caring. “She was very committed to the community. She not only tried to help the elderly, but also, children, and all the Mexican people,” Puente Miller said. Sister, Celia Moody recalls that Marta was a person who always had her priorities clear. “Marta’s life to me was like drawing a straight line,” she said. “It did not have any ups and downs. It was a straight line moving forward at all times.”

Sister Connie adds, “She serves as a role model. Her story tells young Latinas that they can reach the top, just like she did.” But to reach the top, Sotomayor started from humble beginnings. The moves she made from several educational institutions, government agencies and leaving her family in San Diego had a purpose,” Celia said. “Marta was able to find the location where she could do the best and most to help the elderly. This place was Washington, D.C.”

Marta Sotomayor is survived by her only son, Karl Schlatter and his wife Frances, and their two sons, Joven and Christian, two sisters, and several nieces and nephews.

Source: Celebrating the Life of Marta Sotomayor: A life moving forward all the time written by Pablo J. Sáinz and issued on July 12, 2013; The Public Forum ... El Foro Público... Sotomayor story continues... written by Ana Maria Puente and issued on July 26, 2013

Elaine S. McClay, M.S.W. ’73 passed away on February 22, 2013. Elaine was a salutatorian of the Class of 1967 from Iberville High School in Plaquemine, LA. She was awarded a National Merit Scholarship and matriculated at Fisk University in Nashville, TN where she received her B.A. in Sociology and Anthropology before heading north to Smith College School for Social Work in Northampton, MA to pursue her MSW. While at Smith she also participated in an exchange program at Whittier College in Whittier, CA. Elaine further enhanced her clinical skills by obtaining her license as a clinical social worker (LCSW).

Elaine dearly loved her family. She was married to Dr. Wilbert McClay Jr., M.D. and from this union there were two sons: Dr. Wilbert A.B. McClay, Ph.D. of Baton Rouge, LA and Akil Z. McClay, M.S., M.H.A of St. Louis, MO. Through her love, devotion, and leadership she nurtured her sons to academic success: Wilbert A.B. McClay, Ph.D. achieved his B.A. in Mathematics from Brandeis University and his Ph.D. in Electrical Engineering from Tulane University and Akil Z. McClay achieved his B.A. in Psychology from Southern University, his M.S. in Neuroscience from Tulane University, and his Masters in Healthcare Administration (M.H.A.) from the University of Missouri.

Mrs. McClay worked as a clinical social worker for 35 years and worked for various organizations including Family Services of Greater Baton Rouge and recently for the CARP Foundation. Elaine performed numerous community service activities.

Elaine is survived by her spouse Dr. Wilbert McClay Jr., M.D.; her sons Wilbert and Akil; siblings Charles E. (Rosalind) Stewart, San Francisco, CA; Bessie Young, Brusly, LA; Bernice S. Carter, Baton Rouge, LA; Stanley (Liza) Stewart, Denver, CO; Velma Stewart, Addis, LA; Myrtis (Richard) Piper, Baton Rouge, LA; Curtis (Bev) Stewart, Lafayette, LA; Mildred Stewart (Joe) Hall, Pueblo, CO; Don (Jocelyn) Stewart, Richmond, TX; John Stewart, Baton Rouge, LA; two aunts, Mary C. Craig, Baton Rouge, LA; Bernadine Stewart Hill, Denver, CO; 23 nieces and nephews and a host of other relatives and friends. Elaine was preceded in death by her parents John E. Hill, Denver, CO; 23 nieces and nephews and a host of other relatives and friends. Elaine was deeply missed and her memory will live on through her family members.

Elaine Rappaport Barkin, M.S.W. ’35 born June 14, 1913, an extraordinary and courageous woman of enormous spirit, died at the age of 100 on September 21, 2013 in Hadley, MA. Born in Brooklyn, NY on June 14, 1913 and schooled in Brooklyn at the Adelphi Academy, she graduated from Smith College in 1933 and earned her Master’s in Social Work in 1935 from the Smith College School for Social Work. She worked at the Jewish Board of Guardians (JBG) where, in 1942, she job-shared her work on delinquency and family problems, and also represented the New York Jewish agencies in the court system.

After leaving the JBG, she worked for the Child Adoption Committee. Later, she focused on career counseling, psychotherapy, and then geriatric services. She was appointed to boards that looked at the needs of elders throughout Massachusetts, including one at the University of Massachusetts Medical School. She served on the first board of the Franklin County Home Care for 25 years and represented her community during this time. In addition, she was appointed by the Governor of Massachusetts to be one of six national Ombudsman on the Board of Registration of Nursing Home Administrators, a position she held for a number of years.

Elaine married Solomon Barkin in 1940, a prominent labor economist, and enjoyed his companionship for almost 60 years. The family lived in Manhattan, Great Neck, NY, and Paris, France, where her husband was in the diplomatic corps assigned to the Organization of Economic Cooperation and Development (OECD). The family returned to live in Leverett, MA where her husband had a tenured professorship in the Economics Department at the University of Massachusetts, Amherst.

Survivors include her three children, David, Roger, and Amy and three grandchildren, Adam, Michael and Benjamin, two great-grandsons, Jacob and Eli, and a large circle of friends. Elaine was a feisty, dedicated, socially active and colorful woman who remained mentally alert until her death. She had a life-long love of learning and appetite for life. Up until her last days she took courses in the local Five College ‘Learning in Retirement’ program. She was a lover of opera, music, theatre, bridge, gourmet cooking, reading and travel. She will be remembered as a deeply loving mother, a generous and devoted friend and confidant, a ‘bon vivant’, an extraordinary listener and advisor to the young (and not so young), a hostess, an eternal optimist, a ‘récitante extraordinaire’, and a role model for graceful aging. She was a kind and selfless person, beloved by all she met. She brightened the lives of those she touched and left footprints on our hearts, and we will never be the same.
A NOTE FROM THE DEAN
July 1, 2012 – June 30, 2013

As our 95th summer has come to a close, I am pleased to report that the School for Social Work experienced a strong fundraising year. We owe the success we achieved this year to you, our loyal graduates and friends, who unfailingly support us through your generous financial contributions and volunteer activities. The following report lists all of the gifts that were received by the School between July 1, 2012 and June 30, 2013.

Our focus this past year was on growing a stronger Annual Fund. Contributions to the Annual Fund totaled more than $227,000 for a gain of almost $100,000 over the previous fiscal year. The majority of these funds will be used to support student scholarships—an initiative that continues to be a priority for the School.

On behalf of our resident and adjunct faculty members, administrators, staff and students, I thank you for giving so generously. Through your contributions you demonstrate your continued commitment to the mission and values of the Smith College School for Social Work. With deepest gratitude,

Carolyn Jacobs, M.S.W., Ph.D.
Dean and Elizabeth Marting Treuhaft Professor
Thank You For Your Support

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SMITH COLLEGE SCHOOL FOR SOCIAL WORK 39

ANNUAL GIVING REPORT

THANK YOU FOR YOUR SUPPORT
ANNUAL GIVING REPORT

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- ANNUAL GIVING REPORT
Back by Popular Demand:
Online Continuing Education Courses

Selected popular continuing education courses were video and/or audio taped over the past two summers and will soon be online for a limited time (November 1, 2013 – March 30, 2014). Online courses feature timely topics presented by some of the finest helping professionals in the field. Earn 0.5 – 5.5 CEUs per course from the comfort of your home! These courses are informative, engaging, and presented in an easily accessible online format! For more information, visit www.smith.edu/ssw/online

NEW TOPICS THIS YEAR:
“Women in the Military: Rewards and Challenges” Kathryn Basham, M.S.W., Ph.D.*
“A Clinically Meaningful Understanding of People with Disabilities and the Impact of Ableism” Andrea Neumann-Mascis, Ph.D.
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