Dear Alumni, Friends and Colleagues,

As we have completed our 89th summer session and anticipate the 90th anniversary celebration of the School, current events keep us ever mindful of the School’s founding mission to prepare social workers to help shell-shocked soldiers. The stories from Walter Reed Hospital and the concerns regarding inadequate resources at veterans hospitals remind us of the important role and responsibility the School has in preparing the next generation of clinical social workers who can effectively address the psychosocial needs of military personnel and their families. Since 2006, we have provided a scholarship for military personnel committed to working with those returning from active duty and their families. Currently, there are four military connected students on campus. In the last few years, the number of students placed in veterans hospitals and other social work settings meeting the needs of military personnel and their families has increased. Since 2003, we have had students placed at Walter Reed Hospital. Professor Kathryn Basham served on the Institute of Medicine’s Committee on Gulf War and Health: Physiologic, Psychologic and Psychosocial Effects of Deployment Related Stress. She has consulted with Walter Reed and veterans hospitals regarding clinical work with those suffering the traumatic effects of active military duty. This past summer Dr. Basham lectured on her own research and, in an interview with The Grecourt Gate News, reflected upon the subject of combat trauma in response to recent reports about mental health issues among troops. (See our website’s News and Events page where you can find the link to this interview.) Thus, in the midst of concerns regarding the quality of services, the School continues our historical commitment to being present and assisting hospitals and agencies in providing the best services possible in those circumstances.

Our summer program provided both intellectual stimulation and reflective spaces as the community experienced lectures on critical issues informing clinical social work, spaces for reflection, discussions regarding self-care and vicarious traumatization, and social action. The generous gift to the School this year from Katherine Reebel, MSS’43, allowed us to establish a Research Internship Program that will advance clinical social work research for both faculty and students. I am delighted with the success of our on-going advanced certificate programs in End of Life Care and Advanced Clinical Supervision. We have also had a wonderful response to our newest program, Contemplative Clinical Practice: An Advanced Certificate Program in Spirituality and Social Work Practice.

I look forward to seeing you at alumni gatherings, professional meetings and next summer at the 90th anniversary celebration of the School.

Warmest regards,
Carolyn Jacobs, M.S.W., Ph.D.
Dean and Elizabeth Marting Treuhaft Professor
Faculty Search

The Smith College School for Social Work invites applications for one full-time tenure track position as Assistant Professor in Clinical Practice

QUALIFICATIONS: We seek candidates with 5 years or more of clinical practice with diverse populations. The candidate will have a Master’s degree from an accredited school of social work and a Doctorate degree in social work or a closely related field. A.B.D.’s will be considered, but the candidate must have a Ph.D. by the time of appointment to the faculty. Preference will be given to applicants with some teaching experience and/or field instruction, experience with supervision, and other forms of clinical teaching. A knowledge base in one or more of the following populations/areas of study is also preferred: Latino populations, children and adolescents, gerontology, addictions, vulnerable and marginalized groups, and cross-cultural, cross-racial and cross-ethnic theory and practice.

THE SCHOOL: The School has a particular historical expertise in relationship-based culturally responsive practice that is firmly grounded in a synthesis of psychological and social theories and seeks to continually deepen and broaden its knowledge base. The curriculum is designed to educate students for the provision of effective clinical social work services with diverse ethnic, racial and cultural communities as well as with vulnerable and underserved populations. The program is known for its intensive field internships and an extensive nationally based network of field internship site placements across the nation. In addition to an M.S.W. and a Ph.D. program, the School has three post-M.S.W. certificate programs: End of Life Care, Advanced Clinical Supervision and Contemplative Practice: Advanced Certificate Program in Spirituality and Social Work Practice. In recognition of the pervasiveness of institutional racism throughout American societies, the School is committed to becoming an anti-racism institution, and new faculty must contribute to this commitment. Smith is part of a Five College Consortium centrally located in the Northeast corridor between Boston and New York in an academically engaged and demographically diverse area.

APPLICATION: A review of applications will begin in the Fall of 2007 and will continue until the position is filled. Please submit a brief letter of application, a curriculum vitae, a writing sample (e.g. publication or research summary), master’s and doctoral degree transcripts, and three letters of reference to:

Susan Donner, Ph.D.
Chair, Faculty Search Committee
Smith College School for Social Work
Lilly Hall 204
Northampton, MA 01063

Smith College is an equal opportunity employer encouraging excellence through diversity. People of color, women, bilingual/bicultural applicants, and people with experiences working in cultures other than their own are encouraged to apply.
The professional life of a social worker can be daunting and transforming, alternately exhilarating and utterly appalling. But more than anything, it can provide one with a lifelong investigation into what it means to be human, or, as Dr. James L. Sacksteder put it, a path to becoming truly wise.

“I believe that when you decided to become social workers, you were responding to a call,” said Sacksteder, during his commencement address at the Smith College School for Social Work’s 87th graduation ceremony. “How else to understand why you have chosen to embark on such an arduous path as your vocation.”

“What lies ahead for you is a professional life of dys-ease,” he said. “You will often work with the most deeply troubled and the most disadvantaged. It will be impossible for you not to feel daunted—and at least occasionally overwhelmed—by the enormity of the need you will encounter.”

And for the more than 100 graduates receiving master of social work and doctor of philosophy degrees, it is a lifelong challenge they seemed more than ready to accept.

“To my fellow classmates, I say we have arrived!” said exuberant class speaker Donna C. Hall, who was greeted by a rousing ovation from her peers when she stepped to the podium.

Drawing on a literary metaphor, Bell talked about joining the “narrative” of the social worker. “We join these narratives gladly,” Bell said. “But what we also do is bring something new to these narratives.”

Only moments earlier, a large assembly of family and friends jockeyed for position in the Track.
and Field complex, snapping photos of the procession of smiling graduates. The future social workers and administrators walked proudly in the footsteps of the nine Smith College pioneers who received the first social work degrees from the school in 1920.

Jennifer L. Bluth, class speaker for the six graduates receiving doctor of philosophy degrees, described her deep feelings of pride, accomplishment, and heightened sense of responsibility as she joins the next generation of leaders in her profession. The personal and financial sacrifices she made over the years were “well worth the wait,” said Bluth, whose thesis explored the perception of body image satisfaction and depression among preadolescents and adolescents.

And to those who often pestered her about whether she would ever be done with school, Bluth had the last word. “I hope I’m never done, never done growing, never done learning, and never done being challenged,” she said to a cheering audience.

It was a message that dovetailed with Sacksteder’s reflective and penetrating address, which touched on his concerns and hopes for the graduates.

A revered scholar and teacher at the School for Social Work for the past 29 years, Sacksteder spoke eloquently of the complexities of social work, the importance of learning from one’s mistakes, and the tough work of becoming “as fully human as you can stand to be.”

“You owe it to yourself and your clients to be as self-aware of your beliefs, basic assumptions, and hypotheses regarding the nature of human nature as possible,” said Sacksteder, who is associate medical director and director of patient care at the Austin Riggs Center in Stockbridge and has worked in the profession for more than three decades. “It will be crucial for you to work with your clients in a way that allows them to educate you about what you’ve gotten right and, maybe even more importantly, what you are simply mistaken about. You can learn what you’ve got wrong—and what you’re simply ignorant about—ignorant in the sense of you simply haven’t learned about some aspect of human nature yet.”

The demands of clients will have an impact, and Sacksteder told graduates there will be times in their careers when they will be faced with the realities of “not knowing, not understanding, and not knowing what to do next.”

“Be patient with yourselves and tolerant of your lapses,” he said. “Your lapses will be the richest parts of being human.”

As social workers, clinical encounters can provide limitless opportunities to broaden and deepen one’s experience of what it is to be human, he noted.

“The more deeply you can tolerate being disturbed, the more deeply you can tolerate what it means to be enlightened,” said Sacksteder, who told graduates that he hopes they experience some “truly transcendent moments” in their work.

It was a message that resonated with many in this year’s graduating class.

“I was in tears, and feel more hope for my profession,” said Lauren Clarke, shortly after receiving her master of social work degree. “He presented such a genuine view of the complex world of social work.”

“It was very beautiful,” said Jennifer Vasquez, of her teacher’s parting words.

Sacksteder, from previous page

“What lies ahead for each of you is a professional life filled with dys-ease. You will often work with the most deeply troubled and the most disadvantaged. It will be impossible for you not to feel daunted—and at least occasionally nearly overwhelmed—by the enormity of the need you will encounter. A degree of need made even greater by the degree of societal neglect of those most needful and disadvantaged in our nation—and therefore in your caseload. So how are you to stay in the fray and grow and develop as clinicians and administrators? How are you to find the time to research and write and contribute to the development of the field—rather than retreat into cynicism, or a helpless hopelessness and despair—or exhausted burn out?

“One way I would propose is to use your work as a social worker to pursue what I hope will become for you a lifelong investigation into the nature of human nature—doing this as part of a process of striving to become as fully human as you can stand to be, and as part of an effort to become truly wise. I hope the clinical pay-off of this effort is that it will help you discover more quickly, comprehensively, and accurately what torments those you come to care for and help you discover what you uniquely can do to ease their torment.

“The Master’s students graduating today will recall that last year I talked with you about the need for you to become as conscious and self-aware as possible of the beliefs you hold about the nature of human nature—doing this as part of an effort to become truly wise. You will constantly face the realities of ‘not knowing, not understanding, and not knowing what to do next.’

“One way I would propose is to use your work as a social worker to pursue what I hope will become for you a lifelong investigation into the nature of human nature—doing this as part of a process of striving to become as fully human as you can stand to be, and as part of an effort to become truly wise. I hope the clinical pay-off of this effort is that it will help you discover more quickly, comprehensively, and accurately what torments those you come to care for and help you discover what you uniquely can do to ease their torment.

“Thus you owe it—to yourself—and your clients—to be as self-aware
of your beliefs, basic assumptions, and hypotheses regarding the nature of human nature as possible, because in relation to any given client—on any given day—in relation to any issue you engage—you will discover you are right about some of your ideas about them, and wrong about others—and it will be crucial for you to work with your clients in a way that allows them to educate you about what you’ve gotten right and—maybe even more importantly—what you are simply mistaken about.

“In this context, the positive value of making mistakes is that you can learn from them. You can learn what you’ve gotten wrong—and what you’re simply ignorant about—ignorant in the sense of you simply haven’t learned about some aspect of human nature yet. But you have just encountered the client who can educate you about it. In this way the work with your clients can transform you over time into a better therapist—and a better person, i.e., someone with a more comprehensive—a broader and deeper appreciation of what it means to be human and what is required of you to be truly helpful to someone.

“Ideally, you will discover over time, ever better ways to engage your clients and be engaged by them so the process of engagement becomes mutually transforming—nourishing—enlivening—sustaining. This is my hope for you.

“This process, however, even when it goes well, will take its toll on you. Winnicott noted that simple aliveness and liveliness can be exhausting, as for example, when it takes the form of the need of a pre-ruth toddler for a wide awake and ready to feed and play mother at 3 o’clock in the morning! The demands upon you from your clients will go far beyond those associated simply with their aliveness and liveliness. They will come, in addition, from the nature of their deficits, from their conflicts about the nature of their needs and desires and the enduring impact upon them of their past and current experiences at the hands of their fellow human beings, and, so, these demands will sorely try you.

“In part, because the more you are with someone, the more they will acquaint you, consciously and unconsciously, verbally and behaviorally, with what they have had and currently have to endure. As you slowly come to understand them, you also, at times, usually largely unconsciously, will come to be like them and/or like the people most important to them, and this aspect of your work will also teach you a great deal—again largely unconsciously initially. For example, you will find yourself repeatedly caught up in enactments with your clients that uncannily replicate the nature of their experiences—usually their most painful experiences—with the people who mean the most to them. In this way you will learn, all too intimately, about how people drive one another crazy—or to depression, despair and death by suicide—or to self starvation or self mutilation—or to drinking and drugs—or to homicidal rage—or unspeakable acts of abuse and neglect—and in all of these ways the work will provide countless opportunities to broaden and deepen yourself in terms of the phenomena you are able to experience and understand as part of being human. This aspect of the work will be alternately exhilarating and utterly appalling.

“You’ll learn much that you will treasure. You will also learn things you would really rather not know. This process will sometimes disturb you—sometimes deeply—but the more deeply you can tolerate being disturbed the more deeply can you be enlightened about what it means to be human and about what is entailed in helping others to overcome their troubles and become more fully human as well.

“This process requires an enormous capacity to bear

Continued on next page
grief, regret, and sorrow. These feelings can be very hard
to bear—but to the extent one can bear grief, regret and
sorrow one can also use them as motives for forbearance,
forgiveness and repair, for a renewed commitment to life,
and to further growth and development—rather than
despair.
“A related task involves developing what the poet
Keats, writing about Shakespeare, referred to as
Shakespeare’s “negative capability.” Keats defined this as a
capacity … “of being in uncertainties, mysteries, doubts,
without any irritable reaching after fact and reason,” i.e.,
it’s all right to not know, to not understand the causes,
meanings, and motivations of various aspects of your
client’s experience, to not have the answers your client,
their family, and you may so desperately seek. It is, in fact,
critical to your work to reserve the right to acknowledge
and accept without guilt and shame, these realities of not
knowing and not understanding and of not knowing what
to do next when they are true.
“Acquiring these various capacities takes time—a
lifetime—it’s important to realize and accept that one’s
capacities in each of these areas wax and wane on any
given day—and from day-to-day—and year-to-year—so
be patient with yourselves and tolerant of your lapses.
Remember, your lapses will be one of your richest sources
of learning. Remember, it is impossible to be fully human,
as a therapist, and as a person, in a sustained way—but it’s
a great goal!
“To conclude, what I am saying is that your clinical
encounters as social workers provide you, at least
potentially, with a virtually limitless opportunity to
broaden and deepen your experience of what it is to be
human—and to use that experience to help transform
your clients’ lives, the lives of everyone you come to care
about and love—and your own life. I hope this aspect of
your work endurably nourishes you, sustains you, and
provides you, from time-to-time, with some truly
transcendent moments.
“And so—graduates—although you have much dys-
ease ahead of you—you also have ahead of you priceless
types of relatedness that will truly transform your lives. So
enjoy! Settle back now into a lifetime of learning.
“Best wishes to you.
“Congratulations.
“Au revoir.”
17 August 2007

Graduation Moments 2007

PHOTOS BY JUDITH ROBERGE AND ERIC POGGENPOHL
The School for Social Work came together on July 20 for two events celebrating the School’s history and mission: The annual Day-Garrett Awards and the Annual Conference lecture by two distinguished clinicians, Laurie Anne Pearlman and Karen W. Saakvitne, entitled *Sustaining Hope and Passion as We Face the Challenges of Our Work*.

Well over 150 people gathered in Weinstein Auditorium for the evening, which began with the awards. This year’s two winners were Helene Rabinovitz and alumna Phyllis Rolfe Silverman. Rabinovitz has worked in New York City for over 30 years as a clinical social worker. Silverman, MSS’54, is a professor emerita at the Massachusetts General Hospital Institute of Health (see page 10 for the text of the award tributes.)

The Day-Garrett Awards served as a poignant introduction to a lecture on how to preserve optimism and motivation in the face of professional obstacles. “It’s wonderful to have these role models before us who have received such important awards,” Pearlman said. Saakvitne agreed, thanking the two honorees. “Both of you represent the abilities to sustain hope and passion,” she said. “Hearing what you’ve done is very inspiring. Yours are professional lives well-lived.”

In their lecture, Pearlman and Saakvitne drew the group’s focus to the mental and emotional effects of Vicarious Traumatization, or VT, on social workers. Any thoughtful, well-adjusted social worker who develops therapeutic relationships with trauma survivors, they explained, will undoubtedly have complex responses to these interactions. Maintaining positive motivation and personal honesty is essential, and the two speakers discussed several ways in which to do this.

Both women were greeted warmly and applauded for their extensive work in the field of trauma and vicarious traumatization. Both are Ph.D.s, and they have written a number of books together. They have also co-directed the Traumatic Stress Institute in South Windsor, Connecticut, where they first met in 1990. Saakvitne has taught hundreds of workshops and is currently in practice in Northampton. Pearlman, along with co-authoring a number of books, has worked both nationally and internationally in trauma research and education. The two consider themselves, in Saakvitne’s words, “practitioners, consultants, and teachers.”

Pearlman explained that Vicarious Traumatization is natural, occurs often, and is too infrequently acknowledged among social workers. VT rises out of noble circumstances, out of the social worker’s unique commitment to facing hardship and attempting to help. “It comes about from opening our hearts and minds,” she said. “Being open, and being present, which we absolutely must do.”

Unlike more acutely felt instances of counter-transference, VT is a cumulative process that a social worker experiences across clients over time. It is a matter of unprocessed reactions and counter-transference beginning to accumulate. “Maybe we’d call it disrupted spirituality, in its very broadest sense,” Pearlman said. Some effects are permanent, for one can’t un-know what one learns about the human condition during trauma work. But “VT is a transformation,” Pearlman said. “That means it’s a

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Preparing for the Next Decade

In July of 1918, some 60 women arrived on campus at Smith College, not to enroll in regular college courses, but to become “psychiatric social workers for shell-shocked soldiers.” These women were pioneering in a field where previously experience had been the only, rather than the best, teacher. Aside from a half-dozen student apprentice courses offered at the Boston Psychopathic Hospital, the Smith “experiment” was the first attempt to provide formal training in the newly expanding field of psychiatric social work. The armistice was signed before the first class was graduated, but the need for social workers who understood both normal and abnormal human behavior grew rapidly in the post-war years, and Smith decided to continue its “experiment.” Aren’t we glad that they did?

As we wrap up the most successful Annual Fund in the history of the School for Social Work, we want to thank the alumni, friends, faculty and staff who demonstrated their pride and belief in this institution through generous support of the School and its mission. We celebrate the aspirations and achievements of Dean Jacobs’ “Vision of Stability and Transformation,” the guiding inspiration that will carry the School through its 90th anniversary. We have experienced and committed faculty, an advanced curriculum, talented students, innovative field programs, and supportive alumni—all of which provide an incubator where superior clinical social workers can grow and flourish. A Smith education allows students countless opportunities to broaden their understanding of clinical social work, to develop their powers of intellectual reasoning and critical thinking, and to become engaged in therapeutic service to the oppressed and less fortunate in our society and the world. This transformation of student lives is made possible through annual fund support.

Traditionally, the School has not encouraged the use of pledges when asking for annual support. This year, we encourage alumni and friends to seriously consider the importance of making a gift and how that gift might be able to be increased through the use of pledges and periodic installments over the course of the next fiscal year. The College provides technical and processing support to the School and recently revised the on-line giving form found at www.smith.edu/ssw/giving. The form allows the end-user to designate a gift to the School for Social Work and it has the ability to make a pledge and set a convenient payment schedule that is automatically charged to a credit card of choice.

We encourage you to take part in this historic year by making a pledge or gift to the School for Social Work today. Your gift will provide scholarship support to exceptional students and will make a real difference by enhancing the quality of life for individuals and society. Investing in the School for Social Work is investing in the future of our society. We are counting on you!
process, not an endpoint. It may be inevitable, but it can be modified if we are willing to acknowledge it and explore it.”

Pearlman explained it as an issue of recognizing personal boundaries and limitations. “A lot of VT comes from a very deep wish that it were otherwise for our clients,” she said. “We want to re-parent our clients and change their lives, but we cannot do that. We need to get that at a gut level. We can accompany our clients on a journey through which they may want to change some aspects of their own lives, but we cannot erase what has happened.”

Some signs and symptoms of Vicarious Traumatization may include aggression, self-destructive impulses, bodily pains or sleep difficulties, issues of trust and social withdrawal, and problems such as cynicism, hopelessness, or despair. Each person’s experience of VT is unique, arising from a particular personality’s encounter with particular circumstances.

Maintaining healthy relationships with clients takes a delicate balance, Pearlman said. She urged social workers to stay connected to their feelings. “Those who disconnect from themselves emotionally during meetings with clients are more likely to get VT,” she said. “You just have to stay grounded, and, really, you have to get caught up on your own psychotherapy.”

She added, “It’s okay to be sadder but wiser. That’s not instead of taking care of yourself.”

Saakvitne introduced what she called the ABCs to protection and self-care. First: Awareness, or recognizing symptoms of VT. Pay attention to your experiences and your needs, Saakvitne said, and consider what you may be defending against. She discouraged the “I don’t feel nothin’ about nothin’” attitude. “A huge part of your protection,” she said, “is in restoring the balance, where you are also attending to your own needs, and not just everyone else’s.”

The second part of the solution is Balance. At work this might consist of re-examining one’s lineup of tasks, and taking good breaks. Balance is also necessary within oneself, physically, spiritually, and psychically. “We are willing to face some of the harshest truths about humanity and the world,” Saakvitne said. “I do not believe we have to do this 24-7. Whatever it may be, we need to give ourselves permission to escape.”

The third part of the solution, Saakvitne said, is Connection to others, and being open about personal thoughts and needs. “That is the miracle drug of life,” Pearlman added. “It’s good for everything. We need professional connections, and we need personal connections.”

“We are willing to face some of the harshest truths about humanity and the world. I do not believe we have to do this 24-7. Whatever it may be, we need to give ourselves permission to escape.”

—Karen W. Saakvitne

If one theme was repeated during the lecture, it was that self-care comes first. “Remember what they say on the plane,” Saakvitne added. “Put your own oxygen mask on before you help the person who depends on you. We won’t make it for the long haul if we don’t work to achieve balance in ourselves.”

Ultimately, discussing the challenges of social work served to highlight the worth of the profession. After all, a social worker does not work in a factory setting. Hope and compassion thrive only when one remains humble, as each day brings forward new clients with unforeseeable troubles. “This work is too hard to do without love,” Saakvitne said. “You need to find some part of this work that you truly love, to keep going.”
Day-Garrett Awards 2007

The following tributes were made to Phyllis Silverman and Helene Rabinovitz at the presentation of the 2007 Day-Garrett Awards for distinguished service to the School for Social Work and the social work profession.

Phyllis Rolfe Silverman, M.S.S.’54, Ph.D.

You are an exemplary scholar, researcher, teacher and practitioner who has dedicated your career to normalizing death, dying and bereavement. In your research and in your teaching you have consistently improved the lives of those whom death has left behind: children, widows and widowers. You have never accepted linear models of grief but have been a pioneer in challenging any model that is prescriptive or linear. You have been a stalwart supporter of the self-help movement in helping children, widows and widowers make meaning of their losses and through your extensive qualitative research you have listened to and empowered the bereaved. You have developed theory, practice and influenced policy based on your research. Long before constructivism or narrative therapies were in vogue, you were a listening to the native expertise of your informants. From their experiences, you conceptualized loss as a relational process that continues and evolves long after a death has occurred, and in this way you have de-pathologized the bereaved, empowered them, and taught us lessons about living.

You received your B.A. from Brooklyn College, your M.S.S. from Smith College School for Social Work, and your Doctorate from the Heller School at Brandeis University. You were the Co-Principal Investigator and Project Director of an NIMH grant on the Consequences of Parental Death on School Age Children that you replicated in Israel. You were a Professor at the Mass General Hospital Institute of Health Professions for over a decade, and have been an Associate in Social Welfare at the Department of Psychiatry and a Lecturer in Psychiatry at the Harvard Medical School. As a Principal Co-Investigator in the now famous Child Bereavement Study at Mass General Hospital, you published many articles and books that have altered the expectations around grief and loss for Williams Allison White Institute, and, for eighteen years, through an ongoing seminar for Advanced Analytic Practice.

Helene Rabinovitz, M.S.W., B.C.D.

Your professional education began at New York University in 1962 and it has since been extended through study of advanced casework practice, advanced training in Child Mental Health and Consultation, post-Master’s study at Columbia University, further study of consultation at the William Allison White Institute, and, for eighteen years, through an ongoing seminar for Advanced Analytic Practice.

After working at Linden Hill School, your career has been centered in New York City. At the Jewish Board of Guardians you became Senior Casework Supervisor and served as seminar leader for consultation to day care, private nurseries and the public school system.

For more than thirty years, you have conducted a private clinical practice focused primarily on children, adolescents, and their families. In these works, your specialized skills, knowledge and talents have found effective expression. In particular, your virtues of steadfastness in meeting the turbulence of distressed youth and their parents, along with demonstrating appreciation for the experiences of others, have represented a precious service.

Concurrent with your clinical practice, you have contributed widely to the profession as classroom teacher, lecturer, consultant, supervisor, and mentor. You have served as adjunct professor for Master’s and post-Master’s social work students at New York University, Hunter College, Fordham, Florida State University, and for twenty-eight years, at Smith College.

Your professional contributions have included numerous workshop presentations in continuing education programs as well as review courses for certificate examination. You currently serve on the Child and Adolescent Sub-Specialty Committee of the American Board of Examiners. You are a Board
children, parents and families. You are the author or co-author of seven books including: *Never Too Young to Know: Death in Children's Lives, Widow-to-Widow*, *Continuing Bonds: A New Understanding of Grief*, *Widower: When Men are Left Alone* and *Helping Each Other in Widowhood*. You have produced two other co-authored texts: *Death, Dying and Bereavement* in 1993 and *Living with Dying: A Handbook for End of Life Care Professionals* in 2005. You have authored over 23 journal articles, and twenty-five book chapters. To say you have been prolific is an understatement, but to add that you have done this while raising five wonderful children whom you adore, and enjoying a long term marriage, makes these feats even more amazing.

You have been a Fulbright scholar, a visiting scholar at the Stone Center for Women, the Director of Preventative Research at the Dept. of Psychiatry at Harvard Medical School as well as a fellow at the Gerontology Institute at the University of Massachusetts.

You have also been the recipient of many honors. In 2005 you were honored with the Founders Award for Outstanding University Teaching, Research, Publication and Professional Service in the Field of Death Education, Dying and Bereavement. On the occasion of the 25th anniversary of the AARP Widowed Person Service, you were honored for your Widow to Widow program. In 1995, you received the First Award for Achievement in Research from the Association of Death Education and Counseling, and you received the Presidential Award for Distinguished Achievement in the field of Social Welfare and Thanatology from Brooklyn College in 1991. You were also the recipient of the Lifetime Achievement Award in Thanatology at the National Center for Death Education.

If this were not enough, you have taught all over the world: in Israel, Australia, England, Hong Kong, Ireland, Iceland, Canada, and New Zealand, as well as at numerous meetings, conferences and panels throughout the United States.

You serve on many boards, you were and are a founding teacher and scholar in the End of Life Certificate Program at Smith, and you are also a founding member of the International Work Group for Death, Dying and Bereavement.

You have been a consistent voice for dying with dignity, for self determination, for promoting strengths, for de-stigmatizing death, and for providing widows and widowers with social supports. You are an opinionated, spirited, brilliant, self-effacing, generous, funny dynamo who has brought great honor to the School for Social Work, and so it is with great pleasure that you are awarded the Day-Garrett Award!

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**Silverman continued**

**Rabinovitz continued**

Certified Diplomat of the American Board of Examiners in Clinical Social Work, a National Association of Social Workers Fellow, a member of the Society for Clinical Social Workers, and a member of the Council on Social Work Education, the Orthopedic Association, and the American Board of Examiners. In all of these activities, as in your tour bicycling and tennis, you bring zest for the challenge, dedication, and good colleagueship.

We wish here to honor especially your contributions to the Smith College School for Social Work. At Smith, from 1971 to 1998, you were adjunct professor teaching Treatment of Children to M.S.W. and Ph.D. students. Additionally, from 1977 to 1997 you served as faculty field advisor, from 1976 to 1978 as a research advisor, and from 1996 to the present you have been an admissions reader for the School. Your service on the Ad Hoc Committee on the School Governing Board, from 1976 to 1982, which drew upon your experience in consulting, occurred during a turbulent transitional period of the School’s development. Your informed participation in this process helped find a pathway for moving the School ahead.

In recognition of your work and extensive participation in the life of the School, you were named as honorary alumna in 1999. To that honor, we are pleased to add the Day-Garrett Award. Congratulations.

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Provost Susan Bourque presented the College’s prestigious Charis Medals to four faculty members as part of the Annual Conference and Day-Garrett celebration this summer. The medals, honoring twenty-five years of faculty service to Smith, were presented by Provost Bourque (left rear) to Dean Carolyn Jacobs, Professor Joan Berzoff (left front) and Professor Phebe Sessions (right front). Associate Dean and Professor Susan Donner, who was on sabbatical, also received a Charis medal.
School Hosts
Dr. Kimberly Leary

The School welcomed Dr. Kimberly Leary to campus this summer as our Distinguished Visiting Lydia Rapoport Professor. Dr. Leary is the Director of Psychology and Psychology Training at the Cambridge Health Alliance, an Associate Professor of Psychology at Harvard Medical School, and a Faculty Affiliate at the Program on Negotiation at Harvard Law School. Dr. Leary spent a week on campus lecturing and visiting classes. Her public lecture, On Being Influential, examined the use of influence in managing and transforming conflict, both in clinical contexts and in the community. Using both fictional examples of negotiation (Ann Patchett’s novel Bel Canto), as well as her own work developing a case study which identified “critical moments” in a facilitated dialogue aimed at ending an armed conflict in Aceh, Indonesia, Dr. Leary discussed the particulars of how influence is actualized in ways that may be translated to the imperatives of mobilizing change in psychotherapy. Her talk was enthusiastically received by the audience.

Later in the week Dr. Leary presented a paper at a faculty/doctoral student colloquium on Racial Insult and Repair. In her paper she examined how the experience of racial insult as actualized in everyday automatic stereotypes affects the experience of being desired and desirable. She used a psychoanalytic frame informed by social science research to discuss the way in which racial stereotypes infuse cultural, social and psychic experience. This topic was examined in the context of various clinical vignettes that Dr. Leary presented. In addition to her talks, Dr. Leary was able to visit and interact with several master’s and doctoral level classes during her time on campus. Her presence and her presentations stimulated much rich dialogue and students and faculty alike were very gratified by her visit. Dr. Leary noted at the end of her visit, “I had a lovely time at Smith and greatly enjoyed my time with the SSW faculty and students. I deeply appreciated the opportunity to be the Rapoport lecturer this year.”

Dean Kazanjian Visits Campus

Dean Victor H. Kazanjian, Dean of Religious and Spiritual Life at Wellesley College, visited campus this summer and held many conversations on inter-religious understanding. He also showed a film, Beyond Tolerance, which highlighted Wellesley College’s process of institutional change from a mono-religious to a multi-religious community. His visit was co-sponsored by the School and the Jewish Students Alliance.

Anti-Racism Symposium Hosts Theater Troupe

The summer 2007 Anti-Racism Symposium hosted the True Story Theater group for its major presentation in July. The mission of the theater group, based in Boston, is to promote social healing by listening deeply to people’s stories and transforming them spontaneously into theater, making a wide use of improvisational theater, music and dance forms. True Story Theater is based on the Playback Theater tradition, an improvisational model influenced by psychodrama and the power of traditional forms of storytelling, which is used around the world to reach disenfranchised people and to build understanding where conflict has driven people apart.

During the presentation the actors listened to student
vignettes about issues of racism and race-based incidents and then acted these out for the audience of approximately 250 members of the SSW community – students, faculty and administration. A large group conversation followed the presentation, and then those interested in continuing the conversation broke into small discussion groups led by faculty facilitators. Another small group meeting for the first year class members was held later in the week, as an opportunity to further process the event. Students who attended were especially appreciative of the opportunity to have these discussions in a venue separate from the classroom and were grateful for the theater troupe’s unique approach to these issues. Several of the student groups continued to meet on their own during the remainder of the summer as well.

**Reverend Ryumon Returns to Campus**

In her third visit in as many years, Rev. Hilda Ryumon Gutiérrez Bañuelos, a Soto Zen Buddhist priest, writer and editor, returned to campus this summer for a weeklong visit that included activities, student meetings and meditations, capped by a two-day retreat that the School co-sponsored with the Northampton based Center for Contemplative Mind and Society.

Ryumon first came to campus in the summer of 2005 at the invitation of Dean Jacobs, after they met at a conference on Women Practicing Buddhism the prior spring. Her visit then so impressed students that she was asked to be the graduation speaker at last year’s Commencement.

This year, Rose Sackey-Milligan, the director of the center’s Social Justice program, invited Ryumon to be a mentor in the program, the aim of which is to provide support and encouragement to emerging young leaders who are social activists working on issues of poverty, affordable housing and the environment. The Zen meditation retreat was offered to help participants integrate contemplative practices into their social justice work. The retreat was also open to SSW students and drew a total of 67 participants, many coming from a distance. During the retreat participants engaged in sitting (“zazen”) and walking (“kinhin”) meditations, movement exercises and teaching and discussion groups. The majority of the retreat sessions, including all meals, were conducted in silence. Ryumon noted that half the participants had never attended any meditation sittings before. She also noted that the group was tremendously diverse in age, race, ethnicity, sexual orientation and background. Many expressed gratitude at the end of the two days for what had been a transformative experience. Ryumon commented that the retreat was blessed with many moments of grace which built on one another in a wonderful way.

Her prior week on campus was filled with meditation sittings – both scheduled and unscheduled – as well as meetings with students who conferred on spiritual questions that were current in their lives. Ryumon was especially gladdened by her interactions with the group of third year students who she had met in her first summer on campus, when they were beginning students. She said her journey with these students “was not something I planned but which was great to experience. The spirit of the students was heartwarming and engaging.” She was especially heartened to see that the meditation group they had started three years ago would be continued by a current first year student into the future.
ANNUAL THESIS POSTER SESSION IS A HUGE DRAW

The annual Thesis Poster session was held at the Smith College Museum of Art on Monday, July 23, 2007. This session is one of the many avenues graduating students take advantage of to disseminate the results of their theses. The Smith College Art Museum atrium served as an excellent venue for students who displayed posters with a visual presentation of their thesis projects. A total of twenty-one students disseminated a wide variety of research topics including: equine facilitated therapy, prevention strategies for homeless female veterans, meaning making after homicide, art as a form of self-care for social workers who are artists, and an exploratory study of “marianismo.”

OTHER SCHOOL NEWS

Seana Carmean, M.S.W. ’07, has qualified for the 2008 US Women’s Olympic Marathon Trials, which will be held in Boston in April 2008. She qualified by running 2:45 at the Hartford Marathon in October 2006, where she was the first American woman to cross the line (4th overall). This will be her second Olympic trial as she also qualified in 2004. When asked about the connection of her running to her social work career she said, “I would say that marathoning is a great parallel to the Smith experience. It requires endurance and the ability to pace yourself well throughout so that you can finish strong. As far as running and social work, the connection I see is that it helps to bring you into your body. It is a great mindfulness practice which I think is effective for therapists to be fully present for their clients, to be in the “here and now” so they can truly meet their clients where they are. In addition, running is a great way to burn off the stress of school.”

GRANTS AND AWARDS

The SSW Alumni Association is pleased to announce the following recipients of the 2007 Thesis Grants:

The Alumni Association Thesis Grant has been awarded to Mekhala Koshy, M.S.W. ’07, for her thesis entitled The Immigration Debate: A Cross-Cultural Analysis of Naturalized Mexican Citizens of the U.S. and Non-Hispanic White Citizen’s Attitudes towards Undocumented Mexican Immigration in the United States.

The Thesis Grant for Students of Color has been awarded to Aziza Jones, M.S.W. ’07, for her thesis entitled Humor as Resilience: African American Standup Comedy and Collective Identity.

The Eleanor Clark Thesis Award was presented by the School to two graduates at this year’s commencement exercises. The recipients were Jamie L. Loveland, M.S.W. ’07, for her thesis entitled Combat-related Trauma: An Historical Analysis Through A Biopsychosocial Lens, and Lisa Smith, M.S.W. ’07, for her thesis entitled Fibromyalgia: A Legacy of Chronic Pain.


The committee appreciated the quality of all of the theses submitted as well as the significance of the topics, noting, “The choice was not an easy one but we were particularly impressed with the clarity of Ben’s methodology, the richness of his data, his capacity to integrate it with conceptual material, and his capacity to look critically at his findings and draw implications for practice, policy and research. Congratulations to Ben.”

The following Masters and Doctoral students have received fellowships, grants and awards during this past year:

Donna Bell, M.S.W. ’07, is the recipient of an Interprofessional Fellowship in Psychosocial Rehabilitation and Recovery Oriented Services at the Durham VA Medical Center in Durham, North Carolina. The Fellowship Program is a state of the art clinical training program in the theory and practice of psychosocial rehabilitation. It provides fellows an opportunity to work with veterans who have serious mental illness, including schizophrenia, schizoaffective disorder, bipolar disorder, major depression, and other psychoses. Veterans may also have co-morbid conditions including PTSD, substance use disorders, depression, and anxiety. The purpose of the Fellowship Program is to develop leaders with vision, knowledge, and commitment to lead mental health care into the 21st
century as health care systems are transformed to emphasize functional capability, rehabilitation and recovery.

Hillary Blythe Despres, M.S.W. ’07, received the postgraduate M.S.W. trauma fellowship at the National Center for Children Exposed to Violence (NCCEV) at the Yale University Child Study Center which she will start following graduation. The fellowship includes participation in seminars, engagement in individual weekly supervision, provision of acute and long-term treatment experience as well as working on piloting a new brief treatment model, and participation in a police training, weekly police ride-alongs, weekly collaborative case conferences, clinical group supervision, on-call acute response, and specialty interventions (domestic violence, community violence, forensic consultation, death notification, mass-casualty response, etc.), and research.

Amelia Fern Hube, M.S.W. ’07, has accepted a position as the Post Graduate Psychology Fellow in Social Work at Duke University’s Counseling and Psychological Services, the college mental health center. She will be there for the next year, and possibly two since it is a renewable fellowship.

Sarah Muzzy, M.S.W. ’07, will be joining the Victims of Violence Program at Cambridge Hospital as a postgraduate social work fellow this fall.

Aurora Perales, M.S.W. ’07, was awarded a fellowship opportunity at Cedar Sinai Medical Hospital (Los Angeles, California) in the adult mental health unit. This opportunity is a one- to two-year structured program encompassing inpatient and outpatient populations.

Elenore Snow, M.S.W. ’07, will be attending Makerere University in Kampala, Uganda under the Masters in Human Rights program. She has been awarded the “Rotary Ambassadorial Scholarship,” whose purpose is to generate cross cultural exchanges. She also hopes to work with child soldiers by volunteering with an NGO in Kampala.

Ash Turnbull, M.S.W. ’07, has a fellowship in the Program for Psychotherapy at Cambridge Health Alliance in Cambridge, Massachusetts.

Virginia Wyatt Wharton, M.S.W. ’07, has received the Ann Cornelisen Fellowship for Vassar College alumni. With the generous support of this fellowship, she will be studying Spanish and doing volunteer social work in Cuernavaca, Mexico; Grecia, Costa Rica; San Jose, Costa Rica; and Xela, Guatemala from October 2007 through May 2008.

**School Institutes Research Internship Program**

With the support of a generous alumni donor the School has established a Research Internship Program for the coming year. The program was established with three aims in mind – to better support the faculty’s research and scholarship, to attract highly qualified M.S.W. students who are interested in participating in a research project with a faculty member, and to provide these students with an enriching research experience of high caliber. The purpose of the Research Internships is to advance research in concert with the curriculum of the School to further the aims of the social work profession. Internships were constructed to provide solid educational experiences for student learning which are consistent with the School’s curriculum.

The selection process was very competitive with a total of 55 applications for 15 research internships. The faculty sponsors and students selected are as follows:

Assistant Professor David Burton will work with Alex (Sherry) French, ’08, and Amanda Raquel Santiago, ’09, on his project collecting and analyzing data from incarcerated youth in several residential facilities in Ohio.

Associate Professor Joanne Corbin hired Arden O’Donnell, ’08, to help her evaluate the impact of the psychosocial training program she developed for local communities in Northern Uganda.

Dean Carolyn Jacobs has hired three students, Meghan Dwyer, ’08; Julia Gallichio, ’09; and Jennifer Harrison, ’09, to assist with her research on developing and implementing multidimensional measures of the concepts of religiosity and spirituality as appropriate for clinical social work practice with diverse populations.

Adjunct Associate Professor Joan Lessor will work with Omer Mendelson, ’09, in her research study exploring the experiences of non-Jewish mothers raising their children in the Jewish faith.

Professor Josh Miller and Assistant Professor Yoosun Park will work with Bao Chau Van, ’09, on their study of the impact of Hurricane Katrina on the Vietnamese community in Biloxi, Mississippi.

Professor Josh Miller will also work with Kay Naito, ’09, on his project on psychosocial and medical capacity building in Sri Lanka.

Assistant Professor Yoosun Park has three other projects on which students will be assisting. Maura Alys Ferguson, ’09, will be doing research in the archives at UC Berkeley on the history of social work involvement in the removal and internment of Japanese Americans during World War II. India Court MacWeeney, ’09, will assist with research on obesity, physical activity
and the built environment in New York City. And two students, Tsu-Yin Chang, ’08, and Jennifer Treby, ’09, will study the “Americanization” enterprise many social workers were involved with in the early 20th century in immigrant communities.

Marsha Kline Pruett, Maconda Brown O’Connor Professor, has hired two students, Emily R. Fischer, ’08, and Tandeka Guilderson, ’08, to work on her Supporting Father Involvement project, a preventive intervention study designed to promote healthy family function and reduce child abuse and neglect.

Dean Jacobs has expressed heartfelt gratitude to Katherine Reebel, M.S.S. ’43, whose generous gift made the Research Internship program possible. Professor Reebel had a long and distinguished career at the University of Michigan School of Social Work prior to her retirement and her contributions to the promotion of social work excellence live on in this program at Smith College School for Social Work.

During the past two and a half years, Kathryn Basham has been participating actively with an interdisciplinary committee supported by the Institute of Medicine of the National Academies of Science. This “Gulf War and Health: Physiologic, Psychologic and Psychosocial Effects of Deployment Related Stress” committee has been charged with a Congressional mandate to explore the effects of deployment-related stressors on soldiers and veterans from the Gulf War as well as those returning from Iraq and Afghanistan. As the only clinical social worker participating with this research project, Dr. Basham joins other committee members who are experts in their respective fields of medicine, psychiatry, psychology and epidemiology. Dr. Basham’s work in this forum has translated into co-authoring two texts. The first book, titled Posttraumatic Stress Disorder: Diagnosis and Assessment, was published by the Institute of Medicine of the National Academies of Science in Washington in the summer of 2006. This fall, the second substantive text will be published and disseminated on Capitol Hill. The book is titled Physiological, Psychological and Psychosocial Effects of Deployment-Related Stress. Findings and recommendations have direct implications for the mental health and health treatment of returning soldiers and their families. In response to Dr. Basham’s involvement with the research on the after-effects of combat trauma, she was interviewed for the Grécourt Gate News at Smith College to respond to the recent report from the Office of the U.S. Army Surgeon General published in May, 2007, documenting disturbingly high rates of mental health issues for
returning soldiers and their families. She also served as an invited external reviewer for another congressionally mandated committee report published in July, 2007 focused on veterans’ compensation for Posttraumatic Stress Disorder.

On June 18, 2007, as part of the school’s summer lecture series, Dr. Basham presented a lecture to the School and extended community titled “Coming Home: Refuge or the Second Front,” addressing the trials of warriors and their families as they reunite following their tours of duty in a combat zone. Research data suggest risk and protective factors that influence the outcomes of serious mental health problems. A multi-modal practice approach was presented for couples and families who are affected by deployment stressors and combat trauma. Dr. Basham has also submitted a paper in process for a special issue in the Clinical Social Work Journal on attachment theory, titled “Homecoming as Safe Haven or the New Front: Attachment and Detachment among Military Couples.” In a similar vein, Dr. Basham has been invited to present a Grand Rounds at the Department of Psychiatry at Walter Reed Army Medical Center in November, 2007 to discuss the long-term effects of combat trauma on military couples and families. In October, 2006, she addressed the social work and mental health staff at two sites of the Puget Sound Veterans Hospital in Seattle, presenting a lecture on Clinical Social Work Practice with Traumatized Families. Throughout the past nine months, Dr. Basham has also presented to alumni and the Clinical Society in Washington D.C. for a daylong workshop on couple/family with survivors of childhood trauma, which will be extended and repeated this fall.

Dr. Basham completed a chapter on Trauma Theory in the newly revised edition of Inside Out: Outside In, co-authored by Joan Berzoff, Pat Hertz and Laura Flanagan. In a different area of her research interests, she offered an invited presentation at a conference sponsored by the National Association of Clinical Social Workers on Psychoanalysis in Social Work held in Chicago in March, 2007 to discuss the long-term effects of combat trauma on military couples and families. In October, 2006, she addressed the social work and mental health staff at two sites of the Puget Sound Veterans Hospital in Seattle, presenting a lecture on Clinical Social Work Practice with Traumatized Families. Throughout the past nine months, Dr. Basham has also presented to alumni and the Clinical Society in Washington D.C. for a daylong workshop on couple/family with survivors of childhood trauma, which will be extended and repeated this fall.

In January Joan Berzoff attended the Social Work Research Meeting in San Francisco sponsored by the American Cancer Society. There she worked with her doctoral fellow, John Linder, and with other grantees on dissertations. Dr. Berzoff also continued to mentor the telephonic seminar in which second and third year and postgraduate students teach first year students telephonically in a case-based seminar in preparation for the clinical exams. The paper that she wrote about this project with doctoral students Joanna Bettman, Nora Padykula and Kim Thompson was accepted for publication by the Journal of Teaching and Social Work. In February, Dr. Berzoff presented at the National Committee on Psychoanalytic Social Work in Chicago as part of a panel on social care with Joel Kanter and Bill Meyer. Her paper was titled “Working at the end of life: psychological and social care.” She submitted a version of the paper entitled “Working at the End of Life: Providing Clinically Based Psychosocial Care for the Dying” to the Clinical Social Work Journal that was accepted in April 2007.

In March, Dr. Berzoff was the co-editor of a special issue on Zelda Foster for the Journal of End of Life Social Work and Palliative Care in which she co-authored an article on Zelda entitled “Attention Must Be Paid,” with Inge Corless. In addition, she and Ellen Csikai wrote the introduction. Further, as part of a larger National Institutes of Health grant, she co-led six focus groups including doctors, nurses, patients, family members and bereaved family members about their needs for hospice and palliative care during and after dialysis. The findings of that study were co-authored with doctoral student Jennifer Swankowski and submitted to the Journal of Palliative and Supportive Care, entitled “Developing a Renal Supportive Care Team: Voices of Patients, Families, Staff.”

In April, Dr. Berzoff served as the liaison to a large conference held on the Smith Campus, co-sponsored by the School for Social Work and the Learning in Retirement group entitled “Aging Creatively” where she presented a workshop on grief and its capacity to catalyze development. She also presented to the Washington Clinical Society on Psychoanalytic Theory and Gender. In May, she submitted a paper with Efi Kokliari, doctoral graduate, on “Superficial Cutting: A Foucaultian Perspective to Affilia” to The Journal of Women and Social...
Work. In July, she was awarded the Charis Medal from Smith College in recognition of her 25 years of service to the College and the School.

James Drisko was appointed Co-Director of the Doctoral Program beginning in September of this year. Dr. Drisko has taught in the doctoral program and served as both a Faculty Field Advisor and Dissertation Chair since 1991. He was the first faculty member to serve simultaneously as FFA and Dissertation Chair, reflecting the integration of research and practice now prominent in doctoral educational nationally. Dr. Drisko, together with Joyce Everett, Ph.D. and Kerry Homstead, Ed.D., presented at the Society for Social Work and Research meeting on “Front-line Staff Perceptions of Empowerment.” This study was also published in the Social Work Journal in April 2007. He also presented on “Qualitative Research Synthesis,” a method for combining the results of qualitative studies to make them more widely useful as part of the evidence based practice movement. Finally, Dr. Drisko taught a workshop under the auspices of the Institute for the Advancement of Social Work Research in Washington, D.C. in August 2007. The workshop addressed qualitative research methods, data analysis software and innovations in qualitative research methods. This was his seventh national summer workshop for IASWR.

Joan Lesser had two papers accepted at international conferences this summer. “Violence against children and families in Jamaica, W.I.: How qualitative research leads to the development of training protocols,” (with M. Cooper, Ph.D) was accepted at the 7th International Conference on Diversity in Organizations, Communities and Nations in Amsterdam, The Netherlands (July 2007). “Violence against children and families in Jamaica, W.I.: A focus group experience,” (with M. Cooper, Ph.D and Y. Morales, M.S.W) was accepted by the 8th Biennial Caribbean Social Work Educators Conference in Trinidad, W.I. (June 2007). Dr. Lesser also conducted a one-day training on “Cultural trauma and bereavement” for the Community Counseling Center of Portland, Maine (May 2007). Dr. Lesser has received a Clinical Research Institute Grant to support her comparative cross-cultural research project on the social, psychological and health care needs among older Chinese adults in Boston and in Guangzhou, China. Dr. Lesser and her co-investigators have welcomed Florence Loh, a Smith doctoral student who has been working as a research assistant on this project.

Josh Miller and Yoosun Park published an article about race, racism and the Red Cross titled, “Inequitable distributions,” in the Journal of Intergroup Relations Vol.XXXIII(1), 45 (2007). Dr. Miller also published an article with Ann Marie Garran titled, “The web of institutional racism,” in Smith College Studies in Social Work, 77(1), 33-67 (2007). In May, he received the Distinguished Alumni Service award from the University of Connecticut, Department of Family Studies, where he received his Ph.D.

Yoosun Park has published several articles in the past year. An article entitled “Constructing Immigrants: A Historical Discourse Analysis of the Representations of Immigrants in US Social Work, 1882-1952” was published in the Journal of Social Work, and another historical work entitled “Little Alien Colonies: Representations of Immigrants and Their Neighborhoods in Social Work Discourse, 1875–1924,” written with Dr. Susan P. Kemp, was published in the Social Service Review. Dr. Park has also published two articles analyzing the impact of Hurricane Katrina with Professor Josh Miller, the first in the Smith College Studies in Social Work (volume 76, issue 3) and the second in the Journal of Intergroup Relations (volume 33, issue 1). She is collaborating with Dr. Miller on another Katrina-related project this fall. With the help of an M.S.W research
FACULTY NOTES 2007

This past spring, Dr. Marsha Kline Pruett prepared to teach her first course on Research in Practice to the third year doctoral students. She gave three presentations: one on “Preventive Interventions to Enhance Father Involvement in Low-income Mexican American and Anglo Families: Testing a Model of Family Risks/Assets,” to the Society for Research in Child Development which met in Boston in March. She also spoke about “Moving Couples Research to the Front Lines: Results from Three Preventive Interventions Designed to Promote Healthy Couple and Family Relationships,” at the 16th National Conference on Child Abuse and Neglect in Portland, Oregon. In June she gave a lecture as part of the summer lecture series at the School on a topic similar to that given in Boston. She continues to write articles and book chapters promised for the fall, and has hired masters’ degree students to do some videotape coding and some publishing along with her. Dr. Pruett is currently working on a training of trainers program to disseminate the California fatherhood intervention to other social service agencies and foundations interested in funding family-based initiatives.

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90th Anniversary Celebration This Coming Summer: “Tradition and Transformation, Celebrating Clinical Social Work Excellence”

Come join classmates and colleagues this coming July 17-20, 2008 as we celebrate the School’s 90th anniversary.

Our keynote speaker will be Dr. Salman Akhtar, renowned psychoanalyst and Professor of Psychiatry and Human Behavior at Jefferson Medical College, Thomas Jefferson University. His keynote lecture will be “From Xenophobia through Prejudice to Ethnic Violence.”

We are also planning many Continuing Education presentations by faculty and alumni, as well as engaging lunchtime panel presentations. A Dean’s Welcome, Friday night dinner and Saturday night dance are being planned, as well as several receptions and opportunities to gather informally with classmates and friends. On Thursday evening, July 17th, preceding the opening session, we will feature a one woman show by current student Chara Riegel, ’08, titled Cowgirl Expatriate: A Texas Memoir. The piece was originally produced as her community practice project and explores Texas identity through a bold look at race, sex, religion, violence and President Bush. At the Sunday closing brunch we will feature a session of reminiscing about Smith through the years hosted by former dean Ann Hartman, who is also writing a history of the School for the anniversary. Watch your mail this coming winter for the registration brochure and check our web site for details as they develop.

You are cordially invited to join The Grécourt Society.

This is a society that was established by the College to recognize alumni, faculty and friends who have entered into life income gift agreements for the School’s benefit, or who have made bequest intentions for the School through a will, trust or retirement plan. With this society, Smith is thanking personally and publicly those whose careful and thoughtful planning will help ensure the School’s success for generations to come. We invite you to become a member by contacting the Advancement & Alumni Affairs Office at 413-585-7964 or at
New Certificate Launched in Contemplative Clinical Practice

The School is pleased to announce the launching of a new advanced certificate program, Contemplative Clinical Practice: An Advanced Certificate Program in Spirituality and Social Work Practice, which will begin this October. The impetus for the creation of this program included both Dean Carolyn Jacobs’ national reputation as a leader in issues of spirituality and social work, and an increased demand for more coursework in this area. The program considers the clinical relationship as a potential locus of the sacred. It is designed to deepen the clinician’s awareness of the sacred dimension of his/her work by exploring his/her own religious history and spiritual practice, the clients’ spiritual beliefs and practices, and the clinical relationship itself. The program also provides a framework for assessing religious and spiritual development and explores issues of ethics and social justice as they relate to spirituality.

The program is premised on the belief that cultivating awareness is crucial for clinical practice in today’s complex global environment. The capacity of the clinical social worker to attend to the dynamics of the clinical relationship can be enhanced by continuous self-reflection and contemplative practice. Contemplative practices deepen awareness and develop a stronger connection to one’s inner wisdom.

The response to this new effort has been strong; more applications were received for this certificate program than the first year of any other certificate program in the School’s history. Indeed, inquiries have already begun for the October 2008 program. Program applicants have come from across the country and represent a wide diversity in religious background, race, ethnicity and age. “We are looking forward to the many ways this program will develop participants’ knowledge and clinical practice with people from the diverse religious and spiritual traditions,” commented Dean Jacobs, who has spearheaded the program’s design and curriculum. Students have also expressed great enthusiasm for the program and are delighted that Smith is taking leadership in this long neglected topic.

For more information about this and other certificate programs offered by the School for Social Work, go to www.smith.edu/ced or contact the Continuing Education Office at (413) 585-7970.
A memorial gathering was held this past spring to honor the memory of Agnes Louise Cosgrove Thénaud Lauga, MSS ’44. The following statement was read at the service.

Agnes Louise Cosgrove Thénaud Lauga died of natural causes on May 9, 2007 in New York City after a brief illness at the age of 96. She lived and worked in New York since 1955.

Born February 26, 1911 to Elizabeth and John Cosgrove in Providence, Rhode Island, she was married to Franc Thénaud in 1937. She was stranded with him in Paris when WWII started, but before France fell to the Germans they returned to the U.S., where her husband, a French citizen, was sent because of his linguistic abilities. Thénaud died while serving as a translator at the Nuremberg Trials. She later married Henri Lauga, a first cousin of Thénaud, and lived with him in New York until his death in 1966. She maintained a close and loving relationship with her French family and traveled almost every year to visit them until the air travel became too difficult for her.

She was a graduate of Hope Street High School in Providence and graduated, magna cum laude, from Pembroke College, Brown University, Class of 1932, where she was a member of Phi Beta Kappa Society. She taught French at Hope Street High School while working on her Master’s Degree at Brown University, which she completed in 1937. She also received a Masters in Social Service from Smith College in 1944, and from 1944 to 1955 she was a psychiatric social worker in Cincinnati, Ohio. In 1955 she became the Director of Psychiatric Social Service at the Bronx Municipal Hospital Center of the Albert Einstein College of Medicine, and went on to serve as Acting Director of Social Services in the 1970s and 1980s. She held a faculty appointment at the University of Cincinnati College of Medicine and was an Associate Professor in The Department of Psychiatry (Social Work) at the Albert Einstein College of Medicine of Yeshiva University. In 1985 she received the Smith College School for Social Work Day-Garrett Award in honor of her professional achievements and contributions.

She is survived by her sister, Mary E. Cosgrove of Providence, Rhode Island, her brother, Lt. Col William P. Cosgrove, USMC (ret) of Annapolis, Maryland, two nieces, a nephew, and by stepchildren and step-grandchildren who reside in France.

—Submitted by her family.
~ In Memoriam ~

Class of 1930
Martha Lewenberg
Segal

Class of 1931
Louise Silbert Bandler

Class of 1937
Eunice F. Allan
Sadie R. Green
Teresa Cotter Preifer

Class of 1942
Betty Wolfe
Basamania

Class of 1943
Jean Churchill
Greensboro Moore

Class of 1944
Shirley E. Harrison

Class of 1948
Elizabeth Elmer

Class of 1952
Gertrude L. Sullivan
Andrea Lam Wong
Eileen B. Daugherty

Class of 1960
Arletta M. Graves

Class of 1964
Regina A. Driscoll

Class of 1966
Elizabeth S. Dooley

Class of 1970
Leila Myers-Hurd

Class of 1971
James Hagan

Class of 1975
Jeff Rothstein

Class of 1994
Kathryn Bingham

Friends and Students
Philip Alper, late husband of Rachel H. Alper, MSS ’47

Robert D. Haller, late husband of Wendy Haller, MSW ’64
Bernard Lamy, late husband of Geraldine E. Lamy, MSS ’54
Eleanor Rosenberg, late mother of Claire Rosenberg, MSW ’92
Samuel M. Seegal, late husband of Martha Seegal, MSS ’30
(deceased)
Marsha Shevlin, late mother of Karen Wallen, MSW ’83
Arthur Yellen, late father of Wendy Yellen, MSW ’81

Philip Alper, late husband of Rachel H. Alper, MSS ’47
STATEMENT OF ANTI-RACISM: Smith College School for Social Work has committed itself to becoming an anti-racism institution. The School pledges to overcome racism in all of its programs. All programs are expected to monitor and report on their anti-racism efforts to the Anti-Racism Consultation Committee.

NOTICE ON NONDISCRIMINATION: Smith College is committed to maintaining a diverse community in an atmosphere of mutual respect and appreciation of differences. Smith College does not discriminate in its education and employment policies on the basis of race, color, creed, religion, national/ethnic origin, sex, sexual orientation, age, or with regard to the bases outlined in the Veterans Readjustment Act and the Americans with Disabilities Act. The following office has been designated to handle inquiries regarding nondiscrimination policies: Director of Institutional Diversity, College Hall #104, (413) 585-2141