Dear Alumni, Friends and Colleagues,

I have spent much of the fall and winter traveling around the country and meeting with individual and small groups of alumni and friends. I have visited Ann Arbor, San Francisco, Houston and New York to meet with alumni, hear their experiences of the School, of their current social work practice, their concerns regarding the state of clinical social work and to present my vision of Stability and Transformation for the School. In these conversations I have been moved by the very compelling stories alumni have shared about the transformative experiences that were a hallmark of their years at the School. Hearing stories of the life-changing process that is at the heart of clinical social work education affirms the importance of our educational program and affords great hope for the future of our profession. Reflections on the many ways the transformative process continues throughout the lives of our alumni are found in class notes. This edition of In Depth includes a wonderful example of continuing the transformative processes and relationships that occurs in many small groups of alumni who gather for many years after graduation. I know alumni will be interested in the article by Rick Nizzardini, M.S.W. ’98, on page 7, about his collaboration with classmates Lee Baker, Rosalind Rhode, M.S.W. ’98, and Sharon Mussen, M.S.W. ’98, to develop an ongoing alumni consultation group which has been meeting in the San Francisco area for the past eight years. I hope that other groups will also be willing to share their stories with us.

We are beginning in earnest the planning of our 90th anniversary celebration, scheduled for July 17-20, 2008. The theme of the event is Tradition and Transformation, Celebrating Clinical Social Work Excellence. We hope you plan to attend and share experiences and memories with your classmates and other alumni. If you have your email address you should have received a brief survey in February asking for feedback on what events you would like offered. If you did not receive the survey and would like to provide input please be in touch with Diane L. Tsoulas, Associate Dean for Administration at dtsoulas@email.smith.edu.

We are busily planning an enriching and exciting summer program.

Continued on next page
Highlights of the coming summer include a lecture by Dr. Kimberlyn Leary, Director of Psychology and Psychology Training at the Cambridge Health Alliance and a Visiting Associate Professor at Harvard Medical School. She is our Lydia Rapoport Lecturer, and she will discuss the relational capacities that are brought online in the service of being influential in the management and transformation of conflict, both in clinical contexts and in the community. Also scheduled to speak are Marsha Pruett, Maconda Brown O’Connor Professor at the School, who will discuss her work on interventions for low-income fathers and couples; Professor Kathryn Basham, who will address the trials and stressors that warfighters and their families face as they reunite following their tours of duty in a combat zone; and Professor James Drisko, whose lecture is titled *Is Mental Health Dead?* For a complete list of all of our summer lectures, see page 3.

This newsletter contains much faculty and alumni news. For the latest developments in our international work and initiatives, see the article on our upcoming field placements in Thailand on page 4. And on page 10, read about the work of Professor Josh Miller and Associate Professor Joanne Corbin, who this past January conducted psychosocial training of providers who work with children and families affected by armed conflict in Uganda.

We have also included an update on our Annual Fund campaign (page 8) as well as history on some scholarship funds of interest and some information regarding planned giving, which many alumni have asked about (page 9). As I know you know, our students are so very grateful for the scholarship assistance your donations to the School provide. You have my continuing thanks for your support.

Best regards,
Carolyn Jacobs, M.S.W., Ph.D.
Dean and Elizabeth Marting Treuhaft Professor
The following lectures are planned as part of the school’s 2007 Summer Series. For more information about individual events, visit the website at http://www.smith.edu/ssw/admin/academics_summerlectures.php

**Coming in From Left Field: Interventions for Low-income Fathers and Couples**
Marsha Kline Pruett, Ph.D., M.S.L., Maconda Brown O’Connor Professor at Smith College School for Social Work.
Monday, June 4, 2007, 7:30 p.m.
Leo Weinstein Auditorium – Wright Hall

**On Being Influential**
Kimberlyn Leary, Ph.D., ABPP – Lydia Rapoport Lecturer,
Director of Psychology and Psychology Training at the Cambridge Health Alliance and a Visiting Associate Professor at Harvard Medical School.
Monday, June 11, 2007, 7:30 p.m.
Leo Weinstein Auditorium – Wright Hall

**Coming Home: Refuge or the Second Front**
Kathryn Basham, Ph.D., L.I.C.S.W., Professor and Chair of the Human Behavior in the Social Environment Sequence at Smith College School for Social Work.
Monday, June 18, 2007, 7:30 p.m.
Leo Weinstein Auditorium – Wright Hall

**Film Showing of Beyond Tolerance**
and discussion to follow
Victor H. Kazanjian, Jr., M.Div., Dean of Religious and Spiritual Life at Wellesley College as well as co-director of the Peace and Justice Studies Program at the college.
Tuesday, June 19, 2007, 7:30 p.m.
Leo Weinstein Auditorium – Wright Hall

**Is Mental Health Dead?**
James W. Drisko, Ph.D., L.I.C.S.W., Professor at Smith College School for Social Work.
Monday, June 25, 2007, 7:30 p.m.
Leo Weinstein Auditorium – Wright Hall

**The Harris Racial Identity Theory: Reflections of a Transracial Adoptee**
Susan Harris O’Connor, M.S.W., Director of Family Services at Children’s Services of Roxbury, Inc. and also an affiliate of the Pre and Post Adoption Consulting Team at the Center for Family Connections in Cambridge, Massachusetts.
Monday, July 2, 2007, 7:30 p.m.
Leo Weinstein Auditorium – Wright Hall

**Sustaining Hope and Passion as We Face the Challenges of Our Work**
Laurie Anne Pearlman, Ph.D., author, practitioner and co-founder of the Traumatic Stress Institute and the Trauma Research, Education, and Training Institute and Kay Saakvitne, Ph.D., author, trauma specialist and former clinical director of the Traumatic Stress Institute – Annual Conference Lecturers.
Friday, July 20, 2007, 7:30 p.m.
Leo Weinstein Auditorium – Wright Hall

**Race in Research: Current Debates in Science, Ethics and Politics**
Alan Goodman, Ph.D. – Brown Clinical Research Institute Lecturer, Professor of Biological Anthropology, Hampshire College; President, American Anthropological Association and an Associate Director of the New York African Burial Ground Project.
Monday, July 30, 2007, 7:30 p.m.
Leo Weinstein Auditorium – Wright Hall

**Vulnerability, Resilience, and Social Work Practice**
Alex Gitterman, Ph.D., Professor at the University of Connecticut School of Social Work.
Monday, August 6, 2007, 7:30 p.m.
Beginning this fall, the School will extend the reach of student placements to the international level, with three students heading to Thailand.

Carolyn du Bois, Director of Field Work, says the move comes as part of the School’s response to increased globalization, in keeping with Dean Jacobs’ commitment to increase student competencies in multicultural practice, including international perspectives. This initiative also reflects an explicit goal of the Council on Social Work Education to train social workers who are able to practice in the context of diverse cultures.

“Our goal is to continue to train social workers in culturally attuned ways in the context of this increased globalization — brought about by increases in travel, the spread of technology, worldwide immigration, and so on. We are responding to the need to think about social work in a more global context and to train people to work cross-culturally with a range of clients,” du Bois said.

These first placements in Thailand build on work done there by Associate Professor Catherine Nye, who
first visited the country while her son was living there in the 1990s and “fell in love with it,” she said. She was on sabbatical for the 2001-2002 academic year and applied for and received a Fulbright scholarship to study social work practice in Northern Thailand. She spent seven months in the country, establishing relationships and making connections at social work agencies and training programs – at Chiang Mai University and Mahachualongkorn, the Buddhist monks’ university – that continue to bear fruit today. She has returned for four to six weeks each winter since then to continue her research and teaching in Chiang Mai. Her study has been funded by Clinical Research Institute grants from the Brown Foundation at the School for Social Work and by the Mellon Foundation. Nye has been doing an ethnographic study of social work practice in Northern Thailand, with a particular emphasis on understanding the relationship between cultural values, principles and ideals of development and social work practices. She is also interested in adapting social work models for use across cultures.

As the result of her strong connections in Thailand, Nye has developed three different field placement opportunities that will involve a mix of work in governmental and non-governmental organizations.

Nye explains the rationale for these field placement arrangements: “The functions that we in the U.S. think of as social work functions are provided in Thailand by three different delivery systems – professional social workers in government organizations, workers in NGOs which traditionally have not employed social workers, and Buddhist monks in ‘Wats’ or temples. It’s important for our students to understand and have some experience with each of these different settings,” she said.

“These placements will give students the opportunity for experiences in both formal and more community based settings to develop an understanding of relevant social policy issues,” said du Bois. She hopes to develop future placements in Puerto Rico and Bulgaria. “A longer term goal is to help train people who can work both in another country and here in the States. For example, we’d like to be able to have maybe one placement here in the United States, where a student would work with a specific refugee/immigrant population, followed by another placement in that population’s native country. In that way the student would graduate with a defined specialization in clinical social work from a global perspective,” she said.

LOOKING TO THAILAND

Second year students Sara Schieffelin, Cassiel Owens, and Madeline Kilpatrick were selected in February for the Thailand placements.

One will be at the Department of Psychiatry at Suan Dok Hospital at Chiang Mai University; the second at

Continued on next page
Chiang Mai Coordination Center for Protection of Child and Women's Rights; and the third at the Chiang Mai Neurological Hospital.

Each student, in addition to the placement in these formal government organizations, will also have a secondary assignment to a non-government organization. Some will work with Hill Tribe women and girls, some with street children, and some with young women rescued from the sex trades. Students will also be able to participate in training with undergraduate students from Chiang Mai University, and with monks in the social work program at Mahachulalongkorn, and will meet monthly with Chiraluck Chongsatitmun, a social work faculty member at Chiang Mai University.

“We spent over a year developing our program. A top priority for us was to have a curricular framework for the students who are going to do this work,” du Bois said.

The placement is only open to second-year students, and those selected will go through a specialized educational and curricular plan, including a requirement to take an international social policy course as well as Nye’s course, *Culture and Development Across the Life Course: An Anthropological Perspective*, and to draw from an already well developed roster of electives, including courses covering such topics as clinical practice with immigrant and refugee populations, collective trauma, international human rights, and mental health response to disasters in community context.

The three will also take an independent students study with Nye to prepare them specifically for Thailand.

“I hope the independent study will give us a chance to get to know each other and form a support network before students leave for the field. It should also provide an overview of Thai history and culture and orient students to local issues in social work practice in Chiang Mai. I can also share my ‘local knowledge’ of more practical matters – where to eat, live, how to get around – which should help students navigate the realities of life ‘on the ground’ in a city that is very far from home,” Nye said.
Our Continuing Smith Community

BY RICK NIZZARDINI, L.C.S.W., J.D.

Recently I attended a Smith SSW alumni meeting here in the San Francisco Bay area. It was nice to feel that connection we sometimes feel when around fellow Smithies. I’m lucky enough to have that frequently in my life, though, in an informal consultation group of Smith SSW graduates that formed about a year after I graduated and that has continued to meet on a monthly basis for the last eight years. At that alumni meeting, Dean Carolyn Jacobs asked if I would write something about the group, as SSW grads are often asking how they can create support for themselves after graduating. I was glad to, because I have always known how special and sacred a space I and my wonderful friends have created.

During my time at Smith, I had occasionally heard about alumni meeting in consultation groups and how helpful and supportive those groups had been. When I graduated in 1998, knowing that I might never again experience a community as nurturing and challenging as the one I knew at Smith, I immediately began to think about how to form one of these groups. Luckily for me, one of my dear friends, Lee Baker, had also been contemplating such a group, and she was going to be in the Bay Area with me. We started to talk about our idea with Ros Rhode, who lived with both Lee and me in a splendid summer house off campus during our final summer, and Sharon Mussen, a dear friend of Lee’s and mine who was moving back to the Bay Area. The four of us explored the basics of what we wanted our group to be. We realized that the four of us made up the perfect size group: not too small if one of us couldn’t make it to a meeting, but not too large to feel unsafe. We decided to meet monthly for two hours. Our first hour of discussion would be a work-related check-in to get support around our new careers, work stressors, and the challenges of the licensure process. We devoted our second hour to a clinical case discussion. We also decided to rotate our meetings to each other’s homes and to have potluck dinners together. We were creating a nourishing space on many different levels.

Throughout the past eight years, our group has evolved and its roots have grown deeper in each of our lives. Our first hour is now a more personal check-in as we have become less anxious in our work settings, more assured in our roles as clinical social workers, and as we have prioritized supporting each other around larger life issues such as serious illness, family struggles, marriage, pregnancy, birth, break-ups and newfound love. Amazingly enough, several years ago we realized how rich our time together had become and decided to increase our meetings to every three weeks. Throughout this time, we’ve only missed meeting a handful of times.

Last year, something occurred that highlighted for me just how special a space we had created. One evening during our group meeting, one of our roommates (who we all knew socially) spontaneously joined us for dinner. I was in the midst of exploring my reactions to a client during a recent session, and I continued to talk about my countertransference for several minutes. Then we moved on to another discussion. Several days later, an email exchange developed among the four of us where we started to explore our feelings about that benign but uncomfortable intrusion into our space. At our next meeting, we continued to discuss how over the years we had protected our time together from outside intrusion, especially during our clinical discussions. Whether there were girlfriends, boyfriends, roommates or spouses in our homes, we had always honored our group as a safe and confidential space for the four of us. We realized how we had steadfastly nurtured our group from its inception, and how vital it was for us to this day. We also realized how incredibly important this was to maintain. However, never to be free from repetition compulsion, we recently had another “intruder” enter our group – but this time our collective response was much different.

About 18 months ago, Ros and her husband Ken had a baby boy, Jeremiah, who we welcomed into our space with open arms. Implicitly we all felt that the nurturing space we had created for each other could expand to accommodate Jeremiah as Ros’ life was expanding in this new and wonderful way. In fact, when asked for a picture of the four of us for this article, we decided that a picture of this wondrous little explorer would best represent the qualities that our group has come to mean to us: growth, curiosity, learning, caring, nurturing, and love.
Counting on Alumni

2006-2007 SCSSW ANNUAL FUND PROGRESS

Did you know that as little as $1,000 can persuade an accepted student to come to Smith instead of another social work institution where the student was also accepted? A survey done by the Admissions Office last year discovered this fact when they contacted accepted students who did not come to Smith in an attempt to better understand the factors involved in an applicant’s choice of what institution to attend. The average Smith-accepted applicant reported being accepted at are one more other institutions 86% of the time. For Smith to maintain its reputation of producing exceptional leaders in the field of clinical social work, it is imperative that we have the ability to ensure that these outstanding prospective students enroll in our institution.

As of the end of March the Annual Fund was at 69% of our goal of $125,000 for this fiscal year. In addition to a dollar goal amount, we also have a goal for the number of alumni we would like to see participating in the Fund. If 94 more alumni make a gift today, we can achieve that goal. You can help – every gift, no matter the size is very important. Make your gift matter even more – Give in honor or memory of someone important to you!

Yvette Colón, M.S.W. ’90, Ph.D. notes, “Smith College School for Social Work, its faculty and alumni changed my life and my SSW education and degree have had a significant influence on my career. I have made a long-term commitment to contribute to Annual Fund Campaigns to support SSW students. I make my donations in honor of individual faculty and alumni to acknowledge the excellent work they are doing in clinical social work and to honor the effect that they have had on my personal and professional life.”
SPOTLIGHT ON SCHOLARSHIP FUNDS

In this edition of In Depth we wanted to highlight the existence of two endowed scholarship funds that are used for the benefit of SSW students. Students are often interested in the history of how their scholarships came into being. They are impressed by the stories of the alumni involved and grateful for the support these funds provide. If you are interested in setting up an endowed fund, please contact our Advancement Office at sswalum@email.smith.edu.

HARRIOT WEST OVERBECK SCHOLARSHIP FUND

The Harriot West Overbeck Scholarship Fund is an endowed fund that supports students with financial need. Ann Overbeck, M.S.S. ’57, Ph.D. ’72, shares the following history about this fund: “My mother, Harriot West Overbeck, was in the Class of 1926. She was a charter member of the National Association of Psychiatric Social Workers (which merged into NASW). I inherited her enthusiasm for the School, and, not surprisingly, followed in her footsteps as the second ‘second generation SCSSW grad’ in the M.S.S. class of 1957, and Ph.D. ’72.”

“Mother was also the President of the Smith College SSW Alumni Association back in the days when meetings rotated between cities and was in Chicago. Many of her long-time good friends were fellow alumnai/i. She was proud of her school and the professional training it offered.”

“Dad set up a Charitable Remainder Trust in her memory after her death in 1982. The fund began distributing scholarship awards after Dad’s death in 1997. We are pleased that students are now benefiting from this gift to the School.”

CLASS OF 1989 SCHOLARSHIP FUND FOR STUDENTS OF COLOR

Motivated by a lack of members of color within their class, the Class of 1989 established this fund in recognition of this under-representation at the School and in the social work profession at large. Intended as an aid to increase recruitment and retention of students of color, the award is given on a yearly basis to students with demonstrated financial need, with preference given to incoming students.

At the time the fund was created, the Class of 1989 committed to an effort to build the principal with the hope that the entire School community, including alumni, students, faculty, staff and friends, would join in expressing a commitment to the goals. Last year more donors designated their gifts to this fund than to any other named fund at the School. The fund was established with slightly more than $2,000.* Eighteen years later, this fund has grown to over $85,000 and generates between $4,000 and $5,000 per year in scholarship aid to students of color. It is the hope of the Class of 1989 and the School that this scholarship fund will continue to receive the committed support of the SCSSW community.

*Today, it takes $75,000 to establish an endowed fund. Ensuring perpetuity, gifts to endowed funds go to the principal and the interest generated is used for scholarship, programming or other donor-directed designated purposes.

PLANNED GIVING FOR THE SCHOOL FOR SOCIAL WORK

Many alumni have expressed an interest in some form of planned giving for the School for Social Work. Planned gifts are an exciting way for alumni and friends to support the institution they love and, at the same time, plan for their own financial security and that of their loved ones. Planned gifts often enable donors to make a larger contribution to the School than previously considered or thought possible. The benefits associated with such gifts may include:

- the satisfaction of supporting Smith College School for Social Work in a significant way;
- an immediate income tax deduction;
- a potential increase in income;
- avoidance of capital gains;
- some tax-free income;
- provision of income to loved ones; and
- a reduction in one’s taxable estate.

Planned gifts can be made using different kinds of assets (cash, securities, real estate) and via either outright bequests or through life income gifts. For those who wish to include the School for Social Work in their will, it is important to specify that the bequest come specifically to the School (as opposed to Smith College generally). Bequest language should state:

“I bequeath to THE TRUSTEES OF THE SMITH COLLEGE, a charitable corporation established by law at Northampton in the Commonwealth of Massachusetts, the sum of $XXX dollars (or X percentage of estate), to be used in support of the School for Social Work’s highest priorities.”

For further information about planned giving please visit our website at www.smith.edu/future/planned. This site includes much information about the different vehicles available for planned gifts. In addition, we encourage you to contact Cam Kelly, Director of Major Gifts and Gift Planning at 413-585-2666, who can respond to your specific questions and concerns.
One step at a time. This phrase best characterizes the School for Social Work’s involvement in the issue of children and families affected by armed conflict in Northern Uganda. Josh Miller and I have just returned from northern Uganda where we conducted a psychosocial training-of-trainers (TOT) program in collaboration with several Uganda colleagues. Our Ugandan colleagues included Ms. Stella Ojera, Child Protection – North, Save the Children in Uganda; Father Remigio Obol, Parish Priest, Awach, Gulu Archdiocese and Mr. Joseph Kilama, Focal Person for Psychosocial Support, Gulu District Local Government. Adrienne Lee, a Smith undergraduate student, was our on-site research assistant. The goal of the TOT program was to strengthen the psychosocial training and practice capacity of district and community providers in Gulu, Uganda to address the psychosocial needs of children and families affected by armed conflict. Northern Uganda has been devastated by a 20 year armed conflict in which the Lord’s Resistance Army (LRA) has attacked the population. While this has felt like an overwhelming task, we knew this would be an important beginning and hopeful step towards addressing the needs of vulnerable communities.

Our training was based on recommendations that came from Smith SSW’s initial discussion in July 2005 on ways that the school could meaningfully contribute to the research and practice issues on this topic. Continued interest from the faculty and students of the SSW and the undergraduate programs led to last summer’s conference on this same topic. Our Ugandan colleagues, Ms. Ojera and Father Obol, were speakers at both events and had opportunities to...
interact with students and faculty during their visits to the School. Together we mapped out a psychosocial capacity-building program and facilitated the training.

Developing this project has been a wonderful process of professional rediscovery. Heightened attention to differences in worldviews and cultural differences and the responsibility to ‘do no harm’ have guided my work from the beginning. During my initial trip to Uganda in 2005 with only a handful of email addresses to start with, I instinctively conducted community assessments. Walking up and down the streets of Gulu and Kitgum, I conducted interviews with the various humanitarian agencies. I developed relationships with social service professionals and listened to their stories and their identified needs as well as their clients. I learned that despite the horrific experiences that many children suffered as a result of attacks or abductions by the LRA, the impoverished conditions and harassment of these children by community members were the most pressing issues for former child soldiers. I left these interactions with the urgings of those with whom I spoke to share their stories with others. The social work principles of assessing community strengths, starting where the client is (or in this case where the community is), attending to the biopsychosocial needs of individuals and bringing voice to those without voice were the founding principles of this project.

In my third visit to this area in May 2006 I listened to the requests of human service professionals and community members to increase their capacity to address the psychosocial needs of staff and community members and our collaborative team did just that. A total of 21 participants completed the full training, most representing a diverse range of agencies representing local government, local non-governmental organizations and school systems. After the three-day training, participants were divided into five groups, each facilitated by a training facilitator. These groups spent one day reviewing the training content, dividing the content and preparing to deliver the content to groups within five Internally

Continued on next page
Training The Trainers
Continued from previous page

Displaced Persons camps. The camp based groups were a wonderful and stimulating cross section of community resource people, such as teachers, religious leaders, camp leaders, youth leaders, women’s leaders, health professionals, and small business owners. These community level groups are expected to provide basic psychosocial support to community members and to facilitate referrals to resources outside of the camp. Altogether slightly more than 120 people received the training that was conducted during this period.

The content of this training included understanding cultural differences in psychosocial concepts, psychosocial effects of armed conflict on individuals, families and communities, psychosocial responses to traumatic experiences, traditional approaches to disruptions in relationships, reconciliation and peace building, and case management. This program was developed at the grassroots level and relied on grassroots support. All members of the training – facilitators and participants – contributed to the materials, food, training site and transportation needed to implement this training. In addition, participants in this program did not receive the usual compensation for attending this training, known as a sitting fee. The participants willingness to participate in this manner demonstrated the urgency that the community has around building its capacity and the commitment to working together to address the needs. The Ugandan facilitators continue the work within the camps and established monthly meetings to review training content with the TOT participants. The experiences of observing the participants making these commitments to one another and to the needs of the communities are ones that Josh and I cannot begin to explain in words but they are forever ingrained in our hearts and minds.

While this project was well received, it is important to remember it is a small effort within this context of impoverishment, fragile peace, and damaged sociocultural networks. Josh Miller, our Ugandan colleagues and I are committed to continuing this work next year. The training will be based on the needs of the communities and will reflect the changing social context. Ultimately this project belongs to the involved communities in Northern Uganda and we will learn from these communities what needs to be done. This training will enhance the capacity of Ugandan social workers and counselors to do psychosocial work with children and families, and it also supports clinical work in the U.S. This training will impact U.S. based social workers and human service workers working with the needs of a growing population of immigrants and refugees affected by war. Dr. Miller and I will disseminate this work through lectures, writings and work with students. The success of this program rests on the expertise and generosity of the collaborative team and this work will continue to evolve as it started – one step at a time.

The experiences of observing the participants making these commitments to one another and to the needs of the communities are ones that Josh and I cannot begin to explain in words but they are forever ingrained in our hearts and minds.

FACULTY NOTES

Gerry Schamess, professor emeritus of social work and editor of the Smith College Studies in Social Work for the better part of the last fourteen years, is stepping down from his post at the end of this academic year. Ready to be “more” retired and spend time with his family, Schamess looks back with pride and affection on his tenure as editor. “I’ve been especially pleased to bring the journal to a professional press,” he says, referring to the Studies’ new publisher, Haworth Press. “I feel the journal is on sounder footing, and is more widely read in the social work community.”

Some might say Schamess is putting it mildly. Under his leadership, the Studies, now published on a quarterly basis (up from its previous three issues per year), has doubled its pages in the past ten years, and has been well received by both practitioners and academics for its series of special issues. Special topics have included intersubjectivity, pedagogy for diversity, management of health care, research, and methodology, among many others. The Studies actively showcases the School’s educational programs, faculty scholarship, and research, is well represented in SSW libraries in the U.S. and internationally, and is frequently referenced by educators and practitioners interested in clinical theory and practice.

What’s next for Schamess? He admits he does he look forward to logging in more hours with his grandchildren, but students and faculty will still be seeing him around campus plenty. After having brought the Studies to Haworth Press, Schamess plans on collaborating further with the publisher to work on volumes based on previously published material. He also is initiating a collaboration with Gerald Kantor new online journal for psychoanalytically oriented clinical social workers.

Professor Kathryn Basham will be taking the editorial reins for Schamess after he steps down. asked if he has words of wisdom for Basham, Schamess demurs. “She’s very able. I have no advice—I only wish her well.”
In November, 2006 Joan Berzoff gave a lecture at Yale University School of Medicine, for the Department of Social Service, on the Functions of Grief and Bereavement. In December, she gave a colloquium on The Transformative Aspects of Grief and Bereavement to the Western Massachusetts Psychoanalytic Psychotherapists. In addition, she presented on Social Caring and the End of Life at the NMCOP conference in Chicago in March.

In November, 2006 Dr. Berzoff was the first author on a paper entitled, “Clinical Social Work Education in Palliative and End of Life Care: Relational Approaches for Advanced Practitioners”, (2006) published in the Journal of Social Work in End of Life and Palliative Care, Vol. 4, (2). (1) and co-authored with Georgina Lucas, Susan Gerbino, David Browning, Esther Chachkes, Zelda Foster and Donna DeLuca. Also published in 2006, was her article, “Narratives of Grief and their Potential for Transformation”, in the Journal of Palliative and Supportive Care, Vol. 4, (2).

In December, Dr. Berzoff ran six focus groups as a part of an NIH grant on which she is co-investigator, examining the needs of renal patients and families for hospice care. She is currently engaged in writing up the findings for a presentation and publication with two doctoral students, Cara Segal and Jennifer Swankowski. Along with Kim Thompson, Ph.D. ’05, and doctoral students Joanna Bettman and Nora Padykula, Dr. Berzoff had a paper accepted at the 87th Annual Meeting of the Southwestern Social Science Association on Telephonic Clinical Supervision of Doctoral Students by Doctoral Students.

In January, 2007 Dr. Berzoff directed the End of Life Certificate Program in Houston, Texas at the Veterans Administration, which is the first time that this program has been taken on the road. She is currently co-editing a special issue of the Journal of Social Work, Palliative and End of Life Care on Zelda Foster, one of the early founders of the hospice movement in the United States.

In the summer of 2006, during the week between terms, David Burton presented a paper with Brandeis Professor Ray Knight at the international conference on family violence at the University of New Hampshire. The paper was titled “Statistical comparisons between adult and adolescent sexual abusers.” In September, Dr. Burton presented with Kerry Duty on “Families of adolescent sexual abusers,” and with Amy Booxbaum, M.S.W. ’06, on the “Self-selected cessation techniques of adult sexual abusers” at the Association for the Treatment of Sexual Abusers annual conference in Chicago. This meeting was also the final meeting of the association for which Dr. Burton served on the executive committee of the executive board (Association Secretary and chair of Education and Training) after six years of service.

Since September, with Tierza-Leah Schwartz, Director of Voluntary Services for Smith College, Dr. Burton has been co-directing the Community Advocates for Reflective Engagement (CARE) program. CARE is designed to give students an intensive experience that will contribute to the surrounding communities through their work at local, nonprofit, social welfare agencies. The program selects undergraduate students and combines internships with structured reflection, support, and analysis in an ongoing group seminar. The students and co-directors meet every two weeks across both undergraduate semesters to discuss their work in local community service projects and agencies. This is one of several bridges between the School for Social Work and the undergraduate college.

Since September and ongoing through May, Dr. Burton has been teaching a course for the clinical staff of the Massachusetts Department of Youth Services on clinical work with adolescent sexual abusers. Notably the students include a recent SCSSW graduate.

In October, Dr. Burton traveled to Ohio, where he collected statewide data three years prior, in order to present results to executive and clinical staff of the Ohio Department of Youth Services. He offered three days of trainings and talks and is currently working on another large statewide data collection project across the juvenile justice system that should occur in the first half of 2007.

In January Dr. Burton presented a paper on “Pornography exposure and its lack of correlations to sexually aggressive behavior for a group of adolescent sexual abusers” with Amy Booxbaum in San Francisco at the Society for Social Work and Research (SSWR). In January, Dr. Burton was also interviewed for an article in the Hampshire Gazette and on the local Northampton AM radio station (WHMP) regarding the relationships between child pornography and sexual aggression.

Finally, Dr. Burton continues to assist Smith Professor Phebe Sessions with her grant with the National Science Foundation that explores technology and the elderly with the University of Massachusetts Computer Science department using an empowerment framework.

Joanne Corbin is preparing a book focusing on Children and families affected by armed conflict: Implications for U.S. clinical practice. This will be an edited volume based on presentations at this past summer’s conference of the same title. She also has an article that will be published by
Disasters" titled, “Returning home: Resettlement experiences of formerly abducted children in northern Uganda.” Dr. Corbin is conducting a follow-up evaluation of the training-of-trainers program that was done in Uganda in January (for more on this program see article on page 10). This evaluation will assess the impact the training is making on the awareness, knowledge and skills of those trained. Dr. Corbin was honored at the NASW - MA Annual Awards Reception on March 20 as this year’s recipient of the award for the greatest contribution to social work education.

Susan Donner, Ph.D. ’87, professor and associate dean, is presently on sabbatical and will be returning to the School for Social Work in September 2007. Besides having more time to smell the coffee (roses will come later), and watch the birds at her feeders, she has been involved in several professional activities.

With Dean Carolyn Jacobs, she attended two international conferences. The first, in late August, was in Santiago, Chile on issues of global equity. The second, in December, focused on health and mental health and was in Hong Kong.

Under the auspices of a shared UMass and School for Social Work NSF funded grant, Dr. Donner has been working on a research project which involves investigating the role of new technology in empowering elders and helping them to age in place. Professor Phebe Sessions, chair of the practice sequence at the school, is the SSW lead investigator.

Also in conjunction with Dr. Sessions, Dr. Donner is editing the fifth edition of Annette Garrett’s classic 1942 book, Interviewing: Its Principles and Methods.

James Drisko presented two papers at the Society for Social Work and Research conference this past January in San Francisco. Dr. Drisko, together with Professor Joyce Everett and Kerry Homstead presented on “Frontline Worker Perceptions of the Empowerment Process In Community-Based Agencies,” based on their Casey Family Services funded research. Dr. Drisko also presented a paper on “Synthesizing Qualitative Research: Affirming and Critical Perspectives: Practical Challenges.” This paper offers perspectives on using qualitative research syntheses as part of evidence based practice.

Joan Lesser had an article published with Dr. Marlene Cooper, “Theory and Practice: An integrative model linking class and field,” Journal of Teaching in Social Work, 26(3/4) 2006. Drs. Lesser and Cooper had a paper accepted at The Association for the Advancement of Social Work with Groups national conference in San Diego this past fall. The paper, “Violence against children and families in Jamaica, WI: A focus group experience,” is under review for publication in the special issue of Social Work with Groups, entitled Social Group Work: International Perspectives. Dr. Lesser was the invited guest speaker on the topic, “It takes a community: Welcoming neighbors from other lands,” at the Community Counseling Center of Portland, Maine. She will be returning to Portland in May to conduct a one-day training seminar on treating trauma. Dr. Lesser continues to collaborate on a research project, “A comparative cross-cultural study of the social, psychological and health care needs among older adults in an American Chinese Community and in two cities in Southern China.” She is hoping to travel to China at the end of the year.

Dennis Miehls, Ph.D. ’89, recently received the nomination and approval of the National Academies of Practice and was elected by his peers as a Distinguished Practitioner in the National Academies of Practice in Social Work. The National Academies of Practice is composed of ten Academies representing health care practice in the areas of: Dentistry, Medicine, Nursing, Optometry, Osteopathic Medicine, Pharmacy, Pediatric Medicine, Psychology, Social Work, and Veterinary Medicine. Only 150 Active Distinguished Practitioners may be elected to each Academy.

Dr. Miehls was an invited presenter in Hamilton, Ontario in the fall and he gave a full day workshop on the “Interface of Borderline Personality Disorder and Child Welfare.” The participants were child welfare workers and this workshop presented an opportunity to apply psychodynamic theories to children and families who are in crisis.

Dr. Miehls has done a number of presentations in the last few months on the topic area of couple therapy with survivors of childhood trauma. His most recent presentation of his co-authored book, Transforming the Legacy: Couple Therapy with Survivors of Childhood Trauma, (with Professor Kathryn Basham, Ph.D. ’90) was given in Cincinnati, Ohio. This event was a co-sponsored event hosted by Smith College School for Social Work alumni and the Ohio River Valley Clinical Social Work Society.

With co-authors Eda Goldstein and Shoshanna Ringel, Dr. Miehls has recently signed a book contract with Colombia University Press for a new text that will be completed in the Spring of 2008. The working title of the book is Advanced Clinical Social Work: Relational Principles and Techniques. Dr. Miehls continues to be an active member of the Study Group of the National Membership Committee on Psychoanalysis in Social Work. He gave the opening paper on contemporary issues in supervision on the pre-conference day of the NMCOP conference in Chicago in early March.

Dr. Miehls, Professor Joyce Everett, Carolyn du Bois, M.S.W. ’76, and Ann Marie Garran, A.B.D. ’99 are
nearing the completion of analyzing their data from their supervision study in which supervisors and students have completed surveys and participated in focus groups. Publications will focus on the similarities and/or differences of supervisors’ and students’ perceptions of the supervisory process, the effects of supervisory training on the supervisory process, and an article that suggests practical guidelines for successful supervisory relationships.

**Josh Miller’s** book, *Racism in the United States: Implications for the helping professions*, which he co-authored with **Ann Marie Garran**, has been published by Thomson/Brooks-Cole. He also published an article about his work in Sri Lanka after the tsunami — “Waves amidst war: Intercultural challenges while training volunteers to respond to the psychosocial needs of Sri Lankan ‘Tsunami Survivors,’” in *Brief Treatment and Crisis Intervention,* 6(4) and an article co-authored with Yoosun Park about Hurricane Katrina — “The social ecology of Hurricane Katrina: Rewriting the discourse of ‘natural’ disasters,” in *Smith College Studies in Social Work,* 76(3), 9-24. Dr. Miller and **Professor Susan Donner** have published a chapter in a book about international social work — “The complexity of multidimensional social identity development,” in S. Borrmann, M Klassen, & C. Spatschek (eds.), *International Social Work: Social Problems, Cultural Issues and Social Work Education* (pp. 75-94). Opladen, Germany: Barbara Budrich Publishers. In addition to his recent work in Uganda with **Associate Professor Joanne Corbin** (see accompanying article on page 10), he has been facilitating workshops and giving lectures about topics pertaining to racism and psychosocial responses to disasters in various health and social service agencies. He was recently presented with the Bonnie Snyder Disaster Services Award in recognition of his disaster relief work by the Hampshire County Massachusetts chapter of the American Red Cross.

**Catherine Nye’s** work in Thailand continues to broaden and deepen. She spent six weeks there earlier this year teaching classes at Chiang Mai University and doing research. Through her connections at CMU and with social work agencies and NGO’s, Dr. Nye has been able to establish field placement sites for three SSW students who will begin internships in Chiang Mai this fall. (For more on this initiative, see article on page 4). She is pleased to report that she and colleagues from the University are planning a joint CMU/Smith conference next year for local social work professionals on reflective practice and the conceptualization of local practice wisdom. A paper on Dr. Nye’s work at Suan Dok Hospital titled, “Understanding and misunderstanding in cross-cultural practice: further conversations with Suwanrang,” was published in the fall 2006 *Clinical Social Work Journal.*

While settling into Smith life, **Marsha Kline Pruett** gave a few talks this past fall. She led a symposium titled “Supporting Father Involvement through Intervention with Caucasian and Hispanic Parents” at the American Psychological Association Conference in New Orleans. She also spoke at the Massachusetts Probate and Family Court Judicial Conference in Norwood, MA on “Young Children and Overnights.” She presented on “Supporting Father Involvement in Low-Income Families: Interventions for Fathers and for Couples” in a symposium at the Conference of the Association of Behavioral and Cognitive Therapists in Chicago. She also continued to do training in California for the project directors and staff in the Supporting Fatherhood Initiative. In addition, she completed and submitted five papers and book chapters, with two undergraduates at Smith College getting their first publications from the collaboration.


Dr. Pruett has participated in the Kahn Liberal Arts
Institute on their Marriage and Divorce Project and continues to work on her research in the Connecticut courts and in the Supporting Fatherhood Initiative in California. She taped a National Public Television special on Kids & Divorce: For Better or Worse which aired around the country this fall, and the Foundations for Better Living completed a DVD titled Understanding Divorce, based on Dr. Pruett’s co-authored book with attorney Diana Mercer. The DVD will enable the corporation publishing it to reach depressed individuals in large companies who would not read or use books to seek psychological help. She has received two commendations for her work: The Thomas A. Manford Humanitarian Award from the Connecticut Coordinating Council for Children in Crisis and the APA and ABA Collaborative Working Group on Child Custody and Parenting Plans, for which she was one of seven psychologists chosen to represent the American Psychological Association for the APA/ABA Steering Committee on Children, Families, Divorce, and Custody.

Save the Date School for Social Work 90th Anniversary Celebration “Tradition and Transformation, Celebrating Clinical Social Work Excellence”

The School is busily planning our 90th anniversary celebration, to be held July 17-20, 2008. Please mark the date on your calendars and plan to come join your classmates and colleagues for an exciting, educational, and festive weekend of activities and events.

If you would like to share any ideas for events or speakers, please send them to indepth@email.smith.edu.

Correction

Two omissions were inadvertently made in the 2005-2006 Report of Giving. Rosietta Sanders-Brown, M.S.W. ’63, made a gift to the SSW Class of 1989 Scholarship Fund for Students of Color. In addition, Alton Mayo and Judith LaPlante Mayo, M.S.S. ’57, should have been listed as Sponsors ($500-999) of the 1918 Fellowship Society. The School regrets the errors.
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 #31, (413) 585-2141.