Dear Alumni, Friends and Colleagues,

We are busily planning our 90th summer session and we expect the summer will be a wonderful experience of continuing education, renewal of friendships and celebration of the School for all.

This summer we celebrate our 90th Anniversary with a focus on Tradition and Transformation: Celebrating 90 Years of Excellence in Clinical Social Work. The celebration occurs July 17-20, 2008 and coincides with our Annual Conference for field supervisors. In this newsletter you can read a wonderful history of the School’s 90 years, written by former Dean Ann Hartman, M.S.S. ’54, D.S.W. By now you should also have received the registration brochure for the celebration and we hope you and your classmates are making plans to attend.

I am delighted to report that we will be hosting a three day conference on Combat Stress: Understanding the Challenges, Preparing for the Return, on June 26-28, 2008. The conference is aimed at clinicians who are committed to responding to the mental health needs of returning veterans and their families. Seminal leaders in this field will be speaking and we expect the conference to be well-attended and received. See page 5 for more information about the conference.

The School has just completed a faculty search and I am extremely happy to announce that we are adding two new resident junior faculty to the practice sequence. They are Annemarie Gockel, Ph.D. and Hye-Kyung Stella Kang, Ph.D. They will both teach the foundation practice course and will serve as faculty field advisors. See page 11 for further information about them.

We are also in the midst of planning an exciting summer lecture series. I have invited Dr. Celia Chan, Si Yuan Professor in Health and Social Work; Director, Centre on Behavioral Health; and Professor, Department of Social Work and Social Administration, the University of Hong Kong to be our Lydia Rapoport Professor. She will be lecturing on an integrative clinical social work approach that is built on the strengths of counseling in the West and Eastern philosophies of harmony from Chinese Medicine. She will also be visiting classes during the week of July 28. For a full schedule of our summer lectures see page 2.

I look forward to greeting many of you at our 90th Anniversary Celebration in July.

Best regards,

Carolyn Jacobs, M.S.W., Ph.D.  
Dean and Elizabeth Marting Treuhaft Professor
Summer Lecture Series 2008

The following lectures are planned as part of the School’s 2008 Summer Lecture series. For more information about individual events, visit the web site at http://www.smith.edu/ssw/admin/academics_summerlectures.php

Trends in Supervision Theory: A Shift to Relational Theory & Trauma Theory
Dennis Miehls, L.I.C.S.W., Ph.D.,
Associate Professor, Smith College School for Social Work
Monday, June 2, 2008, 7:30 p.m.
Leo Weinstein Auditorium
Wright Hall

What’s Hot in Child Development
Kyle Pruett, M.D.,
Professor of Child Psychiatry at Yale Child Study Center
Monday, June 9, 2008, 7:30 p.m.
Leo Weinstein Auditorium
Wright Hall

Beyond Tolerance: The Impact of Family Reactions on Risk and Well-Being for LGBT Youth
Caitlin Ryan, ACSW, Ph.D.,
Director, Adolescent Health Initiatives, César E. Chávez Institute, San Francisco State University – Brown Clinical Research Institute Lecturer
Monday, June 23, 2008, 7:30 p.m.
Leo Weinstein Auditorium
Wright Hall

Exploring Concepts of Individualism and Collectivism in Northern Uganda: Implications for Western Practice
Joanne Corbin, M.S.S., Ph.D.,
Associate Professor, Chair of Research Sequence, Smith College School for Social Work
Monday, June 30, 2008, 7:30 p.m.
Leo Weinstein Auditorium
Wright Hall

Making of a Racialized (non)Citizen: U.S. Immigration and Naturalization Policies from a Historical Perspective
Hye-Kyung Kang, M.A., M.S.W., Ph.D.,
Assistant Professor, Smith College School for Social Work
Monday, July 14, 2008, 7:30 p.m.
Leo Weinstein Auditorium
Wright Hall

From Xenophobia through Prejudice to Ethnic Violence
Salman Akhtar, M.D.,
Professor of Psychiatry, Jefferson Medical College; Supervising and Training Analyst, Psychoanalytic Center of Philadelphia
Annual Conference and 90th Anniversary Celebration Keynote Lecturer
Friday, July 18, 2008, 7:30 p.m.
Leo Weinstein Auditorium
Wright Hall

The SMART Clinical Social Work
Professor Cecilia Chan, Si Yuan Professor in Health and Social Work; Director, Centre on Behavioral Health; and Professor, Department of Social Work and Social Administration, The University of Hong Kong
Lydia Rapoport Lecturer
Monday, July 28, 2008, 7:30 p.m.
Leo Weinstein Auditorium
Wright Hall

Elders and Assistive Technology: Preliminary Findings from Focus Groups of Elders, Caregivers and Professionals
Susan Donner, M.S.W., Ph.D.,
Professor and Associate Dean, Smith College School for Social Work
David Burton, M.S.W., Ph.D.,
Assistant Professor, Smith College School for Social Work
Monday, August 4, 2008, 7:30 p.m.
Leo Weinstein Auditorium
Wright Hall

Letters to the Editor may be sent to:
In Depth Managing Editor,
Smith College School for Social Work,
Lilly Hall, Northampton MA 01063,
or by email to indepth@email.smith.edu.
Mental health issues in soldiers returning from combat

BY VALLE DWIGHT

Soldiers returning home from duty in Iraq and Afghanistan face a host of mental health issues, some as timeless as the shellshock experienced by soldiers coming home in 1918; others uniquely a product of modern warfare.

And mental health professionals are using time-honored methods of treatment along with some new strategies and techniques to deal with these issues, including post-traumatic stress disorder, depression, substance abuse and family discord.

While many of these issues are similar to those facing soldiers after the first World War, there are some crucial differences and many new approaches being used to treat veterans, according to Smith College School for Social Work Professor Kathryn Basham. Basham served on a congressionally mandated committee sponsored by the Institute of Medicine of the National Academies of Science exploring the physiologic, psychologic and psychosocial effects of deployment-related stress during the Gulf War and more recent combat zones in Iraq and Afghanistan.

Some of the factors that are making this war particularly difficult on returning soldiers include longer and consecutive deployments and the depth of pre-deployment training experienced by soldiers as they prepare for an intense level of combat, Basham said. And on top of other mental health concerns, many veterans returning from Iraq are also dealing with traumatic brain injury as a result of being injured by improvised explosive devices (IEDs).

As a result, family members have needed to provide temporary and, in some cases, longer-term caregiving for their wounded soldier. As many more women and troops drawn from the National Guard and Reservists serve in these combat zones, unique issues facing these families deserve attention.

Unfortunately, one thing that hasn’t changed from one war to the next is the stigma attached to seeking help for emotional disorders, said Basham.

“The mental health care stigma remains pervasive and is a significant barrier to care,” agreed Captain Amy Barkin, M.S.W., ’71, a Commissioned Officer in the United States Public Health Service. She is on staff at the National Naval Medical Center in Bethesda, MD.

Flexibility is key

Lessons learned from past wars have helped inform the current standard of care for returning soldiers, Basham said. “We learned that the homecoming is critical,” she said.

During the Vietnam War, soldiers coming home were not met with open arms, nor were they offered help to ease the stress of return to civilian life.

Soldiers returning today have a much more welcoming return, including mental health screening and access to mental health workers. But that’s just a start, Basham said. Soldiers need intervention in their first several months home or they risk a possibility that problems might become more entrenched.

Ron Biela, M.S.W. ’97 has worked in the Denver VA outpatient mental health clinic for ten years, where he runs individual and group psychotherapy sessions as well as crisis intervention.

“The vets I see are in their teens and in their 80’s; there is a whole range,” he said.

These days Biela is seeing a sharp increase in visits from veterans of Iraq and Afghanistan. He estimates that the center sees 12 new intakes each week. And in all the cases, he said, no two are alike. “There are very diverse issues,” he said. “It’s much different from what the public would perceive.”

“I have to adapt to what each person needs,” Biela said. “You can’t expect it to be a traditional talk therapy session. You have to stay on your toes and figure out what will help each individual.”

Biela has one client who has a clear direction for his future – he’s in school and is hoping to go to law school. That ambition and future-focus helps that veteran to navigate the complicated process of returning to civilian life. But even that vet has
Ron Biela, M.S.W.

needed help, Biela said. Every time someone came to his door, the vet would reach for his loaded gun. Biela knew that just typical talk therapy wouldn’t do the trick in this situation, so he and the vet developed a written cost/benefit analysis of carrying a loaded weapon. “That’s all he needed,” Biela said.

Another soldier came to him while home recovering from wounds, but he was being redeployed. The soldier needed a way to ease the hyper-vigilance at home that he needs to survive in Iraq.

“The first time he went to a grocery store he was freaked out,” Biela said. The different sense of reality was jarring to him, and can often cause panic. So Biela worked with him to develop some relaxation techniques to help him deal with situations like that.

Longer deployments
Complicating the treatment for soldiers is the fact that they are facing longer deployments and are often called back to combat after returning home. In fact, the major predictor of a soldier suffering from mental health issues is the degree of combat exposure, Basham said.

The intensity of combat is also particularly unrelenting, Basham noted, and military personnel are consistently on high alert and are rarely ever to let down their guard. “The horrific nature of bombardment and endangerment” increases a soldier’s risk for emotional fallout, Basham said. “There is no relief from that stress. Even the sleeping and dining quarters are vulnerable. These soldiers are at risk 24/7.”

Biela agreed that longer deployments and the prospect of being redeployed make treatment more difficult. Until a soldier feels confident about what the future holds, he is not ready to dive into therapy or put his life in order.

“I saw a guy who found a job he really liked. He has a burning desire for a life with his partner,” said Biela. “But then he got the news that he’s being redeployed.”

When a vet knows he’s done with combat, he or she can make the war a past chapter in their life, Biela said. “But if they are going to get called up again, we can’t work on the PTSD. They have to maintain that denial in order to go back into it.”

Family matters
One big change in the treatment of returning soldiers stems from the understanding that entire families are affected and need to be part of the healing.

“We’re beginning to understand that combat can shatter family attachments,” Basham said. “And if the disengagement continues for too long it can lead to isolation. Part of the work is educating the family about what’s going on with the returned soldier, and the secondary and interactive effects they may see within the entire family.”

Part of the work with the family is also rebuilding connections, learning problem solving, and helping re-negotiate the family power dynamic.

Women are seeing combat in this war and aside from the battle-related stress, they are also wrestling with sexual harassment and assault. As parents, women have given up their co-parenting role and many are having trouble re-establishing relations with their children.

Amy Barkin agrees that one of the biggest differences in treatment is the involvement of the family in treatment from early on, for both physical and mental health issues. “The family is at the bedside of the soldier within days,” Barkin said. “The expectation is that the family will provide more care and support to the solider.”

Unfortunately, treatment and services for family members are not always available once the soldier leaves the military hospital, Barkin has found. “There are significant gaps in the continuum of care for psychological health.”

Getting into the field
The vast majority of clinical mental health services provided to soldiers and their families comes from social workers, Basham said, so the demand for more and better trained professionals is very high. Smith currently has 14 students now placed in VA hospitals and at Walter Reed, and the school is offering workshops on practice approaches working with soldiers and their families. The School has also planned a major conference on combat stress for June, 2008. (See conference announcement on page 5.)

Aside from being flexible and well-versed in a range of practice approaches that are both culturally responsive and theoretically grounded, clinical social workers working with veterans also need to understand the culture and the language of the military, said Basham. Combat trauma is distinctive, and social workers working with soldiers need to understand the nature of violence and the ethical dilemmas that the soldiers have
“Many of our students are in territory that is very different for them,” she said. “It’s like any cross-cultural encounter. You listen, empathize and suspend judgment.” Working with returning soldiers is extremely demanding and not for everyone, remarked Barkin. “Life experience is helpful for social workers in the field,” she said, “and self-awareness is key.” “Students going into this need to have their eyes open,” said Barkin. “This can be overwhelming. But it can be a very rewarding assignment.”

Combat Stress: Understanding the Challenges, Preparing for the Return

June 26, 27, & 28, 2008 – 18 Continuing Education Credits

A three day program for clinicians both within and outside of the military who are committed to responding to the mental health needs of returning veterans and their families.

KEYNOTE PRESENTATIONS:
The Deployment Cycle: Expectations and Implications
Army Col. Carl Castro, Military Operation Medicine Research Program, U.S. Army Medical Research and Material Command, Fort Detrick; Mark Chapin, Ph.D., Walter Reed Army Medical Center

The Trials of Homecoming: Odysseus returns from Iraq/Afghanistan
Jonathan Shay, M.D., Ph.D., Psychiatrist, Department of Veteran Affairs Outpatient Clinic; 2008-2012 MacArthur Fellow

Secondary Trauma and Caregivers
Charles R. Figley, Ph.D., Director, Florida State University Traumatology Institute and Psychosocial Stress Research and Development Program; Brian E. Bride, Ph.D., University of Georgia School of Social Work

Resiliency and Hope
Rev. Dr. Chaplain John P. Oliver, D.Min., B.C.C., Chief, Chaplain Service, Durham Veterans Administration Medical Center

WORKSHOPS INCLUDE:
Traumatic Brain Injury: Understanding the Invisible Wound
Louis French, Ph.D., Neuropsychologist, Walter Reed Army Medical Center (tentative)

Refuge or a New Combat Zone for Warfighters, their Partners and Families
Kathryn Basham, Ph.D., Smith College School for Social Work; Christopher Storey, M.S.W., Staff; Social Work, Veteran's Administration Puget Sound Health Center; Taylene Watson, M.S.W., Director of Social Work Services, Veteran's Administration Puget Sound Health Center

The Response of Schools of Social Work to the Return of Uniformed Service Members and their Families
Frank R. Baskind, M.S.W., Ph.D., Dean, Virginia Commonwealth University School of Social Work; Carolyn Jacobs, M.S.W., Ph.D., Dean, Smith College School for Social Work; Norma G. Jones, Ph.D., L.C.S.W., BCD (CDR USN Ret), Associate Professor, Acting Ph.D. Program Director, The Ethelyn R. Strong School of Social Work, Norfolk Virginia; Peter B. Vaughan M.S.W., Ph.D., Dean, Fordham University School of Social Service

Challenges of Depression, Substance Abuse and Suicide for Soldiers, Veterans and their Families
Touche West, M.S.W., Suicide Prevention Coordinator, Atlanta Veterans Administration Medical Center and Alan Bernhardt, Ph.D., Director of the Substance Abuse Program, Northampton Veterans Administration Medical Center

Beyond Combat: Complexity of Mental Health Responses
Aphrodite Matsakis, Ph.D., author; private practice; Barbara Leiner, L.C.S.W.-C., Walter Reed Army Medical Center; Nancy Meyer, M.S.W., L.I.C.S.W., Clinical Social Worker, Outpatient Behavioral Health, Walter Reed Army Medical Center

Reaching out to Reservists
Jaine Darwin, Ph.D., Co-Founder of Strategic Outreach to Families of All Reservists (SOFAR)

This conference was made possible thanks to a gift from The Brown Foundation.

Co-Sponsored by Give-an-Hour

For details and registration information go to www.smith.edu/ssw/admin/academics_combat_conference_2008.php
Eve Geissinger Fund honors woman who lived her life to the fullest

BY BOB FLAHERTY

It was after midnight when the phone rang. Warren and Barbara Geissinger had just gotten into bed. They had enjoyed a wonderful visit with their daughter Eve, 38, who was about to begin her second year at the Smith College School for Social Work and had dropped off her cat to live with them for a while at their Littleton, New Hampshire home. Warren picked up the receiver. On the line was an off-duty cop from Manchester. Their daughter, as she was about to toss a quarter into the hopper at the Bedford toll booth, was hit from behind by a drunk driver going 90 miles an hour.

“I went into a freeze,” said Barbara Geissinger, both she and her husband now 85. “The doctor said all the trauma was to her head. As we drove to the hospital, Warren kept saying, ‘We’ll take care of her in a wheelchair.’ What if she’s dead, I kept thinking, what if she’s dead?”

Eve lost consciousness at impact and never regained it. She died a few hours later. The date was June 8, 1992.

Jeff Smarse knows that date like he knows his own birthday. He has spoken of it a thousand times since. He was the driver of the car that smashed into Eve Geissinger. He was 24 at the time, drunk out of his mind, as usual. He has no memory of it, in fact. All he remembers is waking up in the hospital, his leg shackled to the bed.

“I was blacked out,” he said. “I was out of control, a one-man path of destruction.”

Smarse pled guilty to negligent homicide. Barbara Geissinger recalls the exact words the judge said at sentencing: “You’ve ruined one person’s life and probably ruined your own.” He got six years in prison. His mother collapsed as he was led away.

Barbara Geissinger stayed in that frozen emotional state for weeks. “But when you postpone grieving it catches up to you,” she said, and health problems soon followed.

“Eve was honest, affectionate, very outgoing, not always quiet, and always accepting of people,” said Barbara of her daughter, and told of the girl who began hiking New Hampshire’s trails at age three.

“She was a bird watcher, or, more importantly, a bird listener. Her favorite flowers were ephemerals, noted not only for their beauty, but for their very short bloom. She played the harp and sang with her church choir. Her motto was ‘Dum Vivimus Vivamus,’ Latin for ‘While we live, live.’

She went to the Pomfret School in Connecticut, where her father taught. She graduated from Brown University magna cum laude, with the status and prestige to go anywhere she chose. But she wanted to experience life from all perspectives and took a night shift job as an inspector at a tool and die plant. And she worked on assembly lines, the only woman there.

“She was always trying to do something new without pushing anyone aside,” said Barbara. “She once had a job climbing telephone poles for AT&T. Everyone loved her, even men she had to compete with. They were all older than her and treated her like a daughter.”

Though she eventually landed a high-paying position at Digital, it was her sense of justice and compassion that led her to volunteer at rape crisis centers and at shelters for the homeless and mentally ill. And that directly influenced her decision to make a career change in her late thirties and go back to school to become a social worker.

On her last day on earth, she climbed a new trail on Mount Mooselauke and saw a brown-capped chickadee for the first time.

Her body was cremated, the ashes scattered over her favorite hiking place.

The Eve Geissinger Memorial Endowment was established by her colleagues at Digital and some of her classmates at the School for Social Work. It awards a $1,000 stipend to second year students in financial need who are placed in an agency whose mission is to overcome violence against women. It hit the $33,000 level in 2007 and gains $3,500 of income every year. Last year, three students received stipends from the endowment.

But that’s not the end of the story. Because Eve Geissinger lives on in the heart of another. Jeff Smarse.

“I made a promise to myself and to Eve,” he said, and, with help from his family and God, got into every substance abuse program prison had to offer. He has not taken a drink since August of 1992, two months after the crash.

Her served four and a half years of his sentence, released on parole largely because of a letter the Geissingers wrote on his behalf. They believed that Smarse, once out, would make a difference and help people.

“They are remarkable people,” said Smarse. “They transformed my life.”

Jeff Smarse contacted the Geissingers when he got out of jail. He met them in Concord, where they now live.

“It was a good visit, but awful,” said Barbara. “He has a great family. Most people from our side hated him, couldn’t understand why we’d want to talk to him. But he didn’t do it deliberately.”

Smarse himself begs to differ. “It was not an accident. I deliberately drove drunk,” he said.

But something Barbara Geissinger told him that day in Concord will stay with him the rest of his life. “We can love...
Changing Lives

Fieldwork associate director relishes the impact of his work

Anthony Hill has been working to make a difference for his entire professional career, first as a clinician, guidance counselor and elementary school principal, and now as Associate Director of Fieldwork at the School; a job he’s held for nearly two years.

Hill, who holds an M.S.W. from the University of Pennsylvania and a certificate in educational administration from Springfield College, is not only working at the School; he’s also obtaining his E.D.D. at the University of Massachusetts.

He says his career path has been a bit unconventional. He came to Smith from the Liberty Elementary School in Springfield, Massachusetts, where he had been principal for three years. “That was a real opportunity to not only do social work but really focus on prevention,” he said. “As principal I could help solve problems and focus on education, and even prevent problems from happening. The best part was helping kids see that they could transform their lives,” he said.

Before Liberty, he worked as an outreach clinician at the Center for Human Development in Springfield, later as the head adjustment counselor at the Margaret E. Ells Elementary School in Springfield, and then as the assistant principal at the Chestnut Accelerated Middle School, all in Springfield. Being out of the elementary school setting and in a graduate school setting is very different, he said—now he is working on what’s essentially the other end of the field, helping students to help others.

“I love it here; the students are very sharp and are doing really great work in the field. I’m glad to be a part of it. And the faculty is so hardworking and talented, and I love working with them,” he said.

Hill is also pleased to be teaching a course at the School this summer: Child Development From Infancy to Adolescence.

When he’s done at the University of Massachusetts, which he expects will be in the fall of 2009, Hill hopes to continue teaching at the university level. “I’m very much looking forward to it,” he said.

Eve Geissinger

May 9, 1954 - June 8, 1992

To make donations to the fund please go to http://www.smith.edu/sw/alumni/giving.php and designate your gift to the Eve Geissinger Memorial Fund or contact the Office of Advancement and Alumni Affairs at 413-585-7964.
Dear alumni and friends,

As we celebrate this historic year in the history of Smith College School for Social Work – 90 years of existence! – I want to highlight why I believe so strongly in the mission and values of this institution and why I ask you to join me in supporting the School. Smith College School for Social Work has always had a deep commitment to serving the needs of the most underserved and vulnerable members of our society. From its founding in 1918 – in response to the needs of shell-shocked soldiers returning from World War I – up to today’s programming, which addresses the mental health needs of an increasingly complicated and stress-filled world, the School has always been on the forefront of developing training to respond to society’s evolving needs.

This year we return to our roots with a focus on addressing combat trauma – trauma that is both similar to and different from that which underlay our founding. For an overview of the work our alumni and faculty are doing to address the mental health needs of today’s veterans and their families, see the article on page 3. And for information on the conference the School is planning on Combat Stress see page 5.

I am proud of the School’s continued focus on excellent clinical training to prepare students to meet the challenges posed by trauma survivors and their families, as well as the other mental health needs of society. In order to continue our ability to attract the strongest students, we need your support. The number one funding priority for the School is student financial aid. While the college generously supports our physical plant, it does not contribute to our operating or financial aid budgets. Our financial aid budget relies on the School’s operating funds and on the generous gifts of alumni. That is why your financial support is critical.

I hope you are planning to attend the 90th Anniversary Celebration this summer. And if you haven’t yet made a donation to the annual fund, please do so before the end of the fiscal year on June 30, 2008. To make an even more meaningful gift, consider donating in honor or memory of a colleague, classmate or loved one. If you would like more information about all of the opportunities to support the School financially, please go to http://www.smith.edu/ssw/alumni/designations.php or call Roxanne Pin, Director of Advancement and Alumni Affairs at 413-585-7964.

I look forward to greeting many of you at our 90th Anniversary Celebration on July 17 – 20, 2008.

Thanks for your support and warmest regards,

Jeana Hayes-Carrier, M.S.W. ’84, Ph.D. ’02
Chair of the Annual Fund
Beginning in 1997, the alumni of Smith College School for Social Work have honored individuals associated with the School who are not alumni by awarding the status of Honorary Alumna/us. The purpose of this award is to recognize those individuals who have rendered distinguished service to the Alumni Association and/or the School, or who have otherwise attained distinction deserving of recognition by the Smith College School for Social Work Alumni Association. The 2007 awardees are James Sacksteder, M.D., Associate Medical Director and Director of Patient Care, Austen Riggs Center and adjunct professor at Smith SSW for 29 years, and Martha Watson, M.S.W., Supervisor and Director of Training at the Kaiser Permanente/Watts Counseling Service in Los Angeles and clinical assistant professor and supervisor for Smith SSW from 1994-2005.

James Sacksteder, M.D.
Reflections by Karen Bellows, Ph.D. ’99; President, SCSSW Alumni Association

Jim has given much to the School in his years of teaching here. His many professional contributions to Smith are very impressive, and include his distinguished work of 31 years as a member of the professional community at the Austen Riggs Center, in Stockbridge, Massachusetts. Jim currently serves as the Associate Medical Director and Director of Patient Care there. He has written over 20 articles and book chapters on the treatment of anorexia, long-term psychoanalytically-oriented psychotherapy of severely disturbed patients, narcissism, object relations theory, and ego psychology. He is co-editor of Attachment in the Therapeutic Process.

Yet, all of these accomplishments don’t capture what has been so valuable that he’s offered to over 2,500 M.S.W. and doctoral students at Smith as an adjunct professor these past 29 years. Most of us here have lasting memories of his lectures. I’d like to share a few of mine:

I first met Jim through the Austen Riggs community, in 1981. He was a pretty big deal, even then. In social conversation, he was charming, urbane, with a wickedly dry wit, yet entirely contained. Not long after, I caught word from friends who were then M.S.W. students at Smith that in the Senior Skits, Jim was typically parodied with such titles as Dr. Sex-Starver. I was clearly missing something!

One’s fantasies become piqued by such information. What, exactly, was Jim teaching about psychodynamic theories at Smith, and through what pedagogic methods? As fortune would have it, I would find out for myself, years later, as a doctoral student here. And it was worth the wait!
Martha Watson, M.S.W.
Reflections provided by SCSSW Alumni

“When I think about Martha Watson, what comes to mind is her passion for the Watts Counseling and Learning Center. She combined social work skill and professionalism with the spirit of grassroots service delivery. She loved the community and followed many of the clients through the various changes in their lives over many years. Martha created a certain atmosphere with the students who were placed under her care. I remember the first time I came to the agency and walked into an entire room of cubicles, each one housed by a different intern. I couldn’t imagine how Martha could attend to all of them. But the interns were providing much of the direct service at the center, and Martha trained, nurtured and cherished them. If a student was disappointed because a multi-problem family failed to return for a second appointment, Martha offered the perspective that there was meaning and value in the first appointment, and sometimes that's all we're able to do. She helped our students weave their experiences into a theoretical framework that made sense for this setting. She provided herself as a role model of a compassionate and seasoned social worker.”

Lynn Rosenfield, M.S.W. ’76 (Faculty Field Advisor 1998-2000)

“I recall Martha's resolve to treat others as unique and irreplaceable souls, all while teaching other students like myself to value each individual, even if meeting a person for a moment. Martha was my unwavering guide through the white water of social work. She has left an engraving of strength and hope, which I have proudly taken with me since that first internship. I will keep it with me. It is irreplaceable. She is irreplaceable.”

Annika Kuecherer, M.S.W. ’03 (2001-2002 field placement)

“When I think of Martha Watson I remember grace. Entering Watts Learning and Counseling Center as a tentative beginning social worker, I found a holding environment shepherded gently and firmly by Martha. Quietly prodding, reflecting and illustrating, Martha opened the door to the use of self. She utilized humor and a delicious lunch at Roscoe's to loosen apprehension and rigidity. Her seemingly informal supervision style enabled this social worker to feel deeply the power of the therapeutic process. I remember starting to cry—a surprise to me—when elaborating on a particular patient's experience. Martha quietly said “now you know how she feels.” I feel most fortunate to have begun my training with such a wise, warm and delightful supervisor.”

Anne (Spaulding) Rose, M.S.W. ’98 (1996-1997 field placement)

“As a seasoned clinician Martha modeled patience, sensitivity, respect, inquisitiveness, acceptance, and self reflection. As a first-year student I recall sharing with her my insecurities about my ability to help clients with complex problems since I was “just an intern.” Martha gently challenged this assumption and helped me understand how the capacity to hear and understand a client could in itself be very helpful to them. In supervision she demonstrated compassion toward me and my clients. Modeling this authentic communication had a very positive impact on my way of applying theory to practice and on my identity development as a social worker.”

Barbara Malcolm Kremetz, M.S.W. ’01 (1999-2000 field placement)

“She taught me how to conceptualize clients from a holistic perspective, how to be aware of transference and countertransference, how to be empathic without becoming overly involved, and how to terminate without feeling guilty. I felt so lucky to have had Martha. She helped me build a foundation that has greatly influenced how I developed as a clinician. I take her lessons and use them daily.”

Jenny McKirdy, M.S.W. ’06 (2004-2005 field placement)

“When I reflect back and think of my time being supervised by Martha, I remember a person who knew how to meet me where I was. Martha knew how to say things to get me to think critically, while at the same time providing me the flexibility to learn and grow as a clinician. I wouldn't be who I am today as a therapist had it not been for the guidance that she provided me. I believe I did some great work during my time there and it was only made possible by having Martha's support and presence as a great person first and a great clinician second.”

Phillip Reynolds, M.S.W. ’05 (2004-2005 field placement)
The School has just completed a faculty search and we are extremely happy to announce that we are adding two new resident junior faculty to the practice sequence. They are Annemarie Gockel, Ph.D. and Hye-Kyung Stella Kang, Ph.D. They will both teach the foundation practice course and will serve as faculty field advisors.

Annemarie comes to us from a Post Doctoral Fellowship at Kaiser Permanente, outpatient psychiatry at Pleasant Hill California. She recently received her Ph.D. in counseling psychology from the University of British Columbia and did her M.S.W. degree at the University of Toronto. In addition to her solid experience in clinical practice with a variety of populations, she has special training in dealing with addictions and women’s services. An area of particular interest and of future research is the interconnection between mental health and spirituality. We look forward to her energy, her critical thinking skills, her practice expertise and her commitment to research when she joins us in January, 2009.

Hye-Kyung has been an assistant professor at Fordham University Graduate School of Social Service. She received both her Ph.D. and M.S.W. from the University of Washington School of Social Work with a concentration in Multi-Ethnic Practice. She also has an M.A. in psychology from Antioch College. Hye-Kyung has taught in practice, HBSE and policy. In addition to her training and experience in multi-ethnic practice, she has expertise in immigrant/refugee mental health and identity and in community organizing and community practice. When she joins us in July she will bring to us her commitment and skill in teaching from a multi-cultural practice perspective and cutting edge research agenda.

Please help us welcome them to our community.

Susan Donner, Ph.D.
Associate Dean and Chair, Faculty Search
We’ve come to understand that history is not an objective reporting of “the truth.” As I study the various accounts of the School, it becomes clear that history is a product of the interaction between the sources, the events, and the historian. With a complicated institution like the Smith School for Social Work, revisiting its history requires selection and emphasis. And, as one approaches the task, one is influenced by one’s own experience and values. What you see is determined by where you stand. So my story will be different from other histories as those histories are different from each other. I begin by describing the context, sharing something of both my particular experiences with the school and a little about “where I stand” which will help, perhaps, to make clearer the view from here.

The school has been an important part of my life for over 70 years. When my mother was a SSW student in the mid-30s, she sneaked me into the quad and I slept on the floor in her room. She was devoted to her teacher, Bertha Reynolds, who became the patron saint of our household, along with Jane Addams and Eleanor Roosevelt. After graduation, my mother supervised Smith students for years (as, later, did my sister) and I remember well the anxiety and flurry attending the thrice-yearly visits of Annette Garrett, who was her field advisor. Annette Garrett was also my field advisor when I was a student almost 20 years later. Garrett was my casework teacher as well, and she joined my pantheon of social work “greats.”

I returned to the School several times in the ensuing years, for various anniversaries and celebrations. A high point was attending the 50th anniversary with my mother and meeting Bertha Reynolds. In 1986, I returned to the School as dean, and after retirement eight years later, continued to teach, advise field students, and consult on Human Subjects Review applications. How can I possibly be “objective” about an institution that has been so central in my life?

Where I stand, of course, shapes what stands out for me in Smith’s rich history. I have always been deeply concerned about the social and political world, and thus particularly interested in exploring, as over time the School enthusiastically
embraced the growing focus on and understanding of the inner world, whether Smith kept within its vision the enormous impact of social and political forces, of the larger context in which its graduates would practice. Social work’s major task has been to seek and find ways of integrating the social and the psychological, the inner and the outer worlds. That is our special focus, our special and demanding contribution. So when I write about the history of the School, this is how my personal history is the lens that shapes my narrative.

It has been said that an educational institution should be a “marketplace of ideas.” I would like to look at the history of the school as such a marketplace, where ideas—shaped by breakthroughs in knowledge, charismatic leaders, and the political and social forces of the day—were tested and taught, discarded or embraced. This will not be an institutional history and much will be left out. I apologize in advance for all the ideas and the people my readers feel should have been included. I am sure they should have been.

The often-told story of the birth of the school is familiar: E.E. Southard, a major leader in the infant Mental Hygiene Movement, and Mary Jarrett originating “psychiatric social work” at Boston Psychopathic, developing a training program at the hospital; Jarrett’s failed search for a social work program that would include a focus on the new ideas developing in the burgeoning movement (she was told that social work students were not ready to take on these new ideas); the meeting in Grand Central Station between Southard and President Nielson of Smith College in April, 1918 to consider the development of an emergency training program in psychiatric social work at the college; the subsequent meeting a few days later in Northampton of Jarrett, Nielson, and Steward Chapin, Sociology Professor on the Smith Faculty (he would lead the school in its first years); and, remarkably, the arrival of 70 adventurous women to begin a carefully fashioned and fully staffed program just three months later, on July 7, 1918. In the fall, 44 women reported for six months of “practical training” in 13 agencies in Boston, New York, Baltimore, and Philadelphia. Many of these pioneers went on to occupy leadership positions in the young profession.

The school was born in response to the need for trained social workers to work with the soldiers returning from the battlefields of Europe and suffering from what was then called “shell shock.” We see here Smith’s early association with trauma. But it was also a child of the new ideas about mental hygiene. What were these ideas? Primarily, emerging views expanded the understanding of mental illnesses beyond the notion that they were only disease processes of the brain to include the impact of social and environmental forces. These were set down in Southard and Jarrett’s voluminous text for social workers, The Kingdom of Evils, (1922). The “evils,” spelled out and illustrated in 100 detailed case studies, were diseased defects of mind and body, educational deficiencies and misinformation, vices and bad habits, legal entanglements, and poverty. Some of the cases make wonderful reading, with titles such as “Agnes Jackson, pathetic nuisance” or “Nora Campbell, ladylike adventurer.”

Clearly, although dynamic psychology was beginning to reach our shores, Southard and Jarrett came from another world. Southard warned against getting caught up in these new ideas and Jarrett shared with Mary Richmond a marked distaste for Sigmund Freud, whose name does not even appear in the volume’s comprehensive bibliography.
The first year was so successful that the decision was made to found a permanent school and in 1919 the summer session opened, offering specialization in psychiatric, medical, and community social work. It was significant that the term “psychiatric” was dropped from the name of the school and in time, so were the “specializations” as the School’s program would come to express Jarrett’s view, so elegantly expressed in her blockbuster speech at the 1919 National Conference on Social Welfare, “The Psychiatric Thread Running Through all Social Casework,” (Jarrett, 1920).

Chapin and Jarrett seemed to have been a good team. They worked well together laying down a foundation of generic education and the block plan that has lasted to the present. But Chapin, who was much beloved, found that his responsibilities at both the school and the college were too heavy and he resigned in 1921. At that point, Everett Kimball, Smith College economics professor, began his 21-year tenure as Director of the School. It’s difficult now to grasp the full story behind the subsequent disruption in the leadership of the School and the departure of Jarrett. According to one of Jarrett’s good friends, she had a reputation as being “difficult,” partly because of her loyal association with the iconoclastic and often tactless Southard. But Southard, who died suddenly in 1920 at the age of 43, was gone. Jarrett, however, felt that Kimball was jealous of her and possessive of the school, an opinion shared by Bertha Reynolds who wrote almost 20 years later in her resignation letter to the president, “the School is too important an institution to be run as the private possession of one man.”

Later, both Florence Day and Howard Parad reached out to Jarrett, obtaining her help in reconstructing the history of the School; her fascinating papers now reside in the Social Work Archives of the Sophia Smith Collection.

There also may have been some differences in ideological position. Nielson had been exposed to and was interested in the new ideas coming from Europe. With the death of Southard and the departure of Jarrett, the school became more open to the new psychology. Before long, Frankwood Williams, a leader in the mental hygiene movement and an enthusiastic proponent first of Otto Rank and then of Freud, joined the summer faculty. Williams also brought with him an interest in Marxist thought and the Russian experiment. He traveled to Russia several times and came to "consider
the structure of society responsible, equally with inner individual forces for the formation of normal and neurotic behavior.” (Obituary, 1920, pp. 454-466).

Three years after the departure of Jarrett, Bertha Reynolds, who was to become a major leader in the development of social work thought, was appointed Associate Director of the School. A member of that first group of pioneers and a Smith College graduate, she arrived with a commitment to social justice, a fascination with Marxism, and a growing interest in both Dynamic Psychiatry and Methodism. She also joined the School, as she described herself, as “a maverick … not satisfied in a fenced in place.”

The “Roaring Twenties,” a period of political conservatism, post-war disillusionment, isolationism, and individualism saw Freudian thought become increasingly influential in psychiatry and in social work, particularly at Smith. But there always seemed to be a lag time in ideas moving across the Atlantic. This was early Freudian thought, before the arrival of ego psychology and structural theory; Reynolds and others struggled with how to integrate these new understandings into practice and teaching. The result was a move toward passivity, as students were taught to sit in silence, waiting for clients to produce material for work while, in parallel process, teachers waited quietly for students to bring forth their thoughts. This was an understandable reaction to the active, advice giving, judgmental, and even scolding stance of the well-meaning mental hygiene worker. But I remember my mother telling me how she and her classmates would suffer in silence in Reynolds’ classes, anxiety mounting, waiting for someone to say something!

By the end of the 1920s, Smith social workers no longer saw themselves simply as the handmaidens of psychiatrists in hospitals and clinics but as professionals offering psychologically-oriented services to clients in family agencies, schools, medical settings, and clinics. But how was that professional service to be shaped, how was the growing interest in knowledge about the inner life to be integrated with social work practice?

Reynolds was concerned that social workers not forget their traditional concern with the social and economic factors in their client’s lives. Reynolds was concerned that social workers not forget their traditional concern with the social and economic factors in their client’s lives. Reflecting on those early years, she wrote of her experience at The Institute for Child Guidance: “We were blinded … to the effect of poverty, race discrimination and the like and only saw the failure of parents with their children,” (Reynolds, 1963, p. 24). She also was concerned about the elitist position some psychiatric social workers were taking, withdrawing from the Psychiatric Round Table in Boston because she felt that they were so snobbish and considered themselves superior to other social workers. Perhaps some of those connected with the Smith School for Social Work had not escaped this attitude. When Reynolds came to Smith, Kimball was particularly concerned that the School had very poor relationships with many social agencies, asking Reynolds to reach out and strengthen the connections.

In her early years at Smith, Reynolds worked in Philadelphia in the winter and met regularly with a group of social workers that included Jessie Taft, Virginia Robinson, and Betsy Libby, to discuss the integration of the new psychology. By the end of the decade, Virginia Robinson published her revolutionary volume A Changing Psychology in Social Casework, describing the central place of the use of relationship in casework practice. Reynolds wrote in her review
and teaching. The school also began a very successful yearly, on-campus continuing education program. The Program of Advanced Standing was started in the 1950s and, in 1964, the Clinical Doctoral Program was established.

With the coming of the 1930s and the Great Depression, the profession was forced to reengage with the economic and social problems that were overwhelming a good percentage of the population. Reynolds responded by bringing forth two brilliant publications, “Between Client and Community” (1934), published in the Smith Studies, and “Whom Do Social Workers Serve?” (1935), in which she presented a sophisticated analysis of the political consequences of the social worker’s conflict-ridden dual role. She asked if social workers were to be instruments of social control or social change. Were they to be used to induce conformity and compliance, to cover exploitation, or to address the inequities of society? She answered that social workers could “maintain their integrity between client and community only if the processes of social change led to the organization of a society in which the interests of all are safeguarded,” (Reynolds, 1935, p. 125). Reynolds also moved to a conviction that help should be offered, not in inaccessible offices in agencies, but in the community, on “the highways of life where ordinary traffic passes by.” She was increasingly convinced that it was an artificial abstraction to think that we were dealing with an individual alone, that “nine tenths of a person’s problem solving is done in groups in the process of living.” She was distrustful of power and objected to the hierarchical relationship between worker and client. Reynolds believed that “social work has its taproot in what people do for themselves and each other,” (Reynolds, 1963, p. 236). Her thinking would have to wait 30 years before it resurfaced and was embraced, in the 1960s. Happily, she lived to see this happen.

Throughout the early thirties, she also moved into leftist political action. She was an avowed communist, a leader in the movement to unionize social workers through the very successful Rank and File Movement, (the movement was founded in 1931 and by 1935 it had 15,000 members, twice as many as belonged to the American Association of Social Workers), and was a major supporter and contributor to that movement’s magazine, Social Work Today. In the course of those years, she moved further and further from Everett Kimball, who had a decidedly different world view. Conflict began to develop. When students struck for the right to participate in school governance, Kimball blamed Reynolds, who was then living and working in New York in the winter, as he felt she had recruited New York “reds” into the program.

In 1938, it was apparent that her differences with Kimball were too great and Reynolds resigned. She later explained her resignation, saying that she believed it “was a step backward to keep casework out of relation to social living in groups or unconnected with social movements of people solving their own problems in a time of rapid change,” (Reynolds, 1963, p. 209). There were also, however, larger social forces operating. The late thirties saw a period of suspicion and repression...
not unlike the McCarthyism of almost two decades later. Jane Addams was labeled a subversive, social workers were fired for organizing, and by 1941 Bertha Reynolds was unable to get any work. As she said, “Somewhere a door blew shut” and it was to stay shut for 25 years, before she was to become a patron saint of social work in the sixties and was honored nationally, most meaningfully for our story at the 50th reunion at Smith when she was finally welcomed back. It was a very moving event.

But to return to our narrative, with the coming of World War II, the School was once again faced with the challenges that had occasioned its founding. There was a desperate need for trained social workers both in direct service with military personnel and veterans as well as on the home front. In this crisis, after much heated discussion, Florence Day of Family Service Association of America was called in to consult. The result was the development of an accelerated program that reduced field work, extended the length of the summer term to three months, and shortened the program from 27 to 15 months, still meeting the current requirements for the MSW. In 1943, a quick survey of 400 graduates revealed that nearly 100 were serving in the Armed Forces, the Red Cross, military hospitals, or home service, while 20 were serving overseas.

The School also marked its 25th anniversary and bid farewell to Everett Kimball, who had led the school through 21 of those years. President William Alan Nielson, on the occasion of Kimball’s retirement, described the complex task of the leader of this innovative school during its first years: “It has required not only the usual duties of an academic administrator but also the following of the growth of a comparatively recent branch of medical science, the application of it to social casework, familiarity with the whole machinery and personnel of social work over a large part of the United States, the choice of staff and selection of students, and the elaborate business of placement,” (Nielson, 1943). The students were devoted to “Kim,” as they called him, and appreciated the fact that he insisted that the dining rooms serve marvelous meals, a tradition that was to continue for some time.

(Remember the roast beef and Yorkshire pudding and the chocolate soufflé?) He was known to brag about how many more pounds of student left in the fall than had arrived in the spring.

With the departure of Kimball, Florence Day was appointed Director, joining Annette Garrett, a 1928 graduate of the School who had been Associate Director since 1935. These two women were to usher in what would be a very special period in the life of the School. Day, the first woman and the first social worker to hold the position and a leader in the profession and in social work education, was the consummate soft-spoken administrator who had her gentle hand on every aspect of the School. In Garrett, Smith had claimed another scholar-practitioner who would make major contributions to the shaping of casework. Garrett’s intellectual leadership focused on the integration of dynamic psychology into casework practice. Following up on Robinson’s focus on relationship, Garrett explored dynamic psychology’s contribution to the understanding of relationship and published her classic paper, “The Worker-Client Relationship,” (1949b). She also explored the issue that has continued to challenge the profession—the dual focus on the inner life of clients and the social, economic, and political realities that impact their lives. The final paper for Casework III, the summer-long course all seniors took with Miss Garrett, required that we review the historical development of casework and use that experience to integrate our own learning as we developed our professional identity. It was later that I discovered that she had presented her own personal version of that assignment at the famous 1949 Boston Symposium on Psychotherapy and Casework (Garrett, 1949a). In this paper, she expressed her concern about the profession’s tendency to swing back and forth between an overemphasis on external factors and an exclusive concern with inner factors. She sought integration, believing that it was through the understanding of the ego, where the inner and outer worlds meet, that such integration could be achieved. However, the ego psychology of this period, the defensive ego of Anna Freud, could not complete the integrative task Garrett set for it. Hartmann’s work on adaptation, although presented in Vienna but a year after Anna Freud presented her work, had yet to be translated into English. I will, however, never forget Annette Garrett, stopping me on campus one day in 1954, face shining, telling me about the wonderful book she was reading that really was integrative; it was Erik Erikson’s Childhood and Society.

I will, however, never forget Annette Garrett, stopping me on campus one day in 1954, face shining, telling me about the wonderful book she was reading that really was integrative; it was Erik Erikson’s Childhood and Society.
shining, telling me about the wonderful book she was reading that really was integrative; it was Erik Erikson’s *Childhood and Society*. Moving on from Robinson’s work, Garrett also explored the significance of dynamic psychology for the worker-client relationship, bringing to social workers a thoughtful discussion of transference and counter-transference.

The McCarthyism and rise of conservatism in the 1950s once again saw social work’s increasing focus on the inner world at the same time many social work leaders were urging the profession to “put the social back into social work.” Garrett responded sharply to the critics saying, “Putting the social back in social casework does not mean one whit less attention to the need for knowledge of unconscious and instinctual behavior, but it does mean an enriched blending of both as the unconscious significance of the social aspects is increasingly appreciated, and the practical manifestations of the unconscious are recognized in familiar, taken for granted activities,” (Garrett, 1958, p. 46). This may well have been in part a response to Charlotte Towle of the University of Chicago’s evaluation of the School, which criticized the program for being primarily and excessively focused on psychological variables.

But what did it really mean to “put the social back into social work?” A major contributor to this lively discussion was Herman Stein, who was a key member of the Smith summer faculty and taught at the Columbia School in the academic year. With Richard Cloward of Columbia, he edited the widely used text *Social Perspectives on Behavior*, which brought the new knowledge developing in sociology and other social sciences into social work curricula across the country. The “social” in social work didn’t just mean manipulating the environment and delivering concrete services. It also could not be accomplished simply by a more sophisticated understanding of ego function. It meant bringing an understanding of the socio-cultural context into any practice situation. This mounting concern about the “social” was, in a sense, a hint of what was to come in the sixties.

The Day-Garrett era at Smith ended abruptly in 1956. Florence Day, unknown to all of us, was suffering from a return of cancer. (I drove her to her doctor in Boston one day with no idea that she was ill.) Howard Parad, a lively, young, and very innovative social worker was hired as her successor but, by his second summer, Annette Garrett was also desperately ill. Florence Day died in August and Annette Garrett in November, 1957. Their leadership had been so central to the School that Parad was faced with a demoralized institution in crisis and in mourning.

Parad brought to the marketplace a rich and varied background and some new ideas. He had worked with Gerald Caplan and 1944 Smith grad Lydia Rapoport on the development of crisis intervention and, in his doctoral work at Columbia, carried a dual concentration in casework and policy-community planning. (Rapoport was to go on to become an internationally known practitioner-scholar and teacher. She was the youngest person ever to graduate from the program, graduating Phi Beta Kappa from Radcliff at the age of 19, and receiving her M.S.S. at 21. The endowed Lydia Rapoport professorship was established in her memory at her untimely death in 1971.) Parad’s expertise proved to be fortuitous. Some Smith College trustees chose this time to raise questions about whether the college really needed a social work school and President Mendenhall’s ambivalent attitude meant that his support could disappear at crucial times.
Parad’s first challenge was to see that the School survived. He brought his community planning expertise to this task, strengthening the alumnae organization and mounting a major fund drive, headed by Eleanor Clark, which was so successful that it persuaded the trustees that the alumnae valued and supported the School.

There were other challenges occurring during his 14-year tenure. Parad explored the possibility of admitting men to the program and was advised by the Massachusetts Supreme Court to do so and wait to see if there were any complaints. There were none and men have been graduates of the School since the mid 1950s.

As the nation moved to the left, the civil rights movement developed, bringing nationwide demands for major social change. Casework was increasingly under fire for having abandoned the poor and as being irrelevant to the major problems facing the country. Critics echoed Bertha Reynolds’ concern that casework was too often used to maintain the status quo in an unjust society. Parad also had his own goals. He wanted to strengthen policy, community and socio-cultural content in the curriculum, to broaden the perspective on casework practice including attention to crisis and short-term models, and to bring greater diversity to the student body. He was also faced with a very tight budget, yet was committed to keeping tuition low and insuring the availability of training for lower income students. There were no electives and no funds to expand the curriculum. He did manage to finance one new and very successful elective on comparative personality theory. Often the new ideas were introduced outside the required course curriculum. He gave an orientation lecture on “Basic Concepts and Issues in Community Planning” and seminars were organized in the winter led by part time faculty who took students to various social agencies and community action programs to expand their exposure to the range of social work activities. Parad organized a group of students who went to Washington to press their legislators to adequately fund the Civil Rights Act.

At the same time, there was a lively exchange of ideas among members of the School community which expressed the excitement as Freudian thought was integrated into casework practice. This exchange was preserved in two fascinating collections of papers, *Ego Psychology and Dynamic Casework*, edited by Parad and published in 1958, and *Ego Oriented Casework*, edited by Parad and Roger Miller, and published in 1963. These classic collections presented papers by members of the faculty, alumnae, and other associates of the School, providing a fascinating picture of the cutting-edge thinking of the time from major leaders in social work and psychiatry.

From this distance, it is difficult to assess the impact of these many ideas on the culture of the School, among the students on the ground. Monica McGoldrick, ’69, who was to become an international leader in family therapy, reported that she experienced the school as quite conservative but that she had some wonderful courses. She reported that she was criticized for her interest in family treatment; some faculty felt that she was superficial and using this interest to avoid really “going into depth.”

By the late sixties and early seventies, the nationwide “student power movement” began to be felt at Smith. In 1969, the students were granted, for the first time, the right to read their evaluations. Toward the end of Parad’s time at Smith, the students organized and demanded equal representation with the faculty in decision making, as they had 30 years before. A strike was threatened and students and faculty went through a period of painful conflict. The strike was called off when Parad made clear to the students, so close to the end of the summer, that non-attendance at class would jeopardize their graduation; nevertheless, this marked the beginning of major changes in student life that were to take place over the next decade. Coffee in the living rooms, served family-style meals, required on-campus residence all disappeared as students became increasingly active in shaping the curriculum and in developing their own organizations.
and educational programs.

With Parad’s departure in 1971, the School turned once again to the Smith College faculty and Professor Kenneth McCartney was appointed dean. His tenure ended in 1976 when Katherine Gabel was appointed. The seventies and eighties were interesting and complex times at Smith and in the nation. America again, in its continued pendulum swings between right and left, moved to the right, while, at the same time, the Civil Rights Movement continued, joined by other groups seeking recognition and equality—women, children, gays and lesbians, the disabled.

Casework, in part in response to the attacks of the sixties and in an effort to restore its status and credibility, renamed itself as “clinical social work” and became increasingly medicalized. At Smith, the Casework Sequence became the “Treatment Methods Sequence.” “Students in placement” became “interns.” Larger influences were also at play as psychiatry itself turned increasingly to medicine and the insurance industry became more and more influential. The old Association of Psychiatric Social Workers was reborn as the Clinical Society and many “caseworkers” abandoned NASW, believing their interests were being ignored or even disparaged.

Margaret Frank, who chaired Smith’s Treatment Sequence, bemoaned the fact that “clinical social work is fast becoming an alien within its own family—the family of social work,” (Frank, 1979, p.15). NASW, in an effort to reassure and woo disengaged clinical social workers, convened an invitational symposium at which nine people who had written about practice were invited to discuss and attempt to define clinical social work. Peg Frank was among the group and her contribution can be seen as a statement about the ideas about practice that were flourishing at Smith during this period. She defined clinical social work as “a process of treatment which addresses itself to the support, promotion, and increase of internal resources (psychic equipment) in people” (Ibid, p.14). She went on to describe her own theoretical frame of reference as “psychoanalytic developmental psychology.” The intervention model taught was clearly psychoanalytically-oriented psychotherapy with emphasis on the developing theory in ego psychology, object relations, and self psychology. She sharpened and clarified the psychological lenses brought to the School and this was a significant contribution. However, ties to social work seemed to fray. As one faculty member teaching in the period commented, “If you had one article on the environment and one on racial discrimination on your syllabus, you’d covered it.” There was an emphasis on theory and on “the accountability of practice to theory,” although some casework teachers continued the inductive method, starting with case material and pulling a theoretical understanding out of the practice situation.

At the same time, however, expanding electives began to offer what Phebe Sessions, who joined the faculty in the 1970s, has called “an alternative curriculum” and other ideas began to be heard in the marketplace. Family theory was introduced, eventually becoming a required course. Family therapy courses followed and, in the early eighties, Sessions brought critical theory to bear on clinical processes in a new elective titled “Private Troubles and Public Issues: The Social Construction of Assessment.” She also introduced, with John Ehrenreich, a course on work with people in poverty.

The impact of the civil rights movement continued to be felt and, in 1979, the School embarked on an ethnicity project, funded by the National Institute of Mental Health, which brought a large cohort of black students into the program and supported a major conference at Smith for social work faculty from around the country on culture and clinical practice. A lecture course titled “American Racism: Implications for Clinical Practice”
became a part of the required curriculum.

Kathy Gabel, who came with a background in law and social policy, was committed to enhancing that content in the curriculum which was accomplished during her tenure. She was also very supportive of student participation and founded “curriculum day,” which gave students an opportunity to work with faculty on shaping the program. Through this and their many organizations the students became increasingly active in bringing their ideas to the marketplace. In 1977, The Feminist Alliance was founded and an alumni and student sponsored conference, “Changing Perspectives on Women in the Seventies,” was held. The Alliance called on the School and supervisors to broaden knowledge about gender identity formation, sex role stereotyping, and gender bias in practice and in organizational structures. This was followed by the founding of the Gay, Lesbian, Bisexual Alliance in 1979, which brought attention to the explicit pathologizing of homosexuality and gay and lesbian people in some of the courses and campaigned for including sexual orientation in the School’s and the College’s anti-discrimination policy statements. During this period what may have been the first social work course on HIV AIDS was also added to the curriculum. Although by 1985 the students felt that many changes had been made, they cited the need for a renewed commitment to social work values and continued to call for increased attention and sensitivity to issues of difference, as well as active recruitment of minority faculty and students. When I came to Smith in 1986, my agenda was very similar to that of Howard Parad’s, exactly 30 years before, namely to strengthen the ties to the broader social work profession, to increase social content in the curriculum, and to enhance the diversity of the student body and the faculty. Despite earlier efforts, in the summer of 1986 there were only three students of color in the entire student body, and only one in the incoming class. Taking a page from family network therapy in which everyone with interest in a problem is called together to solve it, and with the financial support of President Mary Maples Dunn, the following summer I invited every person of color who had graduated from the school to come back and help us with what I considered to be a genuine crisis. The response was impressive. More than 40 people attended and worked hard for three days to help us plan solutions for recruitment and retention of minority students as well as to rethink how issues of racism and diversity were being approached in the curriculum. This watershed event had an enormous effect on the school and rebuilt relationships between the School and the alumnae of color, who would become key advisors and recruiters. We would never be the same again.

Over time, the curriculum became more hospitable to a variety of ideas as the size of the school increased and the budget expanded, making more room for electives. The faculty took major responsibility for the Council on Social Work Education accreditation, which was a major spur to curriculum review and change. The “social environment” part of “Human Behavior and the Social Environment” was strengthened and practice courses were developed that focused on a wide range of problems and populations. Although all students took the required core of courses and the theory course still began with “The Case of Anna O,” there was an increased opportunity for students to fashion their experience in order to follow their interests. With the leadership of Susan Donner, who was the Associate Dean and Director of Field, efforts were also made to diversify field experience. New placements were opened in such varied places as Athol, Albuquerque and Alaska. Particular efforts were made to respond to the needs of western Massachusetts and many interesting placement opportunities emerged. The Springfield Schools Project was launched, an innovative program in which students were taught to follow the problem wherever
it would lead, from the child to the
teacher, school, family, and
community.

Change is exciting but also cannot
help but produce conflict. There was
trepidation that the “Smith
perspective” would be lost; many
alumnae watched with concern. I
remember, in one of the many letters
I received, an alumna complained
that a student had been placed at The
Henry Street Settlement. I think by
the 75th Reunion in 1993, most
alumnae and alumni were reassured
that Smith was still Smith.

The students, as they always had
been, were adventurous and
dedicated, choosing the most
demanding and longest M.S.W.
program in the country, to perhaps
locate in a new community for
placement, and to have to complete a
thesis, which is not required in any
other program. Not surprisingly, as
they become alums, they are highly
respected, sought after by employers,
and many go on to become leaders in
the profession.

Anita Lightburn took over
leadership of the school in 1994. She
brought with her a long commitment
to services to people in poverty and to
work in the community. Her wish
was to make the school more
attentive “to the world out there” and
she took the position that practice
should be shaped not just by theory
but also by context. Her first year, she
cancelled classes for a day and,
reminiscent of the sixties, held an all
day teach-in where a number of
leaders in social work came to campus
and conducted workshops on the
many problems facing society and
social workers today. Lightburn’s
emphasis on community-based
practice would have delighted Bertha
Reynolds who felt that practice
should be located “on the highways
of life.” The Center for Innovative
Practice was founded, helping faculty
to launch a variety of creative projects
including family support, early
childhood study, a focus on the end
of life, and a continuation of the
Springfield Schools model project.
These activities resulted in a number
of influential publications. Her out-
reach to the world also included a
project exploring the world of
managed care as well as engagement
with state administrators of the
mental health system to learn from
them how the school might better
prepare students to serve in their
agencies.

Finally, a continued concern about
racism led to the establishment of
the anti-racism task force and to the
establishment of the School as an
anti-racism institution, which
committed it to not just teaching
about, but taking action against,
racism. The commitment of the
School to become an anti-racism
institution began a long, slow but
significant transformation of the
School’s curriculum and community.
Second-year placement assignments
now included the requirement that
students design and complete an
anti-racism project.

During this period, social workers
nationwide were struggling with
identity and purpose. Criticism, too,
continued as many felt that social
workers, fleeing to private practice,
were abandoning their social justice
mission to work exclusively with the
“worried well” and, once again, were
medicalizing social problems. Again,
we were accused of being agents of
social control. Was social work’s dual
legacy irreconcilable?

In the 1990s, Smith faculty
members Jerry Sachs and Fred
Newdom designed a course that
integrated clinical practice and social
action. Seeking to bridge what they

Foreign students at SSW, 1947. Courtesy of Smith College Archives.
considered to be a false dichotomy, they wrote: “To see an issue as a social problem or an individual deficit, to continue or discontinue work with an angry confrontational client, to engage in dialogue or exert control over paraprofessional workers and clients, to problematize the world or give in to the status quo, to act as an agent of social control or of social change, and to bear witness or be silent are some of the choices social workers make every day.” (Sachs & Newdom, 1999, p. 205.) In other words, we cannot avoid it: The professional is political.

At present the phrase coined by Professor Kathryn Basham best sums up the orientation of the School. Our educational approach is “theoretically grounded, relationally based, and culturally informed.” This approach has been enriched by faculty scholarship and research that has taken the School’s clinical base and added and integrated some of the following areas: palliative care, social identity, qualitative research, trauma, intersubjectivity, couples work, trauma and combat stress, social work and spirituality, anti-racism, institutional change, child soldiers and resettlement, aging and technology, community based practice, school social work, disaster debriefing, anti-racism and pedagogy, end of life, supervision, psychodynamic theories in multicultural contexts, sexual abuse in adolescence, attachment disorders, social welfare policy and children and families, intersection of race and substance abuse, self psychology, developmental theory, cross culturally, post structuralist method of discourse analogies, fatherhood involvement and divorce. This list is not exhaustive but it certainly gives a meaningful glimpse of where the history of the School has brought us at present.

Long-time faculty member Carolyn Jacobs became dean in 2003. We are once again responding to a nation at war. The school is also reaching out world wide as students are placed in Thailand and faculty members are pursuing projects in China and Africa. As trauma is endemic throughout this nation and the world, Smith’s special expertise in this area has been increasingly sought. Dean Jacobs will be presenting her State of the School Address at our 90th anniversary this coming summer and I hope to greet many of you there.

**SSW Class of 1954. Courtesy of Smith College Archives.**

**References**


During the past six months, Kathryn Basham has continued her research and practice interests in addressing the issues facing returning warfighters and their families as they reunite following tours of duty in a combat zone. In autumn, 2007, she also received the honor of induction into the National Academies of Practice, Washington D.C. as a Distinguished Clinical Practitioner. She co-authored a text titled *Physiologic, Psychological and Psychosocial Effects of Deployment-Related Stress*, the culmination of a two-year interdisciplinary research project sponsored by the Institute of Medicine of the National Academies of Science. Findings and recommendations were disseminated at a Congressional hearing in November, 2007, contributing to policies and procedures affecting the mental health of all veterans. Dr. Basham has also continued to consult on practice approaches with couples and families following homecoming from combat. For example, she was invited to present at a Grand Rounds with the Department of Psychiatry at the Walter Reed Army Medical Center in Washington D.C. on the topic of “Coming Home: Refuge or the Second Front,” which addressed the experiences of attachment and detachment for families coping with deployment. A similar presentation was scheduled for late February, 2008 at the Mental Health Unit at the Veterans’ Administration Medical Center in Northampton, Massachusetts. Earlier last autumn, during a preview of an independent film titled “No Unwounded Soldier,” co-sponsored by Smith College School for Social Work and the Veteran’s Project of Amherst, Dr. Basham co-facilitated a discussion generated by the experiences of six Vietnam veterans engaged in psychodrama therapy. Writing projects have included a recently published paper titled “Homecoming as Safe Haven or the New Front: Attachment and Detachment among Military Couples” in a special issue on attachment theory and practice with adults in the *Clinical Social Work Journal*. The newly revised version of *Inside Out: Outside In* includes a new chapter on “Trauma Theories” written by Dr. Basham. Additional publications include a chapter on “Guidelines for Couple Therapy with Survivors of Childhood Trauma” to be published in the *Social Work Desk Reference* and a book review published in the *Clinical Social Work Journal* on *The Dissociative Mind*. Interesting writing projects also percolate in relation to Dr. Basham’s new role as Editor of the Smith College Studies in Social Work.

**Joan Berzoff** – In January of 2008, the second edition of J. Berzoff, P. Hertz, and L.M. Flanagan, *Inside Out and Outside In: Psychodynamic Theories in Multicultural Practice* (NJ: Roman and Littlefield Press) was published. The second edition includes new chapters on attachment, trauma, and intersubjectivity, as well as the inclusion of new content on race, gender, and neurobiology, which is infused throughout this psychodynamic theory and practice textbook.

In addition, Dr. Berzoff co-authored with Inge Corless a paper entitled “Zelda’s Life: Attention Must be Paid” for the special issue of the *Journal of Social Work in End of Life and Palliative Care* (vol. 3, #1). This issue honored the life and work of Zelda Foster. Dr. Berzoff co-edited the volume with Ellen Csikai.


Having completed a research project on the needs of renal hospice care from the perspectives of patients, families, and staff (funded by the Clinical Research Institute in conjunction with an NIH R-21 grant for which she was a consultant), Dr. Berzoff and Jennifer Swantkowski published an article about developing renal hospice care, entitled “Developing a Renal Supportive Care Team from the Voices of Patients, Families, and Palliative Care Staff” in the journal *Palliative and Supportive Care*. Additionally, the results of this study were presented at the January Meeting of the Society for Social Work Research in Washington, D.C., where Jennifer Swantkowski gave the presentation.
Dr. Berzoff also gave a number of lectures nationally. The first was to the Georgia Clinical Society in December of 2007 on the transformative aspects of grief and bereavement; the second was on relational care with the dying. In January 2008, she was the Convocation speaker at the Sanville Institute for Clinical Social Work in Los Angeles, California, where she gave two similar lectures and consulted on two cases.

Additionally, Dr. Berzoff and Dr. Kathryn Basham are currently serving in liaison roles between the Sanville Institute and the Smith College School for Social Work in an exchange of doctoral students this year. Three students from the Sanville Institute will attend the Doctoral Program at Smith for five days this summer, and three doctoral students from Smith will attend the Sanville Institute Convocation in Los Angeles, next January.

Dr. Berzoff continues to direct the End of Life Certificate Program in a collaboration between the Smith College School for Social Work and the Baystate Medical Center. She plans to continue that Program during her sabbatical leave next year and to begin to introduce other disciplines in the training program, including divinity, nursing, and psychology. While on sabbatical she will be seeking funding to begin an end of life and palliative care training institute that will be multidisciplinary. Dr. Berzoff has also been invited to participate in the International Working Group on Death Dying and Bereavement.

Joanne Corbin is evaluating the outcomes of a Psychosocial Training-of-Trainers (TOT) program in northern Uganda with Arden O’Donnell ’08. The training program was designed to strengthen the knowledge and skills of local service providers working with children and families affected by armed conflict. Dr. Corbin is examining the ways the training supported service provision in this area. O’Donnell is focusing on the interpersonal changes that occurred among the participants in this training for her thesis. Dr. Corbin recently co-authored an article with Dr. Josh Miller using the conceptual framework of collaboration to explore the TOT model as an intervention. The article will appear in Families in Society. Dr. Corbin has presented her work at the Annual Meeting of Council on Social Work Education (CSWE) in San Francisco on October 30 and at NASW - Connecticut Chapter on October 23. She also presented at the NASW - Massachusetts chapter meeting on April 10-11 and at the The Borowsky Gallery / The Open Lens Gallery in Philadelphia on April 6. That event was titled “Small Survivors, Vulnerable Children of Northern Uganda.” More information can be found at http://www.phillyjcc.com/node/459.

James Drisko presented “Evidence-based Practice: Its Application to Social Work Practice” as part of the Clinical Symposium at November’s Annual program meeting of the Council on Social Work Education. Dr. Drisko also presented a Faculty Development Institute on “Teaching Qualitative Research.” Jean LaTerz,
M.S.W., Ed.D., the School’s Thesis Coordinator, and Dr. Drisko co-authored a paper entitled “How Foundation Research is Taught at the Master’s Level” at the Council on Social Work Education Conference in San Francisco. Allison Sibley, M.S.W., a Ph.D. candidate at Smith, and Dr. Drisko co-authored a paper entitled “Child Clinician’s Definitions and Implementation of ‘Parent Work’: Educational Implications” at the Council on Social Work Education Conference in San Francisco.

Joan Lesser presented a paper, “Trauma revisited: Combining self psychology and narrative therapies in group practice with elderly women,” at South China Agricultural University in Guangzhou, PR. Dr. Lesser also received an honorary degree from the University. She traveled to China with a team that included Smith doctoral student, Florence Loh, to conduct the second phase of a cross cultural research study of depression and help seeking behaviors among community residing older adults in the Chinese American Boston community and Guangzhou, China. Dr. Lesser and her research colleagues from Fordham University Graduate School of Social Services and Springfield College School for Social Work have been invited to present a paper on their study at the sixth International Conference on New Directions in the Humanities at Fatih University, Istanbul, Turkey in June. Dr. Lesser also received a Clinical Research Institute Grant for her research on the experience of non-Jewish mothers who are raising Jewish children. Masters student Omer Mendelson is working with Dr. Lesser on this project in collaboration with the Mother’s Circle, a program sponsored by the Jewish Outreach Institute. Dr. Lesser’s paper on group work practice with aging refugees was accepted for NASW’s 2008 Symposium, April 2008.

Josh Miller has been working on three projects with students and colleagues. One is research about the psychosocial needs of the Vietnamese population in Biloxi in the aftermath of Hurricane Katrina, with Dr. Yoosun Park and student Bao Chau Van. He is also exploring a psychosocial capacity-building project in war-torn Sri Lanka with student Kay Naito. The third project is an attempt to develop a medical capacity-building project in Northern Uganda with a group of doctors in Western Massachusetts and colleagues in Northern Uganda, whom he met during his work with Dr. Joanne Corbin’s psychosocial capacity-building project.

Dr. Miller has begun work on his next book, which is provisionally titled, *The Social Ecology of Disaster: Psychosocial Healing and Capacity-Building*. In September 2007 he delivered a sermon at All Souls Unitarian Church in Greenfield, Massachusetts entitled, “Restorative justice and spiritual healing: The Acholi tradition of Mato Oput.” He also led workshops in antiracism at the Seattle Midwifery School and Seattle Clinical Social Work Society. This past fall he and Dr. Susan Donner co-led a workshop for social work faculty at Fordham University about becoming a multicultural organization.

Catherine Nye spent several weeks this past winter in Chiang Mai, Thailand. She continued her research, met with the three Smith students who are in field placements there and their supervisors, and organized a joint Chiang Mai University and Smith College SSW conference and workshop on *Using Knowledge Management in Social Work Practice*, which was held on February 4 and 5. Dr. Nye delivered a paper at the conference entitled,
“Conceptualizing social work practice: using knowledge management to codify practice wisdom and local knowledge.” This past fall she had a paper accepted by International Social Work (to be published in vol. 51(2)). The title of the paper is “The delivery of social services in northern Thailand.” In June she presented a paper at the Third Annual International Clinical Supervision Conference at the University of Buffalo. The title of that paper was “Training supervisors in two cultures: toward a model for codifying practice wisdom and local knowledge.”

Yoosun Park has two forthcoming articles. Her research on the role of social workers in the Japanese American internment, called “Facilitating injustice: tracing the role of social workers in the World War Two internment of Japanese Americans” is scheduled to be published in Social Service Review in September of this year. Another article, “Making refugees: a historical discourse analysis of the construction of the “refugee” in U.S. social work, 1900-1952” will be out in June in The British Journal of Social Work. She is completing her work on the history of the second half of the century. Two other pieces, one on the theories and methods of Historical Discourse Analysis for the Sage Encyclopedia on Qualitative Research in Social Work, and another on the Japanese American Community for the Oxford Encyclopedia of Social Work will also be published this year. The first round of interviews for her on-going research on acculturation, a part of the NIH funded study on Obesity and the Built Environment in New York City, has been completed. She and her colleagues for the study are currently involved in the analysis of the data. Lastly, Dr. Park continues her collaboration with Dr. Joshua Miller on a research project investigating the impact of the Hurricane and the aftermath on the Vietnamese American community in Biloxi, Mississippi. Data collection is scheduled to begin in April.

Marsha Kline Pruett continues to work on the dissemination of the evidenced-based Supporting Father Involvement project that she has been working on in California for the past five years. An article summarizing “lessons learned” is in press and will be published in the Journal of Social Services Research. She recently conducted a Training of Trainers for the dissemination phase that brought together interveners, consultants, policymakers, and public relations professionals. A master clinical lecture in Wisconsin on family interventions surrounding divorcing and high conflict families, consultation to students at Hofstra Law School, and completion of a prospectus for a new book also dominated her fall term. Finally, Dr. Pruett is completing the co-editing of a book titled, Feathering the Nest: Couple Relationships, Couples Interventions and Children’s Development, to be published this summer by the American Psychological Association.
~ In Memoriam ~

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**Elizabeth (Bette) Harlan**, Arizona State social worker, died March 5, 2008 at age 79. Following her first year at Smith, Bette was elected A+ student president and became noted for her Monday night presentation drawing a comparison between the problem solving process and extrication of a “precious marble” (the problem) from a chandelier (the client) encapsulated in chewing gum (the defense systems and environmental factors “protecting” the client’s treasure).

After receiving her M.S.S. in 1958, Bette served for 34 years, primarily in public welfare and mental health. A Phoenix resident since 1969, she was a member of NASW for 50 years, working to promote social change through initiating the Arizona Chapter NASW Committees on Women’s Issues and Lesbian and Gay Issues. Employment at Arizona State Hospital included in- and out-patient social work and supervision; originating the Phoenix South Community Mental Health Elderly Program; and field instruction for Arizona State University.

She never lost her sense of humor and her ability to relate to very diverse personalities.

Submitted by Natalie Jane Woodman, M.S.S., 1959
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