Dear Alumni, Friends and Colleagues,

In the Smith tradition, we ended this past summer session with a sense of accomplishment and a sense of unfinished business. The accomplishment was expressed in many ways, culminating with the excitement of graduation on August 20th and the beginning of field placements for first and second year students in September.

I am delighted to announce that Jennifer Swantkowski, a first-year doctoral student, has received the Charlotte and Jeremiah Kaplan Fellowship for Studies Related to Alzheimer's Disease. We look forward to hearing about her work and research with Alzheimer's patients and their families when we convene for the 87th summer session of the School.

This summer the Monday night lecture series had the best attendance in years. We were especially delighted to have President Carol Christ speak to us on “The Victorian Way of Death” at the annual End of Life Care Lecture. The knowledge and skills of our resident and adjunct faculty, who are invaluable members of our academic community, offered a stimulating course of study with many opportunities for informal discussions. The competence and commitment of our staff who work so hard behind the scenes and in collaboration with the many offices at the College ensured that the summer ran smoothly in spite of many changes on the campus. Our unfinished business includes the ongoing work of our self-study process and the continuing dialogue about issues important to this community. We have made good progress in engaging the community in discussions about the program. The faculty will continue the process of collecting input from constituency groups to enrich our discussions and decisions regarding the program. We look forward to the final submission of all self-study documents by the winter break.

I was especially delighted to meet so many alumni during my travels last year. I look forward to alumni visits to Texas and North Carolina this coming spring. I am also happy to see the addition of a Class Notes section to In Depth and I hope alumni use it as an opportunity to stay in touch with one another. If you would like to volunteer as a class correspondent to collect news from your class, or if you would like to submit personal information to publish in the next Class Notes, please email us at indepth@email.smith.edu.

This fall I gave a lecture on November 1 at 4:30 at Smith College. This lecture was one of the Chaired Professor lecture series acknowledging my appointment as the Elizabeth Marting Treuhaft Professor. The title was “Spirituality: Transformative Moments in Life Stories.” I very much enjoyed seeing those alumni, students and friends of the school who were able to attend.

Best regards,
Carolyn Jacobs, Ph.D.
Dean and Elizabeth Marting Treuhaft Professor
Smith College School for Social Work

NOTICE OF FACULTY POSITIONS

The Smith College School for Social Work invites applicants to apply for one or both of two full-time tenure track positions at the Assistant Professor level.

For the first position, we seek candidates with demonstrated expertise in clinical practice with diverse populations and a promising record of scholarship, research and teaching in this area. Experience with two of the following modalities is required: family, individual, or group.

For the second position, we seek a candidate well-versed in multiple theories of human behavior in the social environment. Candidates should be grounded in theories of human behavior. A promising record of research, scholarship, and teaching in theory and theory building is important.

For both positions expertise in issues relevant to Latino/a or Asian populations is of interest to the School. Candidates who have a knowledge base with one or more of the following areas will also be given preference: refugees/immigration, vulnerable populations, multicultural practice or theory, aging/gerontology, and addictions.

QUALIFICATIONS: A Master's degree from an accredited School of Social Work and a Doctorate in social work or a closely related field. Evidence of cross-sequence competencies and demonstrated commitment to scholarship/research. All candidates should be able to advise MSW and Ph.D. students in either fieldwork or research. Preference will be given to applicants with teaching and practice experience.

Review of applications will begin in the Fall of 2004 and continue until the positions are filled. Please submit a curriculum vitae, a brief letter of application, a sample publication or research summary, and the names of three references to:

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

Smith College is an equal opportunity employer encouraging excellence through diversity. People of color, women, bilingual/bicultural applicants, and people with experiences in cultures other than their own are encouraged to apply.
The message at the 84th Commencement of the Smith College School for Social Work was clear: Change the world. Or at least try to.

One hundred twenty-nine students received Master of Social Work degrees, and ten received Doctorates of Philosophy in Social Work at the ceremony on August 20th at the College’s Indoor Track and Tennis Facility.

Carolyn Jacobs, SSW Dean, and Carol T. Christ, Smith College President, welcomed family, friends, colleagues and students to the ceremony. Jacobs’ opening remarks included a reminder to everyone assembled to be sure to vote in the November presidential election.

MSW 2004 Class Speakers I. Carolina Gonzalez and Ruth Ann Pearlman presented the class gift: A new banner to hang at School events that reads “Smith College School for Social Work,” to replace the banner hanging at graduation that said simply “Smith College.” The pair also noted that as part of its gift the class contributed to a fund for students who could not afford gowns for the ceremony.

Ph.D 2004 Speaker Camille Hall reminded students of the words of Dr. Martin Luther King, who asked “What

Continued on next page
are you doing for others?” and answered that at the School, “we are the problem solvers” who intervene to help. “We have become strategic thinkers, lifelong learners, and opinion shapers,” Hall said, before challenging the class with an old statement by retired New York Yankees catcher Yogi Berra: “When you see the fork in the road, take it.”

Thesis Award Winners were Samantha Jane Mjenzi, for Short Term Filial Therapy with Low-Income Latino families: A Feasibility Study, and Carolyn Stevenson for Psychotherapy: A Queer Space.

Tim Wise, Director of the Association for White Anti-Racist Education (AWARE) of Nashville, Tenn., challenged students directly.

Wise, speaking in a booming voice, noted that he was honored to be giving the Commencement address “because this is an institution that has committed itself to dismantling racism, both internally, at the school, and externally, in the world. ... The School stands with very few others in recognizing the need to begin the work.”

He cautioned graduates that the world as a whole does not share that same value, and told students they must maintain the commitment they made to confront racism when they entered Smith “in a culture that doesn’t want to talk about it.”

For graduates of color, he said, maintaining that commitment is a matter of survival. But white students, those in the dominant majority, have the privilege of “backsliding,” because they are not the targets of racism. “That risk is always there for the dominant group. I wish I could ensure that those of us here today would always stay strong. But we must admit our human frailty,” he said,
before offering three very specific challenges and pieces of advice toward that end:

First, he said, “If you are serious about eradicating racism, learn how to listen and believe what people of color tell us is true. Not believing is a form of racism, because you are saying ‘I know your reality better than you.’ To be white in this country is to be removed from the reality of people of color. Acknowledge that it is big, and that it is everywhere.”

Second, he said, “Constantly engage in critical self-assessment needed to condition ourselves against falling into a pattern of thinking (saving ‘damaged’ people, etc). We can’t help others with their damage until we deal with our own damage. Let go of the notion that the opposite of racism is color blindness. To not see color is to not deal with the consequences of racism. The goal is equity.”

And third, “understand it’s a long term thing. ... It’s not appropriate to say if the fight doesn’t end in victory there’s no purpose. The point is not just victory; it’s the struggle itself. Liberation comes from that. As Desmond Tutu said, ‘you do the things you do because the things you are doing are right.’ ... We need to live our lives as if justice is possible. Nothing will happen if we don’t do the work.”

His last words to students, before they gave him a rousing round of applause and cheers, were taken from writer James Baldwin:

“The world is before you, and you need not take it or leave it as it was when you came in.”
Fulfilling the anti-racism mission

The following remarks were presented by Adjunct Assistant Professor Fred Newcom at the Anti-Racism Symposium, July 19, 2004.

We’re here tonight to talk about race and the School’s anti-racism mission. For a long time the School has had a tough time talking about race and this symposium has often been seen as controversial, uncomfortable, badly done, etc. You’ve all heard comments along that line.

So what do we do to help move this conversation along? First, we hold this symposium after we’ve had a chance to get to know each other so that hard conversations can come in the context of some relationships already established. Second, we ground the exploration of race in what unites us—a desire to be competent clinical social workers. Finally, we open the conversation with an acknowledgement of what gets in the way of productive interchanges and suggest some things that might be helpful to get us there.

Let’s begin with the mission. When I work with organizations around issues that bedevil them, it’s always useful to go to the mission. Smith’s anti-racism mission, “to work toward becoming an anti-racism institution,” is a pretty heady, cautiously ambitious statement. Let’s deconstruct it, tease apart the words and see what they tell us.

“Work” – Good. That acknowledges that it is work; that it requires us to make an effort, that it can be laborious, painful even.

“Toward” – That suggests “in the direction of,” moving forward.

“Becoming” – Becoming is not the same as being. It means we’re not there yet; that we recognize it is a process and ongoing.

“Anti-racism institution” – Not phrased as anti-racist so we recognize the systemic and institutional nature of racism as our focus. This suggests that the mission is not an attack on people perceived to be racists and, more importantly, also acknowledges the institution’s responsibility. The School, as a school, has to be part of the work.

So, we have this mission. Who is “we” in this context, who is the School? Because the School has responsibility to carry out the mission.

First, the School is the institution. This calls attention to the School’s policies, curriculum, faculty and student recruitment and retention, along with the supports that allow faculty and students of color to succeed.

Then there are the students. You all enroll knowing the mission— for some it attracted you; for others, it got lost in the other lofty sounding language you expect from a social work school— but you’re here and you’re part of the School and the school has this mission. One thing is clear, you’re here to become a clinical social worker and that involves honing the instrument of the work and that’s you. You have to know yourself to do this work and part of knowing yourself is knowing who you are in relation to race and racial identity.

Finally, there’s the Smith “community.” We talk about this place as a community. But it’s not clear what we mean by that. We’re an intentional community in that everyone is here voluntarily but we may not have the same intentions, goals. We’re only in this bubble together for ten weeks and we’re pretty task centered. We’re here either to get an education or support that effort.

A key question is how then do we build a community in which the School (as an institution) and the students and faculty can work together toward becoming an anti-racism institution?

The first thing we can do is to recognize the dilemmas:

We live in a racist society of which the School is a part— no one comes here unaffected by racism nor is the School apart from the forces that support and profit from racism.

We’re at different stages in racial identity development— all of us are trying to figure out who we are as racial beings, recognizing the complexity of the issue and of our identities. We are all racial beings and we are all more than racial beings.

We’re at different levels of awareness about race and racism. Ideally we’d all be completely aware of race and racism. But that’s not realistic.

We recognize that white people have the privilege of thinking about and not thinking about race as they wish or as they recognize it as coming up. That’s not a luxury that most people of color have.

Yet, men have the privilege of not having to think about sexism until it recognizably touches our lives; heterosexuals don’t have to think about what it means to live as the “other” in a heterosexist society; Christians, people without a disability, people with financial means don’t have to consider what it means to be a Jew or a Muslim, among many religions, or to have a disability or to be poor or working class. In short our many identities may have us be a dominant group member or an “other” in one or another part of ourselves. So, virtually all of us have the privilege of not having to think about one or
more aspects of our identity and that might provide some perspective on why people might not be thinking about race. But we need to acknowledge the privilege to do that as we enter a community that says thinking and acting about race are important and we must be willing to give up that privilege.

There are pedagogical dilemmas as well. As teachers, what do we assume about what students bring, what work they have done on race? Where do we enter the discourse on race? How do we support student learning in a way that encourages growth, reflection, change? How do we avoid classroom dynamics in which students of color get asked to be the teachers about race and in which students judge each other for perceived ignorance or unawareness?

The above are some of the more confounding dilemmas as we work toward becoming an anti-racism institution. What can we do about them?

We understand that a central part of being a clinical social worker is knowing ourselves — who we are, what we react to, etc.

We each have individual responsibility to do that work and that has to include knowing where we are in relation to race and racism.

Social work is grounded in work done in relationship — the work of learning about how we are affected by and reinforce racist institutions and structures is best done with others — in classrooms, at meals, in the dorms, in the lectures and programs over the summer. This isn't a license to impose your need to think out loud about racism without regard to where the other person is at but it does suggest the usefulness of thinking about interactions in the places where we bump up against each other and respectfully explore those interactions with the other person or people. It's hard to do this alone and there are multiple student groups and faculty resources to support this effort.

This personal work is best done from a position of curiosity, humility, and a belief that people are doing the best they can. That's why we distributed the “Guidelines for Difficult Conversations” to you in advance of this event.

For white students that means taking responsibility for your own learning and not expecting students of color to teach you or to be a cheerleader for your efforts.

For students of color this may mean sitting with your frustration at the pace of your white classmates’ learning and for owning your own reactions to the racial content and context of your experience here at Smith. We'd hope that you would challenge your white classmates directly but with compassion.

For faculty — for we are part of this learning community — it means that we need to find ways to be teachers to promote and support learning. This requires us to engage students who are trying, however imperfectly and clumsily, to grapple with hard questions by finding what is positive about their efforts and gently challenging what needs to be confronted. In short, we need to model the kind of dialogue we are asking students to have with each other.

The intent of suggesting roles we all might play — white students, students of color, faculty — is to underscore that we all have a responsibility for implanting the School’s — our — anti-racism mission.

Another thing we can do is to look for ways that race plays out in clinical cases, policy, theories of development and agency practices and reflect and act on what we see.

If this is to become a community in which we work together toward becoming an anti-racism institution, it has to first be a community. We have to treat each other and ourselves kindly and with respect; we have to be prepared to stay at the table with each other even when we are tempted to upset the table and stomp out; we have to do the hard work of struggling together to do what is truly subversive in this society — challenging that forces that divide us so that the best of what we have in common can be the ground on which we meet to understand and change our world.

In the words of Frederick Douglass: “If there is no struggle, there is no progress. Those who profess to favor freedom, and yet deprecate agitation, are men who want crops without plowing up the ground. They want rain without thunder and lightning. . . . Men may not get all they pay for in this world; but they must certainly pay for all they get.”

To harvest the crop of anti-racism, we will have to plow up some ground; we will have to tolerate some thunder and lightning. But it's a struggle worth waging and paying for to achieve the progress we want to see.
Speaking to Trauma

The School's founding in 1918 was the result of the need to provide clinical services to a traumatized war population. The School's commitment to working with those experiencing traumas as a result of historical racial and ethnic oppression, individual and family violence, war and conflicts has greatly influenced its curricular offerings and has guided our thinking about our preparation of students for the field. One of the tools by which students deepen their understanding of personal, historical, national and global trauma is the summer lecture series. This summer the School reaffirmed its historical commitment to excellence in clinical services for veterans, military personnel and their families, who suffer the effects of trauma as a result of military action.

As part of that commitment, the School welcomed Catherine A. Clancy, Ph.D, LCSW, to the summer lecture series, where she presented the Diane Davis Memorial Lecture, titled "Treating Those Who Have Borne the Battle: The Impact of the Military Experience Through the Lifecycle.

Clancy is the training director and a clinical social worker at the Michael E. DeBakey Veterans Affairs Medical Center in Houston, Texas, and serves as an adjunct faculty instructor at the University of Houston Graduate School of Social Work.

Clancy said one of the most important things she wanted to leave with students is the fact that the military experience impacts people far beyond their military service, whether they serve in peacetime or in wartime, although war has a greater impact. "For some people the military experience is very positive. It enhances self esteem and does good things, but for others it has very negative consequences," she said, including Post-Traumatic Stress Disorder (PTSD).

She said the topic is especially relevant in light of current events. "I think this was brought to people's awareness for the first time. They never even had thought about this. With increasing emphasis in the country about what's happening [in war, with returning veterans] the timing couldn't have been better," she said.

Clancy added that she was very glad to be at Smith. "The School was founded to help train social workers to deal with the shell-shocked veterans in World War I, and it feels like it is returning to its roots in military trauma." She added that a "big job" now is increasing interest in field placements at the VA, noting that it is the largest employer and trainer of social workers in the country. She also said that the VA has made a commitment "never to make the same mistakes that were made in Vietnam."

In addition to her work at the VA, in Houston, and at the University of Houston, Catherine A. Clancy has her own private practice in Houston, providing individual, marital, and group therapy for adults, as well as developing and presenting educational programming for lay and professional audiences and providing clinical supervision for social workers.
Living with Dying, A Handbook for End-of-Life Healthcare Practitioners

This book, edited by Smith College School for Social Work Professor and Director, End-of-Life Care Certificate Program Joan Berzoff, and Phyllis Silverman, Professor Emerita at the Massachusetts General Hospital Institute an Associate in Social Welfare in the Department of Psychiatry at Massachusetts General Hospital, and a 1954 graduate of the School, uses contributors to provide a wide range of perspectives on caring for the dying.

Readings are scheduled as follows:
* November 9, 2004, Hospice Federation Conference, Marlboro, MA. Berzoff and Silverman will read.
* February 21 week, 2005, Partners in Care, Burbank, CA, and City of Hope, Los Angeles, dates and details TBA.
* March 21, 2005, Johns Hopkins Medical Center, Baltimore, MD. Berzoff will read with Betsy Clark, executive director of the NASW, and Yvette Colon, director of the Pain Foundation.
* May 2005, readings in Houston, TX, dates and details TBA.

Transforming the Legacy: Couple Therapy with Survivors of Childhood Trauma
Columbia University Press

Kathryn Karusaitis Basham and Dennis Miehlis, associate professors of clinical social work at the School.

To serve the increasing numbers of people who have endured child-

hood trauma, survived interpersonal and domestic violence, been refugees who sought asylum from political violence, torture, or armed conflict, the authors present an innovative couple therapy model grounded in a synthesis of psychological and social theories. They emphasize how couple therapy transforms the legacies of childhood traumatic events. The book is replete with rich case histories and presents a biopsychosocial model that can be used with a wide range of populations.

(First edition: Child Welfare: An Africentric Perspective)
Joyce E. Everett, professor and co-director of the doctoral program at the School, Sandra P. Chipungu, and Bogart R. Leashore.
Rutgers University Press

Twenty-one educators call attention to racial disparities in the child welfare system by demonstrating how practices that are successful for white children are not often similarly successful for African American children. Policy makers and care providers are urged to look at African American family life and child development from a culturally based Africentric perspective, which can serve as a catalyst for creativity and innovation in forming policies and practices aimed at improving the welfare of African American children.
OBITUARIES

JEANETTE MARTICK MILLER

Jeanette Martick Miller, MSS '54, died July 30, 2004 at a Hospice in Washington, DC.

Jeanette loved the Smith College School for Social Work. At her 49th class reunion, she spoke poignantly of the meaningfulness of her Smith experience. She remained an active alumna, serving on the Alumni Association’s Executive Committee; helping develop and often chairing the Washington Chapter; and belonging to the 1918 Fellowship Society. In 2001 Jeanette received the School’s prestigious DayGarrett Award, nominated by the Executive Director of Family and Child Services of Washington where, after twenty-nine years of employment, she joined the Board of Trustees. A modest person, Jeanette expressed to friends her bafflement on receiving the award: she “only did what social workers are supposed to do.”

Jeanette is remembered for her humor, warmth, compassion and commitment to social work values and practice. She leaves her husband, Nathan Miller, a noted author and historian.

- Dorothy Brier

ANNE COCHINTU

Anne Cochintu, class of 1929, died October 24, 2003, 2003, at the age of 97. For more than twenty years in the 1950’s and 1960’s Mrs. Cochintu was the executive secretary of the Parents’ and Children’s Services agency in Boston. Under her leadership the agency became one of the most well-regarded family service agencies in the city.

Robert Jolley, (Ph.D, 1983), wrote of her, “Anne and I met in the mid-seventies after she retired from her position in Boston and moved back to the Danvers/Topsfield area of the North Shore. We had Smith in common. She served on several local area Boards of Directors and also for a term as a member of the Northeast MA Regional Board of NASW during the period when I chaired that group. Her Boston Globe obituary described her as a ‘feisty little lady in the best sense’ and that is an apt description. She was always direct in her communications, always curious and interested in discussing positions on issues and always interested in continuing to learn.”

She is survived by a daughter, five grandchildren, eight great-grandchildren and one great-great-grandchild.

OBITUARY POLICY

Obituaries can be submitted by family, friends or classmates to Managing Editor, Smith College School for Social Work, Lilly Hall, Northampton, MA 01063 or by email to indepth@email.smith.edu. A graduate must be confirmed as deceased by the college records department in order for an obituary or death notice to appear. Obituaries can be a maximum of 150 words. Newspaper obituaries cannot be reprinted

IN MEMORIAM

Elizabeth Brautigam, MSW 1970
Mary Jane Brennan, MSS 1956
Brian Charbonneau, MSW 1977
Anne Cochintu, MSW 1929
Barbara Davis, MSS 1944
Cleo Eulau, MSS 1947
Helen Flores, MSS 1954
Katherine Bartlett Frieder, MSS 1935
Charlotte Stage Fitzer, MSS 1939
Marilyn Gradous Green, MSS 1948
Barbara Raleigh Gregg, MAA 1953
Jean Haskell, MSW 1931
Theresa Herlihy, MSS 1945
Edith Macdonald Huntington, MAA 1939

James Leigh, ACT 1961
Jeanette Martick Miller, MSS 1954
Harriet Persinger Searcy Murphy
Scott Norris, MSW 2000
Julie Gossin Pansky, MSS 1949
Helen Stone Peterson, MSS 1933
Elizabeth Howe Redmon, MSS 1938
Virginia Ruth Rice, MSW 1963
Paula Sargent, MSW 1983
Edith Richman Stolzenberg, MSS 1936
Clara Swan, MSS 1944
Alice Tillinghast, MSS 1951
Charlotte Young Wood, MSS 1958

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REFLECTIONS

By Imrgard R. Wessel, LCSW, BCD

As I sat on the stage at Smith College School for Social Work’s Wright Auditorium in July to receive the Day Garrett Award, I felt as uncomfortable as I had in 1950 when I arrived on campus as a first-year student.

I was then 25 years old, a Jewish refugee from Germany who escaped the Holocaust by going to England to live with a foster family, was reunited with my parents in New York, sheltered by the American Friends Service Committee at a Quaker hostel in Iowa and then adopted by a Disciples of Christ community in Eureka, Illinois. My new classmates at Smith talked about the ego, the id and the superego. I had no idea what they were talking about.

Florence Day and Annette Garrett, in whose honor the award I received was established, were then director of the school and head of casework and field placement respectively. When it came time for my second year placement, I was assigned to Michigan, although I wanted to be closer to New Haven, where my fiancé lived. Having learned about self-determination, I made an appointment to meet with Miss Garrett. She told me that something must be wrong with the relationship since I hadn’t married yet. In a compromise, I ended up in Rochester, N.Y., and came back for the third summer as a married woman. In 52 years of marriage my husband Morris has been most supportive of my social work career.

A few weeks before going to Smith to accept the award, I passed a church bulletin board where a saying from the French novelist Andre Gide was posted: “The Scholar seeks, the Artist finds.” This made me wonder: is social work an art or a science? The Smith experience combines the academic work of scholars and teachers with the problem-solving work of clinicians. We clinicians are the artists who apply knowledge in our work with clients.

How has this changed in 52 years, since the days of Day and Garrett?

I work in a family agency where an employee assistance program referred a 40-year-old woman because she was unable to do her work. Her husband had left her recently and she was responsible for two pre-teenagers, she told me. Her company had been taken over and the pressures from work were terrible. She had no emotional support at home. Her parents were divorced. Her dad traveled a lot and her mom was dying of cancer. After a few weeks, with the help of treatment and medication, she was able to return to work. Then a new problem arose. Her union voted to strike. She was anxious. She didn’t want to walk the picket line, but needed the strike pay to support her children. I realized that this woman – call her Ruth – had no one to support her, so I decided to visit her on the picket line. When she spotted me, she cried and then said, “You are here to support me!” I nodded.

Moments later, Ruth bellowed to the other picketers, “Hey gang – Come meet my therapist.” Suddenly I was surrounded by people who thanked me for coming.

If I had done this in the Day Garrett days, I would have been called into the office and told that I had issues with counter transference, lack of boundaries and problems with projective identification. Today’s theory – person in the environment – gives us a chance to strengthen the client and help in the recovery. This client continues to come for treatment and is able to cope in a more positive way.

There are many things that I learned 52 years ago and many things that have been enhanced by clinical continuing education. I also have learned a great deal from clients. When Alice arrived in the office after a recent hospitalization, she told me that her diagnosis was borderline personality, depression and PTSD, that she had been hospitalized twenty times in the past ten years and she had made forty suicide attempts. Well, I had learned about borderline personality depression and PTSD from scholars, but as a practitioner, I needed to find a way to deal with my uneasiness.

I asked, “How do you think I can be of help to you?”

Alice replied, “I need you to listen to me.”

The principle of listening to the client’s narrative was basic in the Day Garrett days and needs to be honored today in the era of managed care and limited time. We need to remember that one size does not fit all despite the pressure put upon clinical social workers to come up with quick solutions to every problem.

I feel honored to have had a solid clinical social work education, which gave me the basis for becoming a competent practitioner. I know that under Dean Carolyn Jacobs the school will continue to train students in sound clinical social work. I am also pleased that a committee of the Clinical Social Work Federation is completing a paper on the Concepts of Clinical Social Work, which has been accepted for publication in the Clinical Social Work Journal. This is important to me because the science and the art of clinical social work continues to be the bond between academia and practice which serves as the foundation of clinical social work.