Dear Alumni, Friends and Colleagues,

In the Fall I had the honor of presenting a Smith College chaired professor lecture in my role as the Elizabeth Marting Treuhaft Chair Professor (see Page 3). I would like to share with you the following information on the Treuhafts. In 1951, the Jewish Welfare Federation cited Mr. and Mrs. Treuhaft for “their warm and enlightened regard for, and dedication to, their community and all of its people.” In 1971, they became the first husband-and-wife team to win the human relations award from the National Conference of Christians and Jews. Acknowledging their receipt of these awards fits well with the School’s and my commitment to issues of justice and dialogue among diverse groups.

To have the deanship endowed with a chair provides an interesting synergy between the scholarship enterprise and the administrative enterprise. In our School, where the major teaching method emphasizes case-based learning, such a chair both invites and creates an imperative for the dean to understand the School as an organizational case study, as well as maintain a scholarship focus with a particular appreciation of relationally based practice and dialogue among diverse groups. I feel it is an important imperative for my deanship to look at dialogue across issues of diversity. Holding this imperative in a framework that looks at educational transformation is the value out of which I approach my leadership role at the School.

I am glad to report that spring has finally arrived in Northampton with the College’s spring bulb show and the School’s spring faculty meeting. This year, Rabbi Robert Sternberg, Executive Director, Hatikvah Holocaust Education Center, and Deborah Roth-Howe, LICSW ’78, facilitated a workshop for our resident and summer teaching faculty on Understanding Anti-Semitism and Jewish Historical Memory. This was an excellent experience for our faculty as we explore ways to respond to the complex relationship between historical experiences of oppression for Jews and others.

In April, we spent a day together as faculty, administrators and staff exploring issues of diversity. This collective gathering represents another step in our on-going commitment to diversity and anti-racism work.

We are looking forward to an exciting summer lecture series. See Page 9 for further information about the series.

The responses to our certificate programs have been excellent. The Clinical Treatment of Children and Adolescents Certificate Program continues to have a strong applicant pool and positive evaluations. The End of Life Care Certificate Program has been adapted to meet the needs of future applicants.

We are excited about the development and first session of the Advanced Clinical Supervision Certificate Program, which will begin this summer. This program is designed in response to the critical need for advanced clinical supervisors. These programs are described on our newly revised Web site at www.smith.edu/ssw/academics_certificate.php.

In February I greeted many alumni at our annual reception during the

Continued on next page
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CSWE Annual Meeting. I spoke about our students’ continuing need for scholarship assistance and reminded everyone that there is still time to donate to our Annual Fund before the end of the fiscal year.

I am delighted to report that the Board of Trustees of Smith College voted tenure for Associate Professor Dennis Miehls and promoted Kathryn Basham and Mary Hall to full professors. We welcome Assistant Professor Yoonsun Park MSW, Ph.D as a member of our resident faculty this summer. Dr. Park brings to the School a strong interest and background in identity theories, culture, immigration and qualitative analysis.

We are continuing faculty searches next year. We are especially interested in nominations for the Maconda Brown O’Connor Professorship.

Best regards,
Carolyn Jacobs, M.S.W., Ph.D.,
Dean and Elizabeth Marting
Trenhaft Professor

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NOMINATIONS SOUGHT FOR MACONDA BROWN O’CONNOR PROFESSORSHIP

The Smith College School for Social Work invites nominations and applications for the Maconda Brown O’Connor Professorship. Applicants should be eligible for appointment at the rank of full professor with tenure. The Maconda Brown O’Connor Professor will provide leadership in social work practice and research methodologies. The successful candidate will have a doctorate in social work or a related discipline (public policy, psychology, anthropology, sociology, education or women’s studies); an established record of scholarly achievement; national recognition in social work or interdisciplinary research of relevance to social work practice; a strong and continuing record of externally funded research; experience working with inter-disciplinary project teams and the ability to work with community, faculty and student networks.

The Maconda Brown O’Connor Professor will be expected to continue to maintain a program of externally funded scholarly research. In addition, the Professor will have opportunities to teach, mentor, advise and work collaboratively with faculty colleagues as well as doctoral, masters and undergraduate students in their research programs. The Maconda Brown O’Connor Professor will hold a joint appointment in the School for Social Work and in the College. The primary assignment in the School will be in the doctoral program. The assignment in the College will be based on the expertise of the successful candidate. Salary for this position is competitive and combines with a comprehensive benefits package. Review of applications began April 1, 2005 and continues until the position is filled.

The School for Social Work has a sole clinical specialization. The school enrolls more than 375 men and women in its programs and enjoys excellent collaborative relationships with social and mental health agencies throughout the country. Opportunities for interdisciplinary research within the College are strong as well. Additional information about Smith College and the School for Social Work is available at www.smith.edu/ssw.

Please forward a letter of nomination or application and curriculum vitae to:

Dean Carolyn Jacobs
Chair, Search Committee
Smith College
School for Social Work
Lilly Hall 207
Northampton, MA 01063
sswdean@email.smith.edu
Telephone: (413) 585-7977

Smith College is an equal opportunity employer encouraging excellence through diversity.
Dean Carolyn Jacobs Speaks on Spirituality:

Transformative Moments in Life Stories

In November, Dean Carolyn Jacobs delivered the Elizabeth Marting Treuhaft chaired professorship lecture. The lecture addressed spirituality in a relational context where people seek and find new ways of making meaning of life events. Transformative moments in the lives of three individuals and one fictional character, Lily, in Sue Monk Kidd’s *The Secret Life of Bees*, provided illustrative examples of how individuals use spirituality to name what is of value, to respond to challenges and to make decisions. Particular attention was given to understanding the personal meanings attached to symbols, rituals, beliefs and divine figures and to thinking about internal relationships to spiritual resources. Current research on the intersection of spirituality and psychology and various perspectives on transformation, with primary focuses on the works of Jack Mezirow and Robert Kegan, informed the theoretical framework for the lecture.

Dean Jacobs discussed Mezirow’s scholarship on transformative learning as a way of understanding transformation in the life of an organization and of an individual using a critical theory analysis. He defines transformative learning as the process of effecting change in a frame of reference. According to Mezirow we transform our frames of reference through critical reflection on the assumptions upon which our interpretations, beliefs, and habits of mind or points of view are based. We can become critically reflective of the assumptions others or we make when we learn to solve problems instrumentally (manipulating or controlling the environment or other people) or when we are involved in communicative learning. The process of transformative learning involves transforming frames of reference through critical reflection of assumptions, validating contested beliefs through discourse, taking action on one’s reflective insight and critically assessing it.

A psychological postmodern perspective on transformation is represented in Robert Kegan’s scholarship. Dean Jacobs continued. Kegan has charted the evolving upward movement of consciousness across the life span, revealing how the self transforms through the subject-object relationship; or the relationship between subject (me) and object (not me). Kegan explains that this reality-making relationship – what we identify with as subject and what we consider to be object – ultimately determines the difference between a baby and a Buddha. He states that most of us fall somewhere in between. Kegan concludes that the transformation of the subject-object relationship, enabling us to become truly objective and see what is true, is actually a goal of much spiritual practice.

The lecture then referred to the book, *The Secret Life of Bees*, in which Sue Monk Kidd explores the transformative process in characters whose traumatic histories result in major psychological and social distress. The capacity of one woman to create spaces of quiet acceptance allowed for the main character, Lily, to discover the secrets of the past and to come to terms with her own experiences. In the process she finds women who are able to support her developing awareness of the past and her need to forgive herself. The process enabled her to recognize her developing wisdom as her own internal resource.

It is in the relationship of witnessing to the other that transformative moments become healthy ways of understanding and making meaning of life events. Dean Jacobs ended with a quote from W.B. Yeats, who wrote: “We can make our minds so like still water that beings gather about us that they may see, it may be, their own images, and so live for a moment with a clearer, perhaps even with a fiercer life because of our quiet.”

The lecture was well attended by a diverse and engaged audience of faculty, staff, students, alumni and friends and ended with a lively question and answer session.

GOT NEWS?

*In Depth* welcomes news about students, alumni, and faculty of the School for Social Work. Please send tips, stories, or information to the Smith College School for Social Work, Lilly Hall, Northampton MA 01063, or by email to indepth@smith.edu.

The next issue of *In Depth* is due out in October 2005. The deadline for submissions is Aug 15, 2005.
Smith Team Wraps Up Three-Year Study of Family Resource Centers

A grant from Casey Family Services to the School to conduct a three-year implementation study of Casey’s Family Resource Center Initiative is wrapping up.

Beginning in 2001, the project studied the early stages of Casey Family Service’s Family Resource Center Initiative. The goal of the Casey initiative was to extend the reach of Casey’s services into more preventive domains, to increase Casey’s presence in high-need urban areas, to engage with more diverse populations and to increase Casey Family Service’s visibility and collaboration in local communities, according to the Final Report of the School’s Implementation Study. The aim of the study was to detail key issues for the FRCs, and highlight challenges as well as strategies used to address challenges. In addition, community profiles were developed for selected FRC communities, providing perspective on local history, issues and resources.

Recently faculty member Joyce E. Everett, Ph.D., principal investigator of the study, and Kerry C. Homstead, Ed.D., the study’s Project Director shared some of their thoughts about their work.

The final report was written by Everett, Homstead, and Co-Principal Investigator James W. Drisko. There are also individual reports for each of the nine sites studied, and community profiles for several of those sites.

“I think we did some really nice work,” said Everett, who said she valued the “more collaborative relationship with consumers. The experience was a good thing because it got us back to communities to interact with other social workers and community residents. It kept us grounded.”

The final report includes detailed information and analysis of accomplishments at the FRCs and recommendations for their continued development. Central to the recommendations made in the report, said Everett, is the need for strategic long-term planning—a significant challenge amidst the constant and changing demands of service delivery in the FRC setting.

Additionally, researchers were able to come up with a specific framework for consumer empowerment, which is detailed in the report. “We asked staff how they defined empowerment and what did they do to teach consumers to feel empowered. Based on their comments we came up with a model,” said Everett.

“We talked about what kinds of challenges staff faced, for example, the mistrust consumers had initially [for centers and staff] and how they overcame that. As they described their challenges and the steps they took to overcome them we were able to come up with a model,” added Homestead.

This mural is displayed at the family resource center in Lowell, Mass.

Everett and Homstead agreed that a useful component of the study was the work of local diarists — community members who served as the “eyes and ears” of the study—who observed leadership meetings as well as conducted research for community profiles.

Everett and Homstead also praised the study as an excellent opportunity for graduate students to engage in research. Doctoral students who assisted in the study were Kim Thompson, Ellen Smith, Efi Kokaliari, Norma Padykula, Rose Sullivan and Selma Barrios.

Everett, Homstead and Drisko’s work is not done. They plan to draft papers and abstracts about the project, focusing primarily on empowerment, leadership development and diversity.
REACHING FOR EXCELLENCE
School Mentors Outstanding Clinicians

Reaching for Excellence, a new program that aims to foster exceptional clinicians for Master's degrees in Social Work, got its start last fall as 12 candidates came to campus for a three-day weekend.

"The program's goal is to look at experienced clinicians in the field now who could be mentored to receive an MSW," said Irene Rodriguez Martin, Director of Graduate Enrollment, Continuing Education and Alumni Affairs.

Participants are first nominated by peers and colleagues and then complete an application process. "We solicited nominations from all our constituents, looking for people who are the shining stars, people with great talent and instincts who have gone as far as they can in the field without pursuing an MSW," she said.

Dawn Geller of Williamsburg, Mass., was one of the 12 chosen to attend last October's program. "It was really great," she said.

Geller has worked as a house manager at Northampton Center for Children and Families for 16 years — and left that post in April in preparation for starting at the School in June, where she will be pursuing her MSW. She was inspired to do so, she says, by Reaching for Excellence.

"Dawn was a really good example of what we were looking for," said Rodriguez Martin. "She has been in the field a long time, but family and other obligations she had to attend to made it hard for her to move forward. This gave her the opportunity and the motivation she needed. And she has a really innate ability. She will bring phenomenal skill to the classroom. She is a work already in progress, and we are delighted to have her."

Rodriguez Martin explained that during the long October weekend candidates spent time in the classroom, with faculty, adjuncts, the admissions office, Dean Carolyn Jacobs, and other students, with the dual goals of giving them enough contact to bring new skills back to their agencies and exciting them about what else there is to know, Rodriguez Martin said.

"Our goal is to see candidates move on, to get an MSW, at Smith or elsewhere," said Rodriguez Martin, who noted that the application fee is waived for those who apply to Smith.

Geller said she doesn't know if she would have ever been inspired to get her MSW had she not come to campus last fall.

"It was a really nice three days, very informative. You were getting classes and stimulated and really being fed on a professional level. Even if you decided not to go to Smith, you were encouraged to go somewhere," she said.

Four of the 12 students who came to the School applied to the master's program, Rodriguez Martin said. "It was such a success we will repeat the program in October, 2005."

To nominate someone for selection to the program, contact Rodriguez Martin at (413) 585-7960, or by email at imartin@email.smith.edu.

Geller recommends it.

"We felt like we were treated with a lot of interest and respect. When you work in this field you see so little gratitude — and you certainly don't feel it in salary. You get to where you just don't expect appreciation, so this was a boost in a lot of ways," Geller said.
Professors find wealth of experience in Uganda, Thailand

Two faculty members returned earlier this year from trips funded by the Brown Foundation’s Clinical Research Institute Grants. Associate Professor Catherine Nye, MSW, Ph.D, spent several weeks in Thailand, where for three years she has been focusing on issues of cultural competence, clinical practice and adapting developmental models for work across cultures. Associate Professor Joanne Corbin, MSS, Ph.D, returned from her research trip to Uganda in early February.

Fear and isolation

After returning from Uganda earlier this year, where she went to learn about child soldiers, Joanne Corbin has a number of goals. One is to increase awareness about the conflict in northern Uganda. “People didn’t know about the wars there, or even that children as young as six years old or even three years old are taken to be soldiers and taught to kill,” she said. A second goal is to explore the implications of the issue of child soldiers for social work education. Her third goal is to learn about the local efforts at peace-building, healing and reconciliation.

Corbin said she began studying the issue of child soldiers in 2003 or 2004, and spent the bulk of 2004 learning about the issue. She cites statistics such as those provided by the Coalition to Stop Child Soldiers which say that 85 percent of countries worldwide use children younger than 18 for armed conflict, and as many as 75 percent of worldwide conflicts involve children. “That is massive to think about,” she said, adding that in some countries child soldiers are legally conscripted, while in others they are forced into conflict, often abducted, or, because of poverty, turn to soldiering as a way to ensure they can eat. Corbin said she chose Uganda because she read about some successes of psychosocial interventions with kids who have returned from the bush there, and had learned of many NGOs and religious organizations involved in this work. Those factors made access to child soldiers more possible, and more likely that Corbin could see important interventions being done.

“I wanted to learn about the experience of children once they were back from conflict, what challenges they
faced, how they handled them,” she said. Children who return from war or conflict are said to be “back from the bush,” she said. A crucial component of her work included obtaining an understanding of the cultural context in which the children live.

In the part of Uganda she studied, Corbin said, the longest-running war in Africa is being fought. Begun in 1986, the war is waged by the Lords Resistance Army, whose leader essentially wants the government to be run according to the Ten Commandments, Corbin said.

About 80 percent of the LRA, she said, is made up of children abducted from their homes and forced to become soldiers. Most villages are now empty, and much of the population lives in huge “Internally Displaced Person” camps; those she visited ranged in size from 8,000 to 17,000 people. A total of 1.6 million people live in these camps. Safety is an issue for nearly everyone, as not only daily life but also travel can be dangerous. Each night approximately 45,000 children and women walk as much as 15 kilometers into town to stay at night commuter shelters which have been erected by NGOs.

Children who return from conflict are known as “formerly abducted children,” said Corbin. They return from war in three ways; first, the Ugandan army can capture them during fights; second, the Ugandan government can simply find them, walking down the road; and third, they can escape.

Once they return, the formerly abducted children are brought first to a local resident counselor, who has legal and political authority, or to a school. They are then taken to a barracks for an indeterminate period of time, and to Central Processing Units where they stay only 48 hours. Military debriefing and attempts to trace their families are done, and the formerly abducted children are taken to what are called “reception centers,” where they typically stay for about six weeks. The formerly abducted children undergo medical and psychosocial intervention there as well as more family tracing as needed. Once their families are identified, the formerly abducted children receive counseling to help them return to camps where their families now live.

The challenges these ex-soldiers face are grave. They are full of fear – of acceptance, of re-abduction, of retribution, and much of the work Corbin observed centered on different ways of managing those fears.

Corbin talked to one formerly abducted child, a boy, 17 years old, who had been in the war for six years. He was in a reception center after having escaped, and had begun to talk to counselors.

“I asked him about his concerns and he said he was fearful about going back to his community and being isolated. He wanted me to know that the night he and others were abducted, those who couldn’t go on because they were tired or whatever were killed. He asked me if I could do something to help him not be isolated,” Corbin said.

Corbin said she has a deep commitment to working with the peace and healing community. “People are hungry for peace, and for strategies to get it. I will continue to be involved with organizations and universities in Uganda to address the needs of those affected by this conflict and to help with the peace and healing efforts” she said.

Making connections

Catherine Nye says she is reaping rewards from her regular trips to Thailand over the last four years. “It’s all about connections,” she said. Her visits are paying off in terms of deepening relationships with social workers and others in the country, who help her gain a deeper understanding of Thai culture.

She first visited the country while her son was living there in the 1990s. She was intrigued by the Thai culture and people. She was on sabbatical for the 2001-2002 academic year and applied for a Fulbright scholarship to go there, which she received. She spent seven months in the Continued on next page
country, establishing relationships and making connections that continue to pay off today.

In 2002, 2003, and again this year, she returned to Thailand for more study, with the help of CRI grants. Her work explores the relevance of western practice models for use across cultures. The focus of her studies is primarily on how - or if - psychodynamic developmental models can be used across cultures if development varies with culture.

She notes that in Thailand, there are few graduate social work programs, and that they mainly teach drive theory and ego psychology, not more current theory that she believes would be more useful. Given the nature of Thai culture, she said, with its emphasis on relationship and continuing connection in development and functioning, this is a real omission. More current theories, like object relations, self psychology and intersubjective theory, seem potentially more relevant to, and “suitable for Thai,” than the earlier, more individual, intrapsychically focused models.

This year Nye co-taught a module with Chiraluck Chongsatimun in a course at Chiang Mai University for students preparing for fieldwork. (Chiraluck is a social work faculty member in the Department of Sociology and Anthropology at CMU who recently published a book on the indigenization of social work practice in Thailand.) Nye has co-taught in this course for the past two years, but this year for the first time, Chiraluck asked Nye to present content on psychodynamic theory to this class.

Though she is committed to the indigenization of social work practice, Chiraluck has come to believe that social workers in Thailand need to understand the theories of practice in the West in order to be able to critique them effectively, and to adapt them to local models where appropriate. She has also become aware, in part as a result of discussions of theory and of readings Nye has shared with her, that clinical practice theory has moved beyond drive theory and ego psychology. She is interested in exploring and critiquing more current models of practice.

This year Nye again completed a tutorial course at Mahachulalongkorn University, the national Thai university for Buddhist monks, where hilltribe and lowland monks are trained in social work practice. The tutorial was the first term of a course entitled “Dharma for Social Work,” which focused on “Community Empowerment in Buddhism.” This course is part of the monk's required social work curriculum. She hopes next year to complete the second term of this course, which will address “Good Life in Buddhism.” Monks have traditionally been the providers of “social work” services in Thailand. By studying curriculum from Buddhist social work training, Nye has access to a model of practice grounded in indigenous beliefs and ideologies; one which emerges from and is congruent with Thai culture.

Nye also returned to Suan Dok Hospital to work with a medical social worker named Suwanrang Dansawan. In the past Suwanrang has been a medical social worker assigned to - and somewhat isolated on - a unit in the hospital. By the time of Nye's visit this year, however, Suwanrang had been made head of the King’s Patronage Unit. This unit is a centrally located office for social workers who administer funds made available by the King for the health care needs of poor Thai. As a result of meeting with Suwanrang in this new context, Nye was able to gain access to the social work community at the hospital. She was able to observe other social workers at work on the unit and to gain a deeper understanding of the context of practice in Thailand. This context - the startlingly open setting within which interviews were conducted, the cooperation between workers, the sharing of clients and tasks - reinforced and expanded her understanding of the different boundaries and parameters which guide Thai social work practice.

Chiraluck and Nye met again with the group of social work professionals who had first assembled at Chiang Mai University last year at their invitation. This group has formed a fledgling professional organization. The meeting she attended this year was their “First Anniversary” celebration. Eighteen social workers from Northern Thailand were present; some had traveled two hours to attend the meeting. At the January meeting, Nye spoke about “Social Work Practice in the U.S.,” presenting content on the changing context of practice in the U.S., the challenges posed by funding cuts, managed care, and political values, and creative responses to these challenges by social work professionals, particularly in the area of community based practice.

Fruits of labor

Nye has brought what she has learned in Thailand back to Smith. Last summer she taught a new course (Culture and Development Across the Life Course; an Anthropological Perspective) in the MSW Program. She also teaches related content in the doctoral program. Also last year she taught a three-part course on supervision in Cyprus, as part of a Bi-Communal Support Project funded by the American Embassy there. Nye used examples from her experience in Thailand to discuss cultural difference and the need to modify western models.

Additionally, Nye this year is serving as field advisor to Seattle agencies that serve Asian clients. She has found the perspective she has gained in Thailand particularly useful to understanding the challenges and experiences of students working with immigrant populations.

“I also have a deepening understanding of the ways psychodynamic theory does, and does not, reflect the developmental realities of Asian clients, and of the ways clinical interventions with these clients can appropriately differ from those prescribed by our western models,” she wrote.

Nye is applying for another CRI grant to return to Thailand next year.
SUMMER LECTURE SERIES

The following lectures are planned as part of the School's summer series. For more information about individual lectures, visit the Web site at www.smith.edu/ssw

The Legacy of Slavery: Implications for Clinical Practice
Monday, June 6, 2005, 7:30 p.m.,
Leo Weinstein Auditorium (Wright Hall).
Mary F. Hall, PhD, LICSW, Professor, Smith College
School for Social Work

Contingencies in Black-Jewish Relations
Monday, June 13, 2005, 7:30 p.m.,
Leo Weinstein Auditorium (Wright Hall).
Professor John H. Bracey Jr.,
W.E.B. Du Bois Department of
Afro-American Studies at the
University of Massachusetts at
Amherst.
Jules Chametzky, Professor
of English, University of
Massachusetts, Amherst.

Trapped in a History They Do
Not Understand: The
Consequences of Racial Privilege for
White Americans
Monday, June 20, 2005, 7:30 p.m.,
Leo Weinstein Auditorium (Wright Hall).
Tim Wise, Director of the newly-formed Association for
White Anti-Racist Education (AWARE) in Nashville, Tenn.

Perspectives on Clinical Social Work: Yesterday,
Today, and Tomorrow
Monday, June 27, 2005, 7:30 p.m.,
Leo Weinstein Auditorium (Wright Hall).
Dr. Eda G. Goldstein is a professor and director of the
Post-Master's Certificate Program in Advanced Clinical
Practice at the New York University School of Social Work.

Sexual and Non-Sexual Boundary
Violations in Psychotherapy
Friday, July 22, 2005, 7:30 p.m.,
Leo Weinstein Auditorium (Wright Hall).
Glen O. Gabbard, M.D., Brown Foundation Chair of
Psychoanalysis and Professor of Psychiatry at Baylor
College of Medicine in Houston, Texas.

A People's History of the Disability
Rights & Independent Living
Movement
Monday, August 1, 2005, 7:30 p.m.,
Leo Weinstein Auditorium (Wright Hall).
Chris Palames, founder of the Stavros
Center for Independent Living.

Children of Divorce who Reject a Parent
and Refuse Visitation: Recent Research
and Clinical Studies of the Alienated Child
Monday, August 8, 2005, 7:30 p.m.,
Leo Weinstein Auditorium (Wright Hall).
Janet R. Johnston Ph.D., a professor in Justice Studies at
San Jose State University and executive director of
Protecting Children from Conflict, an affiliate of the Judith
Wallerstein Center for the Family in Transition.
Joan Berzoff’s book, co-edited with Dr. Phyllis Silverman, Living with Dying: A Handbook for End of Life Care Practitioners, was published by Columbia University Press in September 2004. In order to promote the book Dr. Berzoff has had several book signings in cities around the country including Boston, New York City, Los Angeles and Baltimore. She was also interviewed on NPR about the book, which will be repeated nationally by AARP.

This past fall Dr. Berzoff presented at the 15th International Palliative Care conference in Montreal. She gave a lecture at the City of Hope in Los Angeles on “The Personal Is the Professional: Narratives in End of Life Care,” in February, and in March presented two lectures at an all-day conference for 80 people sponsored by the Hospice of Baltimore. Also in March she gave two additional lectures, the first at Duke on “The Psychology of Grief and Bereavement,” and the second, for the National Committee on Psychoanalysis, at the University of North Carolina School of Social Work on “Using the Narrative to Advance Change in End of Life Care.” She has also arranged to bring an End of Life Program to the Houston Veterans Administration for next year and she will be the speaker at the Mass Care Coalition meeting in September at Smith. She was also made a member of the Advisory Board of Acta and, as the only social worker on the board, is working with them on developing standards for hospice and palliative care.

David Burton co-authored the following paper: Lyn, T. & Burton, D., “Attachment, Anger, and Anxiety of Male Sexual Offenders,” which will be published in The Journal of Sexual Aggression. He also gave a research talk: Burton D. & Frankel, SJ., “The role of multiple forms of childhood victimization in the development of male adolescent sexual abuser’s aggression: research and treatment implications,” at the Association for the Treatment of Sexual Abusers Annual Meeting, Albuquerque, N.M. in October, 2004, and was invited to speak at the pre-conference of this meeting on the topic “Treatment with children with sexual behavior problems.” Finally, he was appointed secretary of The Association for the Treatment of Sexual Abusers for 2005 and 2006.


In addition to moderating a symposia in March, 2005 as part of the Five College lecture series on “Slavery and its Legacy,” she is also just wrapping up a three-year grant project in conjunction with Casey Family Services (see p. 4).

Ann Hartman, MSW 1954, former Dean and Professor Emerita, was awarded the “Lifetime Achievement Award” by the American Family Therapy Academy this past June at its annual conference in San Francisco. She is currently chair of the School’s Human Subjects Review Committee.

Joan Laird, Professor Emerita, received the Massachusetts Association for Marriage and Family Therapy’s award for “Exceptional Contribution to the Field of Marriage and Family” in October, 2004, at its annual conference. She also gave a plenary talk and conducted a workshop on “Same-Sex Couples and the Politics of Marriage.”

Joan Lesser, Adjunct Assistant Professor, has been doing research and training in Kingston, Jamaica. She has made three trips to interview human-service providers, parents and children on the topic of how the violence there (including physical and sexual assaults) is affecting children and families, in the hopes of developing treatment protocols and training service providers on the best treatments for those affected. She gave the keynote address at a conference co-sponsored by the University of the West Indies and the Jamaica Association for Social Workers. A first of two articles on her research will be published in the Journal of International Social Work. Papers detailing her research were accepted for presentation last summer at international conferences in Quebec and Italy. She also presented her research on this topic at the Council on Social Work Education annual program meeting in New York City in February. She is also collaborating with Joanne Corbin on a qualitative/qualitative research study in conjunction with Psychiatric Services, Inc., in Springfield, Mass., to train workers in an attachment based program to use with home based community services to parents and children.

Work, 74(2), 377-392; Miller, J. (2003); and "Critical stress debriefing and social work: Expanding the frame," Journal of Social Service Research, 30(2), 7-25. He is currently writing a textbook on racism and the helping professions with Ann Marie Garran, to be published by Brooks/Cole. He and Ann Marie Garran conducted anti-racism trainings at the New England Learning Center for Women in Transition and the Behavioral Health Network, both western Massachusetts agencies. He also led similar trainings at Asian Counseling and Referral Service and University of Washington in Seattle, and at the University of Colorado in Boulder. He and Susan Donner have been working on a model of social identity development and have done juried presentations at the Conference of the Institute for the Study and Promotion of Race and Culture, in Boston and at the Sheppard Symposium on Social Justice in Wyoming. He will be the keynote speaker at the annual social work conference sponsored by Western New England College in May.

He went to Florida for two weeks in September with the American Red Cross as a disaster mental health worker to respond to multiple hurricanes and in October spent a week in Denver working in the presidential campaign with trade unions to get out the vote for their members. He is conducting a research project with trade unionists in New York City about how they supported members working on Ground Zero.

A new book co-edited by School Professor and Chair of Practice Sequence Phebe Sessions titled Handbook of Community-Based Clinical Practice is due out in August. It is intended to address the gap between books on community practice and books on clinical practice, and includes 33 chapters written by expert social workers, psychologists and psychiatrists specifically for clinicians making the transition to community-based work, according to the Oxford University Press Web site (www.oup.com). The book provides meaningful guidance for community practitioners, according to the publisher. Sessions edited the handbook with Anita Lightburn, Associate Professor of Social Work, Graduate School of Social Service, Fordham University. The volume is $65 and will be available August 12.

Other Notes
William S. Meyer, MSW, BCD, has been named a recipient of the American Psychoanalytic Association’s Edith Sabshin Teaching Award, in recognition of his outstanding achievements in teaching. Meyer, an associate clinical professor in the departments of psychiatry and obstetrics/gynecology at Duke University, is a past recipient of the “Heart of Social Work Award” given by the North American Field Educators and Directors. He is Director of Training for the Department of Social Work at Duke University Medical Center, on the faculty of the Psychoanalytic Study Center of North Carolina, and a longstanding Smith College School for Social Work clinical supervisor.

~ In Memoriam ~

Michael Forcier, a long time adjunct professor at Smith College School for Social Work, died recently. Dr. Forcier was a sociologist with more than twenty years of applied research, policy analysis, and teaching experience across a wide variety of areas in the social sciences. His substantive areas of interest and experience included: corrections; criminal justice; juvenile delinquency; mental illness; addictions; housing and homelessness; vocational rehabilitation and employment and welfare policy. Dr. Forcier consulted and provided technical assistance to numerous public and private agencies at the federal, state and local levels. In corrections, the criminal justice system, and the housing and substance abuse fields he served as principal investigator on numerous and diverse projects and studies. Dr. Forcier received his B.A. in Sociology from Providence College; an M.A. in Sociology from Tufts University; and a Ph.D. in Social Policy from the Florence Heller Graduate School for Advanced Studies in Social Welfare at Brandeis University, where he served as Alumni President and member of the Heller Board of Overseers. He recently served as Chairman of the Criminal Justice Policy Coalition, an organization dedicated to progressive criminal justice reform. Dr. Forcier published and presented in a variety of journals and conferences and held adjunct teaching appointments at both Smith and Simmons Schools of Social Work, where he taught courses in social policy and services and the addictions. Smith SSW Professor Josh Miller noted, “students consistently valued and appreciated his deep and complex understanding of substance abuse and social policy.”

He also served as an adjunct lecturer in the Department of Sociology at Suffolk University, where he taught courses on research methods in criminal justice and perspectives on drug policy. Another colleague from Smith, Professor Joyce Everett said, “It was a great shock to learn of Michael’s death. Michael and I became friends during our years as doctoral students in the 1970s and 1980s. I will always remember him as a soft-spoken, mild mannered individual who introduced our students to the history of substance abuse policy and services and its impact on so many of the clients our students serve. He will be missed.”
New Supervision Program Leads the Way

The School is launching a new program this summer that will prove a gift to the social work profession. The Advanced Clinical Supervision Certificate Program is the result of Carolyn Jacobs’ conversations with alumni during her first year as Dean. “One of things she heard a lot about was the lack of good supervision for new clinicians, experienced clinicians working on challenging cases, and new students as well,” said Irene Rodriguez Martin, Director of Graduate Enrollment, Continuing Education, and Alumni Affairs at the School. When the Dean returned from her visits with alumni, “she spearheaded the drive” for the certificate program, said School Associate Professor Catherine Nye, who is Director of the program.

Jacobs believes the School should take leadership in defining what good clinical supervision is, and appointed a committee to develop a program to support these skills in clinicians. Committee members include Catherine Nye, Gerald Schames, faculty emeritus, Susan Donner, Associate Dean, Carolyn DuBois, Director of Field Work, Joanne Lindy and Carolynn Saari, alumnus, and Rodriguez Martin. The program will be offered at a significant discount to those supervisors affiliated with the school.

Nye said the program is a response to the training gap created by changes in the structure of agencies – primarily due to the impact of managed care and downsizing.

“Fewer people are getting the training they need,” she said. “Agencies used to carry the responsibility for providing supervision, and had sophisticated staff development programs. But, with the current budget cuts in agencies, a whole generation of skilled supervisors have been stripped of their training functions or been let go. It’s difficult for those who have not had the experience of good supervision to be good supervisors themselves.” Nye explained that the School’s program is “trying to meet this need for training and education, at an in-depth level. This is qualitatively – and of course, quantitatively – different from some other supervision programs, which are designed to allow providers to meet licensing requirements.”

Rodriguez Martin said that often alumni purchase supervision, but noted that some don’t have the luxury to be able to do that, and that the quality of what they can buy is not as good as it should be. According to Rodriguez Martin, the program is unique because it is the only one that in addition to advanced coursework has a practicum. The program begins on campus July 24 with a week of advanced coursework and finishes the next summer with a second week of intensive coursework. Between these two terms students are in contact with faculty and fellow students electronically through online chat consultations.

The goal of planners was not only to develop a curriculum but also to look at outcome measures, to assess the impact this type of dynamic curriculum has on supervisors’ capacity to develop good clinical supervisory skills.
### In Memoriam

<table>
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<tr>
<th>Class of 1933</th>
<th>Class of 1952</th>
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<tr>
<td>Dorothy Hutchings Alberts</td>
<td>Helen Guest Longley</td>
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<td>Class of 1935</td>
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<tr>
<td>Jane Adams Beling</td>
<td>Helen Frazee Parks</td>
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<td>Roberta Andrews</td>
<td>Elaine Spence McIntire</td>
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<td>Class of 1938</td>
<td>Class of 1955</td>
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<td>Ruth Gottemoller Pike</td>
<td>Flora Smith</td>
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<td>Class of 1956</td>
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<td>Mary La More</td>
<td>Carol Termansen Hatfield</td>
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<td>Class of 1957</td>
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<td>Anne Rosenthal Silverman</td>
<td>Ann Powers</td>
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<td>Class of 1958</td>
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<td>Barbara Randall Krause</td>
<td>Virginia Lang</td>
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<td>Class of 1968</td>
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<td>Marguerite Green</td>
<td>Elvira Stimpson</td>
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<td>Class of 1950</td>
<td>Class of 1975</td>
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<td>Lee Gorman Gilman</td>
<td>Cynthia Gardner</td>
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### New Publisher for Smith College Studies in Social Work

The Haworth Press, Inc., has acquired the rights to publish the *Smith College Studies in Social Work*. One of the oldest social work journals in the United States, *Smith College Studies in Social Work* has presented thought-provoking articles on clinical theory, research, and practice since 1930. The Council of Social Work Education (CSWE) ranked Smith College Studies near the top of its 2004 survey of nationally published social work journals, a testament to the journal’s value to clinical social workers and the social work educators who supervise, advise, and teach them.

Editor Gerald Schamess, who has been at the helm of this respected publication for more than a decade, has taught on the MSW and PhD faculties of the Smith College School for Social Work for 36 years, at various times serving as Associate Dean, Chair of Practice, Chair of Human Behavior, and Director of Continuing Education. He uses this wealth of experience to ensure that *Smith College Studies in Social Work* addresses a well-rounded selection of social work topics immediately relevant to social work practitioners, educators, and researchers.

“We are committed to publishing manuscripts on all aspects of clinical theory, research and practice, emphasizing topics of compelling professional interest both to clinical social workers and to clinical practitioners from other disciplines,” Schamess said. “In recent years the Studies has devoted special issues to such topics as the role of clinical social work in “End of Life Care,” “Pedagogy and Diversity,” and “Evolving Theoretical Paradigms” for social work practice. The journal’s editorial board will continue this tradition and at present is actively reviewing manuscripts that discuss innovative approaches to clinical practice, evolving psychoanalytic paradigms, qualitative research methodology, and transformative experiences in practitioners’ professional development,” he said.

*Smith College Studies in Social Work* is published in print format and electronically. Libraries subscribing to the print version of the journal will be provided with comprehensive, site-wide electronic access for any number of on-site users and for distance-learning programs –24 hours a day, seven days a week, 365 days a year.