Dear Alumni, Friends and Colleagues,

As I write this letter in March, Smith College’s spring flower show is a colorful annual reminder that the beginning of the School’s summer academic session will occur in two months. In addition to articles regarding faculty and alumni activities, this edition of In Depth includes an article from the Jewish Student Alliance that focuses on the positive results of the process of dialogue and collaboration around a difficult community concern (see Page 11).

As I reflect on the experience, I strongly believe that our process represents the best of relationally based social work practice. It provides a framework for creating a community coalition and reflects the community in constructive action.

This summer we will welcome an entering class that includes several students who bring military experience and a commitment to meeting the mental health needs of returning veterans and their families. Their presence in our community is a reminder of the School’s founding vision in 1918 to prepare students for clinical practice with military members returning from World War I.

We welcome returning students and adjunct faculty to an educational experience that will be enriched by scholars and practitioners who bring expertise from a wide range of perspectives to our academic community. Highlights of our summer programming include: Dr. Charles Figley, who will lecture on returning soldiers from Iraq and the psychological and social implications for their families; and Dr. Saki Santorelli, Executive Director, Center for Mindfulness in Medicine, Health Care and Society, who will be our Distinguished Visiting Lydia Rapoport Professor. In addition to conducting a retreat and speaking in classes, he will lecture on Mindfulness, Medicine and the Relief of Suffering. Professor Josh Miller will speak on his experiences working with the relief effort in the aftermath of Hurricane Katrina; and Associate Professor Joanne Corbin will host a conference on “Children in Armed Conflict: Implications for U.S. Clinical Practice.” For a complete list of our summer lectures, see Page 13.

Shirley De Shields, MSW ’95; Betty Morningstar, MSW ’77, Ph.D. ’89; Christopher O’Rourke, MSW ’95; and Krishna Samantrai, MSW ’72, Ph.D., will participate on a panel exploring how their religious tradition influences their practice. Rabbi Robert Sternberg, Director of the Hatikvah Holocaust Education Center, will meet with faculty for a series

Continued on next page
of conversations on anti-Semitism and pedagogy. The School’s annual anti-racism symposium for entering students will be directed by consultants from the National Coalition-Building Institute of Washington, D.C.

These highlights illuminate our vision of stability and transformation in continuing excellence in clinical social work education. We continue to build on our long history of psychodynamically oriented practice as we respond to emerging theories, research and clinical practice with diverse and vulnerable populations. The elements of our vision include:

- continuous critique of theories grounding the program; continued emphasis on contextualized relationally based practice; and increasing competencies in multicultural practice, including international perspectives;
- increasing the quality of attention (opportunities for personal and professional development to prepare students to be colleagues and practitioners in practice settings that are characterized by uncertainty);
- ensuring that content on race and the varied forms of oppression and diversity (age, ethnicity, religion, class, sexual orientation, transgender, and disabilities) are well infused into the program;
- strengthening our connections with the historical roots of the School through clinical social work education for practice with military personnel, veterans and their families;
- enabling access for an increasingly diverse student body by ensuring sufficient scholarship aid;
- offering opportunities for creativity in teaching, in collaboration with the College, in post-Master’s certificate programs and in the expanded use of technology throughout the program; and
- increasing scholarship and research on practice; and increasing visibility of leadership in the social work profession, the academic community and the larger public arena.

I look forward to engaging in dialogue about this vision of stability and transformation with alumni and friends in the years ahead.

And finally, I am delighted to report that our annual fund campaign “Counting on Alumni” has succeeded in increasing donors and dollars. See the campaign report on Page 12. Your gifts directly support student scholarships, which enable our program to meet the critical needs of vulnerable populations. For some inspiration see the piece featuring several donors and why they give on Pages 7 and 8, and read the stories of two students who were directly helped by the campaign on Pages 9 and 10. Our students – your future colleagues – are grateful for the support from alumni and friends of the School.

Best regards,

Dean Carolyn Jacobs
“You must give some time to your fellow men. Even if it’s a little thing, do something for others — something for which you get no pay but the privilege of doing it.”

— Albert Schweitzer

Alumni Association Pilots Mentoring Program

Beyond the union of great minds, research and innovations for the field of social work, the Smith College School for Social Work has a long history of fostering personal relationships that connect generations. From academic relationships to personal friendships established through student groups, Smith provides a myriad of opportunities for professional and personal growth and development. One unique aspect of support that exists is the mentoring relationship. A mentor has been described as a wise or trusted counselor or teacher, and informal mentoring has always been a staple of the campus environment. However, a more formal system of mentoring has developed through the Alumni of Color Standing Committee (ACSC) in response to student interest.

The ACSC is a subcommittee of the Smith College School for Social Work Alumni Association Executive Committee. The ACSC’s objectives include: recruitment and retention of students of color; increased involvement of alumni of color; support for students of color during the summer session and placement; encouragement of theses which pursue a better understanding of minority issues; development and monitoring of the curriculum regarding racism and its consequences; financial aid for students; contribution to oral histories and archival materials on alumni of color and other people of color who have contributed to the field; and involvement in reaccreditations.

The ACSC has sponsored a mentoring program in the past; however, with the recent interest in the possibility of offering the program campuswide, committee members wanted to reinstate the program considering their overall objectives. As a result, approximately thirty students have had the opportunity to take part in the mentoring program. Feedback and interest in the program have been positive and the committee has remained responsive to feedback from both alumni mentors and students interested in the program.

The committee continues to utilize several methods to receive input, such as written evaluations of the alumni mentor and student, meeting with students on-campus during the summer to obtain feedback, and sponsoring an online chat for students in the mentoring program.

The Alumni Association hopes that a solid model, unique to the Smith experience, will be developed so that the formalized program can be implemented for all social work students interested in an organized mentoring relationship.

If you have questions about the program or wish to be a mentor, please contact Tanita Cox Teagle ’99, Chair of the Alumni of Color Standing Committee via the Alumni Office at 413-585-4290 or email to ssomalum@email.smith.edu.
Professor Josh Miller has been responding to crisis and trauma for a long time — but it can take its toll.

When he returned from Mississippi after working with Katrina victims last year, he dreamed about the disaster for three weeks straight.

Still, he's committed. And his work with crisis response ranges from small towns to the College to the international level. He spent time in Sri Lanka after the tsunami, and went to New York after September 11 to help survivors.

He got his start about 10 years ago, when he was trained for the Western Massachusetts Community Crisis Response Team, by the American Red Cross, and by Emergency Medical Service. He still works with all three. He and others work with those affected by rapes and homicides, disasters, and with the EMS group, helping police and firefighters cope after traumatic situations.

After joining those teams, Miller began researching, teaching and writing about crisis response and intervention and “it became a very important professional and personal commitment,” he says.

Much of his work is done locally, in the Hampshire County, MA area. For example, after a recent murder in Deerfield, MA, he participated in a community briefing. His colleagues will explain typical reactions so those listening know what they are experiencing is normal, and will offer suggestions for coping.

“We'll tell people, you might notice you are feeling really jumpy. Or you might be really sleepy. Here is what people have found is helpful if you like reading, keep reading. Talk to people. Don't drink alcohol as that can make things seem worse,” he says.

Another aspect of his work is in debriefings. These, he explains, involve smaller groups and last longer. “We go through all these different stages and steps, we talk about what happened.” Eventually, he said, “people begin to feel connected to other people, know they're not alone. We come up with a group narrative. There's a focus on self-care and resiliency.”

Essentially, he explained, debriefings “normalize” people, helping them see they are having normal reactions to abnormal events. And yes, he says, such debriefings do not prevent post-traumatic stress disorder, but because participants are made aware of some of the resources available to them, they may know better what to do when PTSD hits.

Miller responded after September 11 to New York City, where he did a number of debriefings with employees of a major corporation who had
barely escaped from one of the World Trade Center towers.

"There was a lot of talk about being in the buildings, about hearing the elevators clanking. We had to talk about the sights, and the smells," he says, noting his work there lasted for several weeks. "That was one of the most amazing scenes I have ever been in," he says.

In the summer of 2005, he spent two months as a volunteer in Sri Lanka, working with a Sri Lankan NGO and volunteers in four villages, offering workshops about meeting the psychosocial needs of tsunami survivors. Sri Lankan people, he points out, are suffering not only from the devastation inflicted by the tsunami, but also from years of ethnic conflict and fighting.

There, he says, he learned to put aside his own cultural preconceptions. "I had not really worked in non-western cultures outside the United States. There were linguistic challenges and cultural challenges. There were no mental health services for the most part, and I was mostly working in a war zone. We were getting material help, but nothing was being done to help with people's psychosocial needs," he says. What he realized as he trained volunteers, was that he needed to adapt what he was trying to transmit to the Sri Lankan culture, "and to recognize that this was a collaborative enterprise."

Miller is currently working with the same Sri Lankan NGO, called the Center for Peace Building and Reconciliation, and a Western Massachusetts peace-building organization to develop a program for Sri Lankan universities to reduce ethnic strife and conflict.

Just a couple of days after he got back from Sri Lanka, Katrina hit, and once again Miller responded, this time to Mississippi.

Because he is also active in anti-racism work (he's a member of the
School’s Anti-Racism Task Force, and teaches courses in anti-racism), once he got to Mississippi he was sent to do outreach to people of color.

“I was in African American neighborhoods in Gulfport. I would knock on doors, ask people how they are doing, is there anyone on the block you are worried about? Then I would go back to the Red Cross and report, ‘they need tents, they need food. … It was mental health work in a very loose sense,’” he says.

He also did a lot of work with the Vietnamese community in Biloxi. There, he says, people had lost fishing boats, and houses, and didn’t want to leave their neighborhoods. There was no information available to them in Vietnamese, “so a lot of it was trying to bring in more resources for them,” he said.

Miller is currently seeking funding to conduct research with Assistant Professor Yoosun Park about the impact of Hurricane Katrina on the Vietnamese community in Biloxi, Mississippi.

The work, he says, is stressful. And it’s really important for people to engage in self-care. But it’s also incredibly rewarding and gratifying.”

This summer Miller will teach a course called “Mental Health Responses to Disasters in a Community Context.” He has developed the course with the intent of exposing graduating students to crisis intervention and trauma work in case they want to do it, either forming teams within their agencies or volunteering for the Red Cross.

He is also working with some students who he hopes will eventually make such work part of their thesis topics. In addition to his many other activities, Miller has trained staff at the College’s counseling center on how to respond in the event of a crisis on campus.
Why I Give

In November Dean Jacobs invited a small group of alumni to a day devoted to assessing the fundraising needs of the School, with a particular focus on raising much needed scholarship funds for students. Here, in their own words, are the reasons many of the alumni attending this event say they give money to the School:

“CSSW does a great job educating clinical social workers. Since graduates work in all fields of social work, it’s as if I’m reaching huge numbers of people in need by giving indirectly to a myriad of agencies and other settings. This is important; with so many good causes, I cannot give to all. Also, in contrast to many other educational facilities, because the School for Social Work at Smith is not heavily endowed nor do its alumni make huge salaries, my contribution is much needed and wisely used.”

Dottie Brier, MSS ’54

“Why I contribute to the School? The one word answer is gratitude. I attended Smith directly following college. I was given full financial and emotional support. Smith helped shape my professional identity and provided lifelong role models, as well as many wonderful friends.”

Marilyn Voigt, MSS ’56

“Renewing each year my financial and professional commitments to the School expresses my gratitude to and appreciation of the best existing graduate training program in clinical social work. Over four-plus decades my Smith education with its psychoanalytic foundation within a biopsychosocial model and its continuing Smith network have provided me with the resources to discover and often experience social work within all its richness and complexity: to sort out fad from substance, to discard, work and rework the old with and from the new, to integrate and rework experience with theory and practice, tolerate failure and keep on trying, and even permitted me to remain on the cutting edge of practice without “throwing out the baby with the bathwater.”

Importantly, as a citizen of the world, my Smith education has helped me to understand some of this complicated increasingly polarized world and to try to think in a more complex integrative fashion from our social work position as society’s social conscience. Gifts to Smith are a natural and

Clara Genetos, MSS ’54

Continued on next page
Why I Give

Continued from previous page

healthy professional process of giving so that other aspiring social workers may also receive the finest of clinical social work educations! What more can I say? I am so thankful for the opportunity and privilege of attending the Smith College School for Social Work.”

Audrey Walker, MSS ’59

I will be forever grateful to Smith College School for Social Work for giving me not only the clinical social work education I so eagerly sought, but also full financial assistance to complete the Master’s Degree. Following graduation, doors opened so easily for me that great heights were quickly achieved. There is no question that the “Smith” name on my degree played a significant role in my successful career. The clinical focus in the Smith curricula has been maintained over the years and is well known in the field. It is especially needed at this time in our world and I strongly support its continuity. Having received much-needed financial assistance, I want to contribute the same to Smith students in need. I contribute financially to the 1918 Fellowship Society, as much as I can, on a consistent basis. This is my way of saying ‘thank you’ to Smith College School for Social Work.”

Velma M. Anderson, MSS ’60

Our profession is not self-sustaining; the contributions of future well-trained clinical social workers are necessary for the profession to thrive. Smith SSW needs your help to continue to educate those people who comprise the future of clinical social work.”

Howard Snooks, MSW ’75, Ph.D. ’92
Vice-President, American Board of Examiners in Clinical Social Work

As a current SSW Alumni Executive Committee member, I am continually inspired by the remarkable group of talented students who are dedicating their careers to serving the most oppressed and at-risk people in our society. Most of these students would be unable to attend Smith without substantial scholarship aid. For them to miss out on the excellence that is the “Smith advantage” would mean that the uniqueness of our rich and thorough-going clinical education would be lost to them and to their future clients. Supporting student scholarship aid at Smith is thus literally “seed money” that fosters the advancement of both individual growth and social change, at once.”

Karen Bellows, Ph.D. ’99
President-Elect, Alumni Executive Committee

Smith has been “the place to go” for the past eight decades. It remains the premier clinical social work school in the country and the world. Those of us who have taken part in this rich, complex and varied educational experience are very lucky. Alumni need to maintain support for the School in times such as these, when sources for funding are drying up right and left. We need to ensure that bright and able students can obtain a fine education, regardless of financial need.

Jeana Hayes-Carrier, MSW ’84, Ph.D. ’02
2006-2009 Annual Fund Chair
Making it Happen

Smith’s Financial Help Allowed This Student to Heed Social Work’s Call

By Heidi Wood, Class of 2006

In 1996, I graduated from junior college with an Associate’s Degree in Arts. I ended up majoring in music theory, but what was I going to do with that? I didn’t want to be a musician or a music teacher. There I stood at my graduation, proud parents beaming smiles at me, without a clue as to what I should do next. I did what any rational person would do: I went to live in Israel, of course! Hoping to find inspiration and do some religious service at the same time, I dedicated a year to working at the Baha’i World Center in Haifa, Israel. It was a fantastic experience, and while there, I was inspired to study education and the noble art of teaching. While I was in Haifa, the dean of a brand new international school came to the World Center to speak about his college. I called my parents and said, “Mom, Dad, I’m going to Switzerland.” After the initial shock, my parents said, “okay, but first you have to earn your plane tickets.” Oh, and by the way, your father and I are selling the house and quitting our jobs to travel the country teaching anti-racism workshops.” So off I went to Switzerland to study education, with my hard-earned plane tickets and a grant award letter in hand.

After finishing my bachelor’s degree, I came back to the US, settled in Portland, Oregon on my own and found a job working at a Montessori preschool. Everything was going along just as I had expected, and despite being desperately poor and very tired of living on Ramen noodles, I was happy. Until one day, the cutest, toughest little 4-year-old boy sunk his fist into another cute little boy’s face. When I asked him why he did it, he looked at me and said, “that’s what my daddy does.” From that day forward, it was as if I were a magnet for kids’ worries. Every day, it seemed, a child would tell me a story about her mom and dad fighting or give me a glimpse into his chaotic home life through acting-out behavior. The troubles of children all around me came into sharp focus, made ever clearer by parent-teacher conferences that frustrated me to no end.

Then, something wonderful, something truly miraculous happened to me. Certitude. For the first time in my life, I knew what I wanted to do. However, the question remained, psychology or social work? After long hours of researching the difference between the two, I came to the conclusion that there could be no choice but social work. Its values, its commitment to social justice, and its understanding of the person in environment made it the clear winner.


I didn’t apply to any other school. I wrote what I thought to be the best essay I’ve ever written and I waited. I was sure that my life was about to change forever. And then, the envelope arrived.

I didn’t get in. My best friend kept reading as she helped me up from the floor. “Hey, it says you can reapply next year! Heidi, it’s okay, they are still interested in you! They just want you to have more experience.” After the initial shock, I did what any rational person would do...I moved to Massachusetts. I showed up on the doorstep of Smith and asked, “What do I need to do to get into your college?” I suppose I have a one-track mind sometimes, but it worked to my advantage. I did everything Irene Rodriguez Martin told me to do; I got a social work job, reapplied after a year, and voila! I got in.

How is it possible, you might ask, that I could afford such a fine school? My parents had quit their jobs, I was up to my ears in Ramen noodles and macaroni and cheese, and I could only get so much from the government. How would I ever afford school health insurance? The answer came in the form of an $11,000 grant from Smith College School for Social Work. Hurrah! Someone had heard my cry from beneath the mountain of macaroni and cheese: “I WANT TO GO TO SMITH! NOTHING ELSE WILL DO!” And oh, how I rejoiced, for my life was truly about to change forever. And so it has.
Transforming Lives

A Calling to Social Work, and to the Bronx, is Revealed

By Joel Sanchez, Class of 2006

My journey toward clinical social work began in the arts. The first-born son of Mexican immigrants, I always knew I wanted to be an actor. I started acting in high school, and decided to major in theater in college. My parents supported my decision to pursue an acting career, despite their desire I study a more practical profession. In 1987, I received a Bachelor of Arts degree in theatre from the University of Illinois at Chicago and co-founded a small theatre company after graduating. Although our company produced exciting work to critical acclaim, I felt a strong desire to better myself as an actor and sought further training. I won a place at the London Academy of Music and Dramatic Art’s one-year acting program in 1990, and was awarded a Fulbright Grant to fund more training. After returning to Chicago in 1991, I established myself as an active and successful member of the Chicago theater community, but felt restless again. In 1996, I moved to New York to attend Columbia University’s MFA program, from which I graduated in 1999, and began to pursue an acting career in New York.

As a means to supplement my acting work and income, I began a job as a teaching artist in the Bronx for Plays for Living in 2000. This well-known program helps children create and perform plays that address issues in their lives such as racism, peer pressure and drug abuse. In January of 2002, I began working for The Kids Project, a state-funded arts organization that uses theater and puppetry to teach disability-awareness and tolerance to children living in the Bronx.

That summer, I received a call from my supervisor at Plays for Living, asking if, in addition to my teaching-artist work, I would be interested in working with school-age children one-on-one as a counselor in a south Bronx school for Project Liberty, a counseling and support program born out of the tragedy of 9/11. At first I was hesitant to commit. I thought I lacked the training to do this type of work, but decided to take the challenge nonetheless.

My first week at PS 152 was a revelation. My fluent Spanish suddenly became an asset. It took a few months to realize that the acting career to which I had devoted most of my life was no longer as important to me as helping these children. Most importantly, I felt an instant connection to the Bronx and its people. There was an instant cultural and class bond. I understood the people of the Bronx: blue-collar Latino immigrants, bicultural, many of them struggling to survive, like my father. He was a Mexican immigrant, and the struggle he waged making a living as the janitor for a meat packing plant in Chicago profoundly shaped my life. He worked 12-hour days, from 5 a.m. to 5 p.m., sometimes seven days a week. He taught me about responsibility, and demonstrated the necessity and ennobling qualities of hard work. His dictum, “All work is good,” and his strong belief in and identification with the working class influences me to this present, and my roots have remained blue-collar to this day. I grew up in an environment that expected nothing more from anybody than a high school diploma and steady employment. Economic survival was the focus, and there was no time for anything else. I feel blessed in that I was able to break free of the limitations of my environment and achieve goals far beyond those of my peers, culminating in my upcoming graduation from the Smith College School for Social Work.

I am deeply grateful for the financial support Smith has provided, without which I would be unable to obtain the clinical training that will enable me to return to the Bronx and serve its population. The kinship and bond I feel with the Bronx and a sense of obligation to its people is part of the reason I decided to go back to school to pursue social work. However, there are still financial hardships I have to face, and at present, there is no financial assistance available that will help support me fully during this time. I have taken out the maximum amount of loans to make it possible for me to attend Smith. I am also working part-time in order to supplement these loans. I have extensive previous loan debt from my tenure at Columbia. All of these factors make it more difficult for me to focus on my studies. I am blessed with a very supportive family. However, they are limited in the amount of financial support they can offer, and, like myself, many students of color come from backgrounds that limit them due to financial need.

I feel it is crucial for Smith to continue focusing its recruitment on students of color and to be able to offer these students full financial support in the form of scholarships and grants. Given this support, many will no doubt return to their communities to serve their populations. What a wonderful legacy this would be for the Smith College School for Social Work.
Update from the Jewish Student Alliance

The School for Social Work community remains a dynamic, lively and relationally-based community. As we would want, it is also a community where differences must and do arise. During the summer of 2004, a degree of divisiveness developed between some Jewish students and some students of color. Some of this was based on different understandings of the School’s anti-racism commitment. This highlighted for the School that both intellectual and relational responses on the School’s part were necessary. The report below, from the Jewish Student Alliance, demonstrates what engaged students, faculty and administrators can accomplish.

In response to the differences noted above, at the end of the summer 2004 term, Dean Carolyn Jacobs and Associate Dean Susan Donner assembled a diverse committee of faculty, students and staff to address the concerns. The committee scheduled lectures, workshops and other activities that took place during the summer of 2005. These activities were productive and planted a seed that began to grow into constructive dialogue among the Jewish students and the students of color at the School. We are grateful for the tremendous leadership that our administration took during this time and are forever thankful for the environment that was created for everyone to begin an open dialogue and share their individual and group life experiences of racism, anti-Semitism, ignorance and bigotry. This strong foundation created for us by Dean Jacobs and her administration made it possible for students of goodwill to come together and begin to help each other heal the rifts that had emerged.

The Jewish Student Alliance, under the direction of Renée Kleinman and Joel Sanchez, together with the faculty liaison support of Joan Berzoff and Joan Lesser, took advantage of the momentum garnered by the administration’s initiative. We voted to amend our mission statement to reflect both the multi-ethnic reality of the Jewish population and to recognize that the Jewish experience is a plurality of voices. We took our growing enthusiasm, passion and positive energy and focused on building alliances with the broad spectrum of student groups and organizations on campus through various new activities. These included a successful campus-wide Tikkan Olam (“healing the world”) project (co-sponsored by the Social Welfare Action League), in which we collected school supplies for the Martin Luther King Community Center in Springfield, MA. Our new film series (partly co-sponsored by the Lesbian, Gay, Bisexual, Transgendered Alliance) featured films that focused on multi-dimensional and multicultural Jewish experiences. The group also sponsored two trips to the Hatikvah Holocaust Education Museum in Springfield and hosted its director, Rabbi Robert Sternberg, gaining an important partner in the outreach work of the Jewish Student Alliance. Most importantly, we came together with the Council for the Students of Color at the end of the summer 2005 term to bridge the differences that had prevented us from working together as allies. We are grateful to the Council and their leadership for extending their hands to us in partnership and alliance-building.

Our difficult, but very fruitful work during the summer of 2005 ended with an amazing community Shabbat (Jewish Sabbath) dinner. This multicultural event attracted more than 40 people and united everyone in a beautiful night of connection and shared spirituality. The evening exemplified the great success of the Jewish Student Alliance’s summer of 2005 outreach efforts. It inspired many students, staff and alumni to continue working towards furthering alliance-building and awareness among all groups within Smith and the greater community in the years to come. To echo one of the slogans of the Jewish Student Alliance during the summer of 2005: “Together, we made a difference!”

— The Jewish Student Alliance
COUNTING ON ALUMNI

Alumni Association Announces Initial Success and New Leadership

The Executive Committee of the School for Social Work's Alumni Association is pleased to announce a great opening response to their new Annual Fund initiative—"Counting on Alumni." Increasing the percentage of alumni participating in support of the Annual Fund is at the heart of this initiative. At the recent Alumni Association Assembly, President Valerie Richards, MSW '90, commented on the progress, saying "I believe that most alumni recognize the value of their Smith education and recognize that contributing to the Alumni Fund will afford more students the same great opportunity they experienced at Smith."

As of February 28, we have already seen a 10 percent increase in the number of alumni participating in the fund over last year. "While this is exciting, we still have a way to go to meet our final goal and feel positive that the remaining alumni will rise to the occasion and join those who have already made a gift in support of the Alumni Association's Annual Fund," said Valerie. Contributions to this fund go toward student support and scholarship. A high participation rate in an institution's annual fund is an indicator of alumni satisfaction and also signifies to other alumni that it is perceived as a sound institution worthy of additional support.

Leading this new endeavor is Jeana Hayes-Carrier, MSW '84, PhD '03, the 2006-2009 presidential appointee to Chair the Annual Fund. Jeana brings three years of current board experience to the position and is excited to lead the Alumni Annual Fund into the next phase of the campaign. Jeana will replace Christopher Pazder, MSW '91, who has served in this capacity for the last five years. Chris' term spanned a number of challenges, most notably the impact of September 11, 2001, and is coming to a close with the development, introduction and initial success of the Counting on Alumni campaign. Chris' time and dedication has been greatly appreciated over the years and we thank him for his efforts as he departs on such a high note.

Enclosed is my gift of:  $50  $75  $100  $200  $300  $500  other __________________________

Please note: Gifts of $300 or more qualify for membership in the 1918 Fellowship Society.

☐ I wish to give a symbolic gift of __________________________  ☐ Please send me information about planned giving

I would like to give my gift in honor/memory of: __________________________ relationship/class year ______________

Please send acknowledgement of this tribute to:

NAME __________________________ ADDRESS __________________________

(CIRCLE ONE)

Please charge my gift to my  ☐ VISA  ☐ Mastercard  ☐ Discover  ☐ American Express

CARD NUMBER __________________________ EXPIRATION DATE __________________________ AMOUNT __________________________

SIGNATURE (AS IT APPEARS ON THE CARD) __________________________

PLEASE PRINT NAME __________________________ DEGREE/YEAR __________________________

ADDRESS (IF DIFFERENT THAN MAILING LABEL) __________________________

EMAIL __________________________

SWIS
Summer Lecture Series 2006

The following lectures are planned as part of the school's 2006 summer series. For more information about individual events, visit the web site at http://www.smith.edu/ssw/admin/academics_summerlectures.php

The Social Ecology of the Sri Lankan Tsunami and Hurricane Katrina: Implications for Practice
   Monday, June 5, 2006, 7:30 pm
   Leo Weinstein Auditorium (Wright Hall)
   Joshua Miller, Ph.D., Professor, Smith College
   School for Social Work

Nature of Children's Forced Involvement in Armed Conflict
   Friday, June 9, 2006, 8:45 am
   Campus Center Carroll Room
   Jo Becker, MA, Advocacy Director,
   Children's Rights Division,
   Human Rights Watch

Child Soldier
Reintegration and Community Resilience Following Armed Conflict
   Friday, June 9, 2006, 1:00 pm
   Campus Center Carroll Room
   Michael Wessells, Ph.D., Professor of Psychology,
   Randolph-Macon College;
   Co-Chair of U.N. Task Force on Mental Health
   and Psychosocial Support in Emergency Settings

Dialectical Behavior Therapy: Twelve Years of the Dialectic at ServiceNet
   Monday, June 12, 2006, 7:30 pm
   Leo Weinstein Auditorium (Wright Hall)
   Rosie Roy, LICSW, Outpatient Services,
   ServiceNet

The Insidious Persistence of Racism's “Little Things”
   Tuesday, June 13, 2006, 7:30 pm
   Neilson Browsing Room (Library)
   Jan Willis, Ph.D., Professor of Religion and Walter A. Crowell Professor of the Social Sciences,
   Wesleyan University

Mindfulness, Medicine, and the Relief of Suffering
   Monday, June 19, 2006, 7:30 pm
   Leo Weinstein Auditorium (Wright Hall)
   Saki F. Santorelli, EdD, MA, Executive Director of the Center for Mindfulness in Medicine, Health Care, and Society; Assistant Professor of Medicine in the Division of Preventive and Behavioral Medicine at the University of Massachusetts Medical School; and Director of the Stress Reduction Clinic at the University of Massachusetts Medical School

Home from the War: The Barriers and Bridges to Caring for the Warfighters and Their Families
   Monday, June 26, 2006, 7:30 pm
   Leo Weinstein Auditorium (Wright Hall)
   Charles R. Figley, Ph.D., Professor, Florida State University College of Social Work

Spirituality and Practice: Four Stories
   Wednesday, July 26, 2006, 7:00 pm
   Neilson Browsing Room (Library)
   This panel presentation and discussion brings together four alumnae from the School for Social Work to discuss the influence of their spiritual/religious traditions on their practice. The panel will be moderated by Dean Carolyn Jacobs. The panelists are Shirley De Shields, MSW; Krishna Samantrai, MSW, Ph.D., Betty Morningstar, MSW, Ph.D.; and Chris O'Rourke, MSW, MDiv.

Unraveling Whiteness
   Friday, July 21, 2006, 7:30 pm
   Leo Weinstein Auditorium (Wright Hall)
   Melanie Suchet, Ph.D.

The Neurobiology of Clinical Social Work
   Monday, July 31, 2006, 7:30 pm
   Leo Weinstein Auditorium (Wright Hall)
   Janet Shapiro, Ph.D., Professor, Bryn Mawr Graduate School of Social Work and Social Research

Beyond Male and Female: Clinical Work with Transgendered Clients
   Monday, August 7, 2006, 7:30 pm
   Leo Weinstein Auditorium (Wright Hall)
   Lisette Lahana, MSW, LICSW
THE CAREER DEVELOPMENT OFFICE:
THE DOOR TO THE FUTURE

On a warm, summer day in July, twenty-five School for Social Work students lunch on wraps and salads while listening to a Career Development Office advisor outline job search strategies. One of three CDO workshops offered for social work students during the summer, this session emphasizes the importance of networking as a way to tap the hidden job market, and describes other techniques and resources to locate jobs. Additional workshops focus on resume and cover letter writing, and interview preparation.

“I look forward to working with our School for Social Work students,” comments new CDO director Stacie Hagenbaugh, appointed to her position last August. “I anticipate they’ll bring considerable maturity and focus to their job search.”

Certainly, social work students bring many skills to the job-search table: the ability to establish rapport, to listen, to develop and utilize a network, and to present a case, among many others. But sometimes, reports Janice Schell, a CDO/SSW liaison, social work students don’t immediately recognize that the same talents and resources they use in their field placements can be applied to their job search. “It’s often during a practice interview session that this realization strikes,” reports Schell.

The CDO offers different ways for busy social work students and alumni to use their services including year-round, in-person and phone appointments; email newsletters and correspondence; a Web site, www.smith.edu/cdo; online publications; and a resource library in Drew Hall, the brick building at 84 Elm Street next to the Campus Center. The CDO’s E-Access database, entered through its Web page, contains job openings received by the office, and a list of 10,000 Smith alums who have agreed to be informational contacts. Students and alumni can contact the CDO to register to use this database.

Social work students tend to wait to use the CDO until their final summer on campus, when they’re in the crunch of thesis work. Earlier contact with the office is welcome. “Many students need help fine-tuning their resumes and honing their ability to write tailored cover letters,” states Lucy Greenburg, another CDO/SSW liaison. “Graduates who are targeting macro-level positions need a different style resume,” adds Schell. And just about everyone benefits from a practice interview.

One SSW student who has used the CDO earlier than many is David Kells ’06 of Greenfield, MA. Kells’ thesis research on Counselors-in-Residence programs has resulted in connections applicable to his job search. Though his field placement is in nearby Amherst, Kells has sought assistance from the CDO by phone and email—as well as in person—to polish his resume, cover letters, and informational interview requests.

“The CDO services are essential as I need a ‘trained eye’ to look over my resume and cover letters,” comments Kells. “The advisors have been kind, patient, and helpful as I finish my second placement, work on my thesis, try to find a job, and try to have a life. Fellow students, take advantage of this outstanding resource.”

The CDO is open from 8:30 am to 4:30 pm, September to May, and 8 am to 4 pm during the summer. Thirty-minute appointments and 15-minute drop-ins are available in-person and by phone by calling the office’s main number, 413-585-2582. Questions may be directed to cdo@smith.edu.
In April, 2005, Kathryn Basham was appointed to a committee supported by the Institute of Medicine, within the National Academies of Science in Washington, D.C. This committee, titled "Gulf War and Health: Physiologic, Psychologic and Psychosocial Effects of Deployment Related Stress," is charged with a Congressional mandate to explore the effects of deployment-related stressors on soldiers and veterans from the Gulf War as well as those returning from Iraq and Afghanistan. As the only clinical social worker, Basham joins other committee members who are experts in their respective fields of medicine, psychiatry, psychology and epidemiology. Sandra Goodbody, MSW '75, serves as one of the project directors coordinating the work of reviewing and analyzing existing research data along with testimony from veterans and experts in the area. This two-year project ends in December 2007 with the publication of a major text that will affect the development of health and mental health policies for veterans and their families. This year Basham has also participated in a sub-committee charged with a review of the current scientific and medical literature related to the assessment of PTSD and the validity of screening instruments used to diagnosis PTSD.

Basham, who is on sabbatical this year, is also engaged with several other projects. To launch the School's new collaboration with the Sanville Institute (a Ph.D. program based in California), Basham consulted with the Institute's faculty, students and local clinical social workers during a three-day Convocation that focused on cross-cultural practice. In a similar vein, Basham continues to provide a consultation seminar on cross-cultural practice within a brief timeframe with the staff from the Smith College Counseling Center. A collaborative project engaging the staff from the Counseling Centers from Smith College, Emory University and Spelman College is also underway. Basham and Pam McCarthy at Smith's Counseling Center are initiating the educational consortium focused on the topic of cross-cultural practice within brief time contexts.

During this past year, Basham was appointed to a study group of the National Committee on Psychoanalysis chaired by Eda Goldstein, working to showcase relationship based, culturally responsive and theoretically grounded clinical social work practice models. Basham has also been selected as a member of the Kahn Institute program at Smith College on marriage and divorce, which will commence in September 2006. Finally, Basham continues to present to academic and agency groups content related to a couple/family therapy practice model featured in her co-authored text (with Dennis Michels) titled Transforming the Legacy: Couple Therapy with Survivors of Childhood Trauma.

In addition to co-directing the Doctoral Program, Joan Berzoff has continued to direct the End of Life Care Certificate Program this year, administered by Baystate Medical Center. In addition, she and her husband, Lew Cohen, organized a national conference at Smith, co-sponsored by Baystate, where she was a keynote speaker on Grief and Bereavement, Their Power to Change Lessons from Terri Schiavo. That paper is appearing in the Journal of Supportive and Palliative Care. Additionally, she was the keynote speaker at the Annual NASW Conference in Vermont where she gave two lectures: The Transformed Maurer and Psychological Theories of Grief and Bereavement in October, 2006.

In October as well, she spoke at Child and Family Service of the Pioneer Valley on Grief and Loss, and was also a keynote speaker in that same month at the Massachusetts Care Coalition's meeting on Life's End Decisions, which was held at Smith College.


Berzoff continues to be on the board of Aetna Health Care, which is developing the first palliative and hospice care benefits. She is also hard at work revising Inside Out and Outside In: Psychodynamic Theories in Multicultural Practice, with Laura Flanagan and Pat Hertz, where in addition to updating every chapter, new chapters will be added on intersubjective practice, trauma theory and practice and attachment theory. Martha Hadley, Kathryn Basham and Bob and Cynthia Shilkret are contributing those chapters.

In addition, she continues to mentor the supervision group that is again being generously supported by the Dean, so that experienced doctoral students can offer a case-based telephonic seminar to prepare first-year doctoral students for their clinical exams.

In April she and Silverman conducted a three-hour intensive at the Massachusetts NASW Symposium on Narratives of Grief: Making Meaning, Making Changes. Berzoff is also a co-investigator on an R25 study, A Hospice Intervention for Elderly End Stage Renal Disease Patients, which is being funded by the National Institute for Diabetes, Digestive and Kidney Disorders. She also completed two research projects supported by CRI grants which were conducted with doctoral students; one is an evaluation study.
of the Bulgarian students’ experiences in auditing courses at Smith; the other was an evaluation study of the telephonic supervision for doctoral students taught by senior doctoral students. Both projects were supported by grants from the Brown Foundation.

In May, Bezzoff will be co-presenting at the Karolinska University Hospital in Sweden on the topic of Coping and Patient Initiated Dialysis: Ethical Aspects.

In the fall, David Burton presented a research poster and three research papers at the National Association of Treatment for Sexual Abusers’ research conference in Salt Lake City. Two of the presentations were with Smith doctoral students. Burton was the presenter for a conference of 150 participants for two days in Nebraska on clinical intervention and evidence-based practice with sexually abusive youth. In November, Burton evaluated a program for sexually abusive adolescents in Illinois. Burton also began teaching a clinical certification course for a local agency in Easthampton, MA, New England Center for Youth and Families, on clinical work with adolescent sexual abusers and has begun a group with foster parents and more intensive case consultation at the same agency. Finally, a book chapter co-written with two previous students on a nationwide survey of treatment programs was just released in The Juvenile Sex Offender: 2nd edition, edited by Howard Babara and William Marshall.


Joan Lesser and co-author Donna Pope, CSW, (Adjunct Faculty, New York University School for Social Work) just completed a book, Human Behavior and the Social Environment: Theory and Practice, published by Allyn and Bacon and available in print by fall of 2006. Lesser and co-author Marlene Cooper (Associate Professor, Fordham University Graduate School of Social Services) are working on the third edition of Clinical Social Work Practice: An Integrated Approach, also published by Allyn and Bacon. This book has recently been translated into Chinese and is currently being used at South-Central University for Nationalities. Social work is a new subject in mainland China and Lesser and Cooper have been invited to visit China as guest lecturers and trainers. They will be exploring this further in the coming months. Lesser returned to Jamaica, W.I. in February of 2006 to participate in a three-day conference on Treating Children Traumatized by Violence. She will be presenting a training model that incorporates findings from cross-cultural research she conducted with colleagues from the U.S. and Jamaica during the past two years. Lesser will be presenting a workshop on assessment and treatment of trauma at the conference on Children Forced into Armed Conflict Situations in Africa, Smith College School for Social Work, June 2006, which is being coordinated by Joanne Corbin.

Dennis Michls has given a series of presentations throughout the fall and winter, promoting his co-authored text (with Kathryn Basham) entitled Transforming the Legacy: Couple Therapy with Survivors of Childhood Trauma. He has spoken at many alumnus groups and field affiliates in Boston, Cleveland, and Toronto, among others. Michls is currently refining a research tool that will further his project examining the impact of working with suicidal clients on the professional identity and professional practices of clinical social workers. With Elizabeth King Keenan (Smith Ph.D., 2001), he has submitted an abstract to the NMCOP conference committee entitled Third Space Activities and Change Processes: A Synthesis of Key Ideas from Complexity, Psychological, and Social Theories. This article explores the interface of psychological theory and post-modern theory as relevant to both individual and structural change.

Josh Miller was on sabbatical last year and along with Ann Marie Garran completed the first draft of the manuscript for their book Racism in the United States: Implications for the Helping Professions. It is due to go into production in the Spring. Over the summer of 2005 he spent two months in Sri Lanka volunteering for a Sri Lankan NGO, and a few days after returning to the U.S., Hurricane Katrina struck, so he immediately went to Mississippi with the Red Cross to volunteer as a mental health responder for two weeks. (Read more about his work on Page 4). Since returning he has been writing and presenting extensively about all of these experiences. He is seeking funding to conduct research with Yoosun Park about the impact of Hurricane Katrina on the Vietnamese community in Biloxi, MS. He is also working with a Sri Lankan NGO and a
Western Massachusetts peace-building organization to develop a program for Sri Lankan universities to reduce ethnic strife and conflict. In addition, he is also completing work on a research grant studying how trade unions responded to the psychosocial needs of construction workers who were deployed at Ground Zero after 9/11. Miller published numerous articles this past year including: "Thank you for caring: In Katrina's aftermath, hope and despair live side by side," Smith Alumnae Quarterly, 92(2), 14-15; Critical incident debriefings and community-based clinical care, in A. Lightburn & P. Sessions (Eds.), Community Based Clinical Practice (pp. 529-541) NY: Oxford University Press; and Donner, S., & Miller, J. (2005), The road to becoming an anti-racism institution, in A. Lightburn & P. Sessions (Eds.), Community Based Clinical Practice (pp. 122-134) NY: Oxford University Press.

Catherine Nye has just returned from six weeks in Southeast Asia. Her research in Northern Thailand continues. This year, in addition to her ongoing projects with the social work training programs at Mahachulalongkorn – the National Monks University, Chiang Mai University, and Suan Dok Hospital, she also explored the possibility of international field placements in Chiang Mai for students in the MSW Program. For the third time, Nye addressed the annual meeting of the Northern Thai Practitioners Network. This year she presented on Social Work Education in the U.S. An article on Nye's work in Chiang Mai, Conversations with Suwanrang, the relationship between cultural context, was published in Clinical Social Work Journal, and a second paper, Understanding and Misunderstanding in Cross-Cultural Practice: Further Conversations with Suwanrang, has been accepted for publication in the same journal.

During this recent trip Nye also joined Debra Carney, of Smith's Jacobsen Writing Center, in Cambodia, where Carney was working on a training project funded by the College. The Khmer Rouge trials are about to begin and Nye presented to faculty and students at Royal University of Phnom Penh on the challenges and possibilities of using dynamic theory, particularly trauma theories, across cultures. Nye continues as Director of the Advanced Clinical Supervision Certificate Program. The Program accepted its first class and successfully offered its first term last summer. Students are currently doing an on-line practicum and will return to campus for a second term that will be mounted this summer. The Program is currently reviewing applicants for its second class. Nye also presented a paper, Conceptualizing learning in clinical supervision: a Vygotskian perspective, at the First International Conference on Supervision at the University of Buffalo.

Yoosun Park is working on an NIH funded study of immigrants in the urban environment and the role of the physical environment on patterns of acculturation. This interdisciplinary project is based in New York City and will be conducted over four years. Park will examine the salience of acculturation as a concept and work toward developing better constructs and measures for capturing that which "acculturation" signifies in population-based health research. Park is also currently conducting archival research to trace the role of social workers in the evacuation and internment of Japanese Americans during World War II. Park's forthcoming article in the Journal of Social Work is a historical discourse analysis of the representations of immigrants in social work. Her forthcoming article in Smith College Studies in Social Work, co-authored with Josh Miller, analyzes the social ecology of hurricane Katrina.

OTHER SCHOOL NEWS

Children in Armed Conflict: Implications for Clinical Practice
The School is proud to announce an upcoming conference focusing on Children in Armed Conflict, coordinated by Joanne Corbin. This conference will be held on June 9, 2006. It provides an opportunity to reflect on a growing population utilizing mental health and social services – refugee and immigrant children and families from war-affected areas. The content will enhance the clinical knowledge and skills of social service practitioners working with refugee and immigrant children and families that have experienced extreme violence and disempowerment. Practitioners at all levels must be knowledgeable about the nature of children's involvement in armed conflicts, current trauma and resettlement theory, contributions of culture, and related practice issues in order to provide culturally and contextually informed services. The major focus will be on armed conflicts in Africa.

The conference will examine the global nature of children's involvement in armed conflicts, current theory and practice related to the treatment of affected children, and the impact on their communities and cultures. Content areas will strengthen understanding of issues such as trauma, recovery/healing, spirituality, and assessment of individual and societal strengths and vulnerabilities. For information and registration information go to http://www.smith.edu/ssw/conference/general.php.
In Memoriam

Bertram M. Beck was 82 when he died of an incurable form of cancer in 2000. He was an SSW faculty member in the 1960s, founder of the Academy of Certified Social Workers while at NASW and the head of Mobilization for Youth, Henry Street Settlement and Community Service Society, all in New York City during his long career. The last 14 years of his life he was a Professor and Associate Dean of the Fordham University School of Social Work, where the Beck Institute on Poverty and Religion remains as part of his professional legacy.

Submitted by Deborah Berman Beck

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