RESILIENCE
in the Face of Disaster

| INSIDE THIS ISSUE | BENABEE WILEY ON LEADERSHIP | TEACHING EXCELLENCE | DONOR REPORT |
Thirty years ago, I was scheduled to meet the leader of a remote village in the Ecuadorian Andes, some 10,000 feet above sea level. As a delegate of an international aid agency, I was to propose a development project that would facilitate access to clean water. The leader, an impressive man with long white hair, addressed me in the local dialect of Quechua, the language of the Incas. My interpreter translated that the leader had no interest whatever in collaborating with us. He explained to me that some years ago another “gringo” agency made similar promises, started with a pompous opening ceremony (media and local politicians included), and then several months into the project, abandoned the site as the agency’s headquarters rearranged priorities.

It took me some time to overcome my frustration and appreciate the precious gift that the village leader had given me. The encounter taught me that we should be cautious about engaging in collaborative activities if we are not sure that we will be able to stay in the game and follow through. Otherwise, we risk compromising the capacity of our partners to meet their own needs and lose credibility and trust. This axiom of the sustainable development concept reaches far beyond the field of socio-economic development. It is a moral principle that can guide us through our professional endeavors.

If we as a School of Social Work make a public commitment to excellence in teaching and research, we are accountable to our stakeholders. As you will read in this issue of our magazine, GSSW faculty have been deeply invested in a multitude of initiatives such as improving students’ learning experiences or understanding resilience in the face of major natural disasters. At a recent event for incoming students, one attendee said the reason she decided to come to BC was that she got the sense that we are very serious about our business. The student was right; we hold ourselves to the highest standards and are in it for the long run. Once we engage in a “contract” with our stakeholders, we do everything we can to walk the talk.

I never went back to that secluded village in Ecuador’s Altiplano, but I certainly recall the stern expression on the face of that noble old man. Maybe they worked harder to understand the nuances of the sustainable development concept. Maybe aid workers who sense that we are very serious about our business. The student was right; we hold ourselves to the highest standards and are in it for the long run. Once we engage in a “contract” with our stakeholders, we do everything we can to walk the talk.

Q. Can you point to a milestone in your life that led to what you have become today?
A. When I was growing up in Washington, DC, it was very much the segregated South. One of my most vivid memories was May 17, 1954, the day of the Brown vs. Board of Education ruling. I was eight years old, and my dad came home and we celebrated the passage. He wanted to make a toast to us; it was a way of making real what happened to us on that day. He sat us down and explained the Supreme Court decision and said from now on we can be whatever we wanted to be. I could feel my dad’s energy and excitement and hope for us. At that time I began to understand integration, segregation, and racial issues were.

Q. How did you become interested in business?
A. When I started taking classes at Howard University, I thought I would go into education because education and nursing were mainly the careers of women during those years. Then a professor encouraged me to take a few business classes, and I liked it. Like so many things in life, this came kind of serendipitously. When I later enrolled at Harvard Business School, there were very few women in our class; there were actually more blacks. I felt a lot of pressure because I was a woman and a person of color. So when I graduated there was pressure that I take a traditional job with some company on Wall Street or some other advanced career job. However, when I asked myself what works for me, what is good for me, I knew I had to be something that made an impact.

Q. What qualities define a leader?
A. Being a leader is not as innate as people suggest it is. It includes taking risks which people of color hesitate to take; we are afraid to fail because broader society does not allow us to fail. And you have to be self-aware. You need to get a better understanding of what your strengths are, what areas you like or need to develop, what your priorities are, how you present yourself, what messages you have to communicate but also who you are. It’s also important to understand that you have to have technical skills, that they are fundamental to succeed, and that there are social, political, and influence skills you need to develop. The more you ascend, the more critical these skills become.

Q. What role does race or gender play in your career choice?
A. When I was growing up in Washington, DC, it was very much the segregated South. One of my most vivid memories was May 17, 1954, the day of the Brown vs. Board of Education ruling. I was eight years old, and my dad came home and we celebrated the passage. He wanted to make a toast to us; it was a way of making real what happened to us on that day. He sat us down and explained the Supreme Court decision and said from now on we can be whatever we wanted to be. I could feel my dad’s energy and excitement and hope for us. At that time I began to understand integration, segregation, and racial issues were.

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BC
DIVERSITY

Q. Is leadership only for those at the top?
A. You can be a leader wherever you are in an organization or hierarchy. Leadership is about being able to influence and effect change and to get results. It is not a position or a title. Clearly, you can have greater influence in certain positions, but you can also have no influence whatsoever despite your position or title. Clarity is a key prerequisite of leadership. Where do you see yourself in five years? How does what you currently do fit in with where you see yourself in five years? If you know what is important to you and what you want to do, then you can figure out ways to overcome the obstacles. However, it is not always easy to get that sense of clarity. That is why it is important to have a network of people to support you. People whom you trust and respect, whose opinions you value, who have good judgment, and who will be candid and help you to think through what is getting in your way so you can focus on what you should be really focusing on.

Q. How do you develop a group of mentors?
A. It takes time, it is a process, and it is about quality, not quantity, though it should be more than one person. It does not have to be somebody who is older, or who is a professional, or who you work with, but it has to be somebody who has your best interests in mind. You should not ask people to be your mentor. Ask them instead to have coffee or lunch with you, engage them in a conversation, and learn the relationship evolve. Ask them, engage them in a conversation, and let the relationship evolve. Ask them instead to have coffee or lunch with your best interests in mind. You should not have to be somebody who is older, or who you work with, but it has to be somebody who has your best interests in mind. You should not ask people to be your mentor. Ask them instead to have coffee or lunch with you, engage them in a conversation, and learn the relationship evolve. Ask them, engage them in a conversation, and let the relationship evolve. Ask them instead to have coffee or lunch with your best interests in mind. You should not have to be somebody who is older, or who you work with, but it has to be somebody who has your best interests in mind. You should not ask people to be your mentor. Ask them instead to have coffee or lunch with you, engage them in a conversation, and learn the relationship evolve. Ask them, engage them in a conversation, and let the relationship evolve. Ask them instead to have coffee or lunch with your best interests in mind. You should not have to be somebody who is older, or who you work with, but it has to be somebody who has your best interests in mind. You should not ask people to be your mentor. Ask them instead to have coffee or lunch with you, engage them in a conversation, and learn the relationship evolve.

Q. Where are we today in terms of race relations?
A. In some ways, we have made phenomenal progress and in some ways, we are farther behind, and that worries me. I am talking about blacks; that is where my passion is. Yes, we have many more blacks in leadership positions, many more in the business community, many more entrepreneurs. The fact that Barack Obama is even the Presidential nominee. I never thought this would happen in my lifetime, remembering 1954. However, I worry about the increasing divide. You have a segment of us who are the beneficiaries, like me, of the Brown decision, and at the same time a segment that is getting deeper and deeper into poverty, incarceration, teen pregnancy, and all these things. I feel when I was growing up we had a collective dream, we had a collective sense of what we were working towards as black America. We not only focused on developing ourselves as individuals, but also were equally committed to the role we were playing in advancing and impacting the broader community. Over time it seems it has become too individualistic. Therefore, as one segment is advancing, others aren’t, and that’s what I’m focusing my energy on. What is the role of us who are in these companies, who are starting businesses, who are able to penetrate the economic mainstream? How do we create more connections, how do we build our collective dream?

TO DO ONE’S GENEALOGY generally requires you to trace your ancestry back through time to fill in a family tree. But Dr. Monica McGoldrick, who spoke at the 2nd Annual Pinderhughes Diversity Lecture Series in April, has taken that study to new depths. Her investigation into her own clan’s background has exposed cultural revelations she believes offer important insights into the impact of heritage on social work practitioners.

Monica McGoldrick, left, with Elaine Pinderhughes at the lecture on genealogy’s role in cultural understanding.

A CULTURAL CRUCIBLE

Expert finds therapist's family history crucial to effectiveness

Family Life Cycle (3rd Ed., 1999), Ethnicity and Family Therapy (3rd Ed., 2003), and Genograms in Family Assessment, Women in Families, Living Beyond Loss (2nd Ed, 2004). She integrated many personal experiences into her talk, “Culture Matters: But What Difference Does It Make?” to illuminate how essential cultural knowledge is to effective communication and understanding.

She recalled, for example, growing up Irish in Brooklyn in the 1960s and being a big fan of Jackie Robinson. Indeed, for her eighteenth birthday, she sat right behind the player’s dugout and watched him take the field, a thrill she still recalls vividly. Yet, she also acknowledged that at the time she had no idea what his story was, she didn’t know what he’d had to go through while breaking baseball’s color barrier. Now a scholar, McGoldrick put the matter to the Boston College audience rhetorically. As a child, she asked, why didn’t I know that I traveled down Brooklyn streets whose paths were paved by Native Americans? Or that Brooklyn in 1776 was the largest slave population north of the Mason-Dixon line?

Removing such cultural blind- ing, McGoldrick said, can only be achieved with awareness. To that end, she traveled to Ireland, believ- ing that her family’s behaviors only made sense in their native context. She began to see, she said, that her family’s not that different, they’re just Irish. “Things I’d been so judg- mental about were just their best adaptive strategy,” she realized.

At the lecture, McGoldrick pre- sented a genogram, an extensive map of her family, and explained that such a chart can be used as a diagnostic tool. “If I were in trouble, you would need to know these people,” McGoldrick said. “Because they’re the people who make me strong, who help me out, and they’re the context in which I try to figure out how to do better.”

As she began to process her privileges and prejudices, McGoldrick realized that her work suffered from a limited cultural perspective. “I’m beginning to see the racism in a lot of my work,” McGoldrick admitted. For instance, she said that when she talked about couples and fami- lies or spoke about women’s issues, genograms, and family therapy, her think- ing didn’t include people of color.

“I believe we need to create a crucible that can contain the history of all of us,” McGoldrick concluded. “If we recognize our connections to each other and help each other to acknowledge all of our his- tory, then we can work together to change the future.”

— DAH MORMILL
SCHOOL PROGRESSES WITH DIVERSITY AGENDA

WHEN IN THE FALL OF 2006 THE GRADUATE SCHOOL OF SOCIAL WORK decided to embrace diversity as a challenge and opportunity, the community knew it was in for the long haul. Being aware of diversity means understanding the roots and consequences of the various forms of oppression and discrimination, which have been in place for centuries.

In order for the School to establish and sustain a culture of diversity, a number of key factors and processes needed to be in place:

• First, the initiative had to become an essential part of the GSSW’s operations.

• Second, a cultural change had to be well planned and the steps leading to the transformation carefully implemented.

• Third, to learn from best practices, the GSSW had to reach out to experts from other schools of social work and related disciplines.

• Fourth, transformational efforts had to be shared with the wider community.

Fortunately, the decision to move forward with this endeavor came from within the organization, having been jointly proposed by faculty, students, and staff. The process of a school-wide buy-in and follow-through moved the initiative from an ad-hoc project to an institutionalized planning structure.

A Diversity Task Force was formed, chaired by GSSW faculty member Paul Kline, and it evolved into a standing committee of members of the School’s four concentrations, plus key administrators and student representatives. Five subcommittees that focus on curriculum, research, field, admissions, and climate issues were also established to examine how diversity was addressed in each area. Professor Emerita Elaine Pinderhughes interviewed faculty and wrote an assessment of curriculum and teaching issues related to diversity.

The Diversity Committee established an initial plan through 2010 in which each academic year the School would examine a primary aspect of diversity via speaker series, trainings, diversity retreats, and meetings and discussions with faculty, staff, and students. The three thematic areas selected were: race and racism (2007-2008), sexual orientation (2008-2009), and immigration/refugees (2009-2010).

Incorporating all four of the key factors into its 2007-2008 programming on race and racism, the GSSW launched the initiative with the following events:

• The People’s Institute for Survival and Beyond provided a two-day Undoing Racism training in October 2007 for faculty and staff as part of a newly established annual Diversity Retreat.

• Field Director William Kenney organized and sponsored, through the New England Consortium of Graduate Social Work Field Education Directors, a 16-hour workshop focused on race and racism entitled Cultural Competence in Field Education for about 40 field staff from New England schools of social work. The training was facilitated by faculty from the UT Austin School of Social Work.

• Dr. Rowena Fong, Ruby Lee Piester Centennial Professor in Services to Children and Families at the University of Texas at Austin School of Social Work, and Associate Professor Dr. Leslie Hollingsworth from the University of Michigan School of Social Work lectured and met with faculty and students in November and February, respectively.

• In April, prompted by Senator Barack Obama’s speech on “Race and America,” the GSSW sponsored a forum on race led by Dr. Janet Helms, the August Long Professor in Counseling Psychology at BC’s Lynch School of Education. A few weeks later, Monica McGoldrick, professor of clinical psychiatry at the Robert Wood Johnson Medical School and director of the Multicultural Family Institute, presented “Culture Matters: What Difference Does It Make?” at the second annual Pinderhughes Lecture (see story page 5).

To document the School’s diversity initiative, several GSSW faculty members, under the leadership of Glafelia Lee, prepared a paper, “More than a mission statement: Implementing diversity and social justice initiatives in a school of social work,” which is being presented at the 2009 Council on Social Work Education (CSWE), the National Association of Deans and Directors of Schools of Social Work (NADD), and 14 individual schools of social work.

The theme and title of the 2008 conference was “How to Build Sustainable Initiatives.” Keynoter Dr. Michael Sherraden, director of the Center for Social Development at Washington University, spoke on social work’s potential for international engagement, understanding, problem solving, and development. A reception at the Boston College Club followed the opening session.

The remainder of the conference featured plenary sessions and group discussions on issues such as safety and risk management, international field education, and funding opportunities. The director of international programs at the University of Hawaii’s School of Social Work, Ron Matayoshi, for one, was impressed by the large number of universities and colleges that have made it their responsibility to take social work education to an international level. “The various models and funding methods shared at this conference were very beneficial to me and our future efforts in Asia and other Pacific Rim countries,” he said. “I would like to see more frequent sharing of opportunities between institutions.”

The 2009 ISW conference, organized by the Monmouth University and Rutgers University schools of social work, will be held July 10-12 at the Jersey City Hyatt Regency.

— RUTH MCROY

International Conference Focuses on Sustainability

BOSTON’S BUSTLING FANEUIL HALL MARKETPLACE AND historic waterfront did not divert attention from the proceedings at the second annual, three-day International Social Work Conference (ISW) at the Omni Parker House in June. A select group of social work professionals participated in the event, which was co-sponsored by the Council on Social Work Education (CSWE), the National Association of Deans and Directors of Schools of Social Work (NADD), and 14 individual schools of social work.

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— SERENA HEARTZ

Globa engagement was a central theme at the three-day conference.
Profiles in Courage

Three students learn the hard realities of international placements

By Tracey Palmer

Juliana LaBoube, MSW ’08
Vietnam

Juliana LaBoube began her field placement in Vietnam with a non-profit organization that protects orphaned, homeless, and poor children from forced labor and abuse through educational scholarships and direct relief efforts. The 29-year-old from Boston was one of only three staff members in the field and she didn’t speak Vietnamese.

“At first, I felt like, ‘Who am I, this sheltered American white girl counseling these people who have been through so much?’” she says. It wasn’t long before she found her answer—it came in the forms of a garbage dump and a little boy with a kite.

As LaBoube came to learn, many impoverished Vietnamese children and their families spend long hours scavenging through rubbish for something to eat and for items, like cans or plastic bags, to sell. Living in filth, they are susceptible to disease or worse, all for the prospect of earning about a dollar a day. As part of an effort to help get these people move into safer housing and jobs, LaBoube developed educational tools for her English-speaking Vietnamese co-workers to use. Thanks to micro loans and job training, one by one, the adults in the program became taxi drivers, hairdressers, and mechanics. Some even started cooperative businesses. Most moved into better housing and allowed their children to enroll in a new school.

“Sometimes the best way to help a child is to help her family and community first,” LaBoube observes. “I learned that in terms of individuals, you could empower one person to empower the whole community.”

Sometimes the most instructive experiences fall outside the formal job description. In Vietnam, children must pay for school, books, and uniforms, a cost many families can’t afford. The foundation not only provides scholarships, but also monthly food aid to families, to offset what the children would make if they were working instead. In return, parents sign a contract, promising to keep their children in school.

At one school, LaBoube got to know well a 10-year-old boy named Yieu. He couldn’t afford school, and at the time, the scholarship program didn’t include boys. Regardless, LaBoube says, Yieu came to school daily, stood outside the classroom window, and listened.

“Every day he’d come with his kite, and each day, the kite would be more and more elaborate,” LaBoube recalls. “He’d keep rebuilding it and enhancing it with bits of string and plastic he’d find in the trash, as if he was trying to impress us.”

She wanted to engage Yieu and encourage his curiosity. She couldn’t invite him into the class; so instead, she invited him to play games with her in her off time. “We did art projects, played tic tac toe, and twisted. I really felt close to him, despite the language barrier,” she says.

After her return to the United States, LaBoube learned that the Foundation was now making scholarships available to boys. Yieu was officially in school. And LaBoube knew that she had made a difference.

DOROTHEE STÄNGLE, MSW ’08
South Africa

It is not always easy to see the bright side of life while working with HIV-positive patients in a rural South African health clinic, but that’s what Dorothée Stängle learned to do.

A German native who now lives in Colorado, Stängle did her field placement at a community clinic run by a non-profit organization specializing in HIV disease management. The clinic is located in the remote Mpuumalanga Province and serves the 2,000 patients who cannot afford to travel to the government treatment site 40 kilometers away. At first, the obstacles overwhelmed Stängle.

According to UNAIDS statistics, close to 15 of adults ages 15-49 are infected with HIV, but many people don’t seek care. When they do, Stängle learned, they often prefer trusted local traditional healers, not western health care workers. Still other patients deny their illness and refuse to take medication, convinced instead that they are “bewitched.”

Stängle narrowed her focus to those who needed her most. “Women and children, especially in South Africa, are really vulnerable,” she says, noting that the women are typically financially dependent on their spouses. Some women are unknowingly infected by their husbands, but even a wife who knows her husband is infected cannot easily afford to protect herself by leaving the marriage. And since communities tend to ostracize HIV patients, many infected women deny having the disease and don’t seek treatment. Others are commanded by their husbands to stay away from the clinic and keep quiet.

Children don’t fare any better. Often infected by their mothers, many are never told about their health risks or receive treatment. These children are frequently orphaned when their own HIV-positive parents die.

For Stängle, the most frustrating scenario was when families from rural villages mustered the courage to seek help, then couldn’t afford the taxi fare to get to the clinic.

She faced many challenges, but the lesson Stängle took away from her experience is that people are resilient. She witnessed this regularly in the support group she co-founded for HIV-positive children and their families. One HIV-positive woman whose husband had died of AIDS stands out in her mind.

“She had five children, no food, no education, and tuberculosis, the number one killer of people with HIV in Africa,” Stängle recalls, “but she came to the clinic with a smiling face every month.” The woman’s grace and fortitude changed Stängle’s perspective from despairing to hopeful. She began asking, “What are the strengths and positives and how do we build on those?”

This new outlook was the basis of the in-service training she provided for the clinic staff. 90 percent of whom were patients themselves.

“We spent so much time in the classroom at BC talking about sustainability,” Stängle says. “It was great being out in the field experiencing everything we talked about.”
“Vicarious traumatization” was a major concern for Andrea Cole when she arrived at a refugee camp in central Malawi.

“I was nervous about hearing their stories,” admits the 28-year-old from Virginia, and afraid of being traumatized by the refugees’ horrific experiences, like those of a Rwandan widow Cole got to know.

The woman told Cole that she, her husband, and their seven children were forced to flee their village when a rebel group attacked. Later, the husband went back to their home to check on their cows. He never returned. Soon after, the woman returned to her village, but the rebels came again. This time, she and her children hid. When she thought it was safe, she went down the road to get water, leaving the children hidden at home. When she returned, they were all lying dead on the ground, hacked by machetes.

“This woman lost everything,” Cole recalls. “She lay in bed for a month. She didn’t want to live.”

Stories like these are common in the camp, which serves 10,000 refugees from Rwanda, Democratic Republic of Congo, Burundi, Somalia, and Ethiopia, but Cole never got used to hearing them. At first, she didn’t think there was anything she could do to help, but eventually she learned that listening was crucial.

“Just bearing witness to what happened to them helped,” Cole says, “and they were so thankful.”

In Cole’s support group for widows, the Rwandan woman became one of the most resilient, compassionate members, helping others with their grief. “Some of them have so much hope and so much faith,” Cole says, “and in some ways, it’s all they have. They have lost everything.”

Through her groups and in individual conversation, Cole tried to give the women and their children the tools to cope with their trauma and to move on. “Victims feel powerless,” she observes, “but often they are the ones who start the healing and forgive. It really made me realize that, in some ways, women in that part of the world have borne the brunt of all the war and violence that men have started.”

Cole credits her BC education for her ability to connect with the refugees. “A class in trauma with Paul Kline really gave me the blueprint,” she says. “If I hadn’t had that class, I would have been in the dark, completely.”

Cole says Kline taught her about the three steps to trauma treatment: 1) safety and relationship building with the traumatized client; 2) allowing the client to tell the trauma story; and 3) helping the client look toward the future as he or she reconnects with the community and a new identity. “These were tremendously important concepts,” says Cole, “since every single one of the women I worked with in Malawi had been traumatized by the war in their country.”

She is thankful BC gave her the opportunity to participate in the program. “My experience,” she says, “taught me that I could handle a lot more than I thought I could, and about what I could give back.”

A key component of the GSSW Global Practice Concentration is the three-month international field placement during the students’ final semester. In 2007, 21 students experienced learning opportunities in 16 international locations. In 2009, 16 students will be placed in international agencies. More than half of this year’s students will be staying longer than the required three months.
It’s 9 a.m. on a brilliant, cloudless July day, but in the cool, windowless confines of Higgins 265, thunderclouds are everywhere. Twenty-one students are gathered in a semicircle facing Professor Paul Kline for the final lesson in course number SW822, the Impact of Traumatic Victimization on the Developing Child and Adolescent. Behind him is a video screen, upon which a tragic story of incest and its aftermath will soon play out.
Jeffrey Savit, MSW ’06
Geriatric Social Worker, Center Communities of Brookline

Area of Expertise:
Older Adults & Families

Special Interests:
Clinical Practice, Elderly Women, Social Policy

I’m an official card-carrying member of the Katie McInnis-Dittrich Fan Club. From the first day I entered the School, I heard murmurs in the student lounge about what a great teacher she was. It wasn’t until my final year that I got to take her classes; she was BC’s gift to me in my final year of the program. In class you don’t realize how much you are learning because she is so engaging and entertaining. She provided a beacon and guidepost for all of the students who worked with a geriatric population. In traditional classes, the geriatric material was tacked on at the end of the semester, but in Katie’s classes, the geriatric content was the main focus. It’s not easy talking about people with dementia who can no longer tie their shoes, but with Katie, the class resonated with humor and stories about her own mother, grandmother, and 90-year-old neighbor that brought the human touch to everything we were studying. She was very demanding, but demanding in the most user-friendly way. She offered a simple contract—she would be the teacher of the class and the entire class responded to her message. She thrives in the classroom and the students appreciate her humor and stories.

In the classroom, the GSSW has created an environment that encourages student teaching. The junior faculty who joined the GSSW in recent years came from top ranked universities. At their alma mater, they acquired some of their teaching skills by serving as teaching assistants or by co-teaching a course with an experienced faculty member. When taking on their first teaching assignments at BC, however, they often were anxious about their on-the-job training. Godenzi explains, “Teachers in K-12 schools undergo rigorous instruction to be effective in the classroom, but we pay insufficient attention to the training of university teachers. We evaluate them after the fact, but we don’t necessarily provide the foundation for them to be successful.”

The inaugural occupant of the chair is Associate Professor Katie McInnis-Dittrich, recipient of the 2004 University Distinguished Teaching Award. She provides regular training seminars on teaching, observes class sessions, and provides consultation for any issues that may arise in the classroom. She makes herself available to the School’s own doctoral students and undergraduate students who are also very good teachers,” McInnis-Dittrich says, adding that faculty generally have been receptive to assessing their classroom strategies. With the expectation that excellence in teaching is a prerequisite for tenure, young professors see the benefits of taking advantage of the new support systems. Besides, there is precedent for evaluating faculty work: scholars commonly submit articles to their peers for review before publishing. Why not a similar process for their classroom techniques, McInnis-Dittrich asks?

In addition to the high expectations for faculty in the classroom, the GSSW has created an environ-
ment in which every teacher can be successful. MSW Program Director and Associate Dean Tom Walsh regularly asks students about their experiences in GSSW courses. “I am very pleased that the number of complaints remarkably decreased since we made a strategic commitment to teaching,” Walsh says. “And when students raise concerns about a faculty’s teaching efforts, there is an effective process in place on how to address the issue.”

Further evidence of the School’s emphasis on teaching is the hiring this fall of three full-time clinical assistant professors, Kerry Mitchell, Susan Tohn, and Robin Warsh, all highly rated teachers adept at bringing their clinical experience into the classroom (see story page 21).

New full-time tenure-track hires have been equally impressive in the classroom. Stephanie Bersin, who joined the School in 2006, has proven to be a versatile teacher teaching practice, policy, and research courses. She ranked fourth among student evaluations of all faculty in her first year. A more recent addition to the full-time faculty, Thomas Crea, PhD, taught Program Evaluation during his first year, and was ranked third among GSSW faculty by the students.

McInnis-Dittrich says the emphasis on teaching comes in part in reaction to the changing consumer population. “This generation of students grew up on MTV and learned to count with ‘Sesame Street,’ she observes. “They are very visually oriented and their attention span is shorter. We need to be very visual in response and more diversified in our approaches. Students today want a lively experience.”

First-rate teachers can have a lasting impact on students or bring routine subjects to life. Adrienne Pisoni ’08, for one, was surprised by how interesting a research methods course became in the hands of Assistant Professor Margaret Lombre. “She really cares about students having a positive experience,” Pisoni says. In fact, Pisoni was so impressed, she reorganized her schedule to be able to take Lombre’s class in Program Evaluation.

Jennifer Tilghman-Havens, MA/MSW ’01, associate director in the Office of Jesuit Mission and Identity at Seattle University, provides evidence that a good teacher can have a life-long impact on students. Recalling her experience in Kerry Mitchell’s classroom, she says: “Many bits of wisdom from Dr. Mitchell’s classes stay with me, even after 11 years. I still find myself referencing his lectures on couples and family work—professionally, but also personally, especially now that I’m married and have a child of my own.”

Leida Cartagena (MSW ’04), an adjunct professor of social work at Elms College, finds herself trying to give students the same opportunities she was given by Professor Marcie Pitt-Catsouphes. “She allowed me to learn about my strengths and challenges as we tackled each new topic in class,” says Cartagena. “She was readily available whenever I needed assistance with my class work or projects and demonstrated in her teaching that as social workers we all continue to change, grow, and learn from each other and our environment.”

Meanwhile, McInnis-Dittrich, who specializes in geriatric social work, is doing her best to spread her passion for teaching to her colleagues so that all students will experience what Pisoni, Tilghman-Havens, and Cartagena did. The secret of McInnis-Dittrich’s own success? Her answer is unequivocal. “I love what I teach.”

ERIN MONE, MSW ’99
Regional Director of Recruitment, Peace Corps, Boston

AREA OF EXPERTISE:
Children, Youth & Families

SPECIAL INTERESTS:
Child Therapy, Effects of War and Conflict on Children

Paul Kline was my greatest mentor when I was a student and he continues to be my greatest mentor. Wherever I have been assigned to work—Afghanistan, Pakistan, Ecuador, Liberia, or Sierra Leone—I have relied on Paul to offer guidance and help whenever I was faced with a challenge. When I was working with refugees from Sierra Leone in a camp in Liberia, Paul actually came to Liberia to provide training and consultation to my staff on how to work with children who have been traumatized by war. That led to our publishing an article together, “Coping with War: Three Strategies Employed by Adolescent Citizens of Sierra Leone." Paul’s teaching at Boston College is legendary—how else do you fill a classroom on Friday morning at 8 a.m. with students sitting on the edge of their seats to hear every word, and lamenting that the class has to end? He is passionate about his work with children and adolescents and his passion is contagious.

A child’s drawing done at a children’s workshop soon after the Indian Ocean tsunami.
EVERY DECADE HAS ITS QUOTA OF NATURAL DISASTERS. But the past four years have brought calamities of historical proportion such as the 2004 tsunami in South Asia and the 2005 devastation of the Gulf Coast by Hurricane Katrina. They caused the death and dislocation of millions, and placed enormous demands on government and social service systems that struggled to help victims.

These two events have given those who study social behavior an opportunity to explore the impact of such disasters on a community. Researchers have gone into the field to learn about human needs and determine best practices.

Two GSSW faculty who felt an obligation to reach out to disaster survivors are Professor Thanh Tran, who is studying the resilience of the Vietnamese community in New Orleans and Biloxi, MS, after Katrina, and Professor Karen Kayser, who led a delegation of graduate students to Tamil Nadu, India, to record the impact of the tsunami on emergency relief workers.

Though the two professors ventured to different parts of the world, they found similarities in the human response to disaster. Professor Kayser’s Indian research revealed five common ways that disaster victims cope with tragedy, many of which could apply to the New Orleans Vietnamese community as well: (1) returning to routine, (2) rebuilding family structures, (3) communal sharing of resources, (4) emotional expression of grief and loss to a supportive listener, and (5) finding benefits from the disaster experience.

Professor Tran, himself a refugee from Vietnam, came to Mississippi when he was 19 years old, where he lived in a refugee camp for a few months until he was sponsored by an American couple and then attended a community college to learn English. The Katrina disaster offered him an opportunity to study a group he knew intimately. There are about 20,000 Vietnamese living in the region: fishing families live along the coast; others are concentrated in East New Orleans, an area completely devastated by flooding.

“What was remarkable to me,” says Tran, “is how quickly the community recovered. Compared to other still-damaged neighborhoods, East New Orleans has been completely rebuilt. The vast majority of people did not relocate. They returned home as soon as they could.”

Already a people who had weathered war and dislocation, the Vietnamese seemed more prepared psychologically to cope with a second upheaval. Also, they are a strong community anchored by the Catholic Church and Buddhist temples. “The people hung together and renewed their social commitment to each other,” Tran explains. Vietnamese from all over the U.S. sent donations. Katrina also helped the younger generation—many of whom are educated professionals—step up and become leaders in the community. “They were the ones who knew how to handle government bureaucracy,” the professor explains.

The Vietnamese did not wait for the government to act. They cleaned up their own neighborhoods and worked together to rebuild each other’s houses. “Any government aid they received, they saved,” says Tran. “They never paid for hotels, but instead stayed with family. As a result, they had the money to spend on reconstruction.”

For the Vietnamese, there is a strong sense of “the extended family,” says Tran, who told of one woman, a pharmacist, who relocated to Houston with her entire family after Katrina. “When her employers wanted her to return to New Orleans, she said, ‘Fine, but you have to move everybody back with me.’” This devotion to New Orleans as home was very strong among the Vietnamese. The older generation had suffered through one dislocation and they were adamant that they would not be forced out of their communities again. Because of this determination, says Tran, “they committed to rebuilding as soon as the floods subsided.”

Professor Karen Kayser witnessed a similar kind of social cohesion when she took her students to the southeast coast of India in 2005, one year after the tsunami destroyed many local villages. Through teaching a course on human services in developing countries, Kayser welcomed the opportunity to study how other cultures cope with a major natural disaster. International research is new for her, but she welcomed the opportunity to observe how other cultures react to a different kind of crisis.

“When I take students on a field trip like this, they don’t want to observe, they want to get involved,” says Kayser, whose team of 10 graduate students decided to study the effects of the tsunami on first responders. Fortunately, Boston College has close ties with Catholic relief agencies. Through the Jesuits, the professor and her group connected with Fr. Paul Michael Raj, SJ who is the director of Kalangarai, a non-governmental organization (NGO) established to provide relief services to vulnerable or marginalized groups after the tsunami. He welcomed the researchers and quickly lined up subjects for them to interview.

The impact of their tsunami research on Kayser and her students has been profound. One graduate student changed her concentration to global practice, while others reassessed every aspect of their lives. “I sat in my apartment and looked at all the junk I have… one student remarked to Kayser, “You can’t help but be moved by the resiliency of people in situations like this,” says Kayser, who is continuing her research in India. In May of 2007, the Boston College professor began a study of 1700 Indian widowed or abandoned women who have received microcredit loans from Kalangarai. As one condition for the loans, the widows are required to participate in self-help groups where they meet to discuss their progress and challenges. Kayser found it was the self-help groups that provided women with support to deal with “whirlwind” of grief as well as the financial, psychological and social pressures they faced. Many widows were long married to men who worked away from home and they were not able to speak English, which limited their ability to find a job or to join the social circles of men.

In addition, women were left on their own to make decisions about raising their children. “They needed someone to care for their children,” says Kayser. “I had to do the research myself, I was the shock absorber.”

Unfortunately, the men tended to marry much younger girls, ignoring the needs of widows who were not sufficiently valued.

Victims acted as a community rather than as individuals. “In one fishing village,” says Kayser, “relief workers were welcome only if they agreed to help everyone in the village.” In fact, villagers often refused to move into new housing until the entire community was rebuilt, when they could move together.

First responders found that people wanted to tell their stories. “This is a culture where you can mourn openly,” says Kayser, “and people did. Villagers cried readily and shared their experiences willingly.”

Money came into the disaster area and changed lives for the better. Many were employed in the rebuilding effort; others qualified for microcredit loans that helped them start small businesses, like selling fuel oil or goats in the market.
help groups, as much as the loans themselves, that enabled the women to succeed. “Talking to others helped these women move to a second level,” says Kayser, “from individual empowerment to community empowerment.”

Professor Tran, meanwhile, will be continuing his study of the Vietnamese in New Orleans. He will return this fall with a 250-question survey aimed at gathering more complete information about the community’s Katrina experience.

“The work of these two professors is very much an example of our mission at the GSSW,” says Dean Alberto Godemuz. “Our faculty uses their research skills to tackle vital societal challenges, locally and globally. They find their research questions by engaging with people and communities, by listening to their concerns and dreams, and by learning from their resiliency in the face of disasters. I am confident that based on such an inclusive and collaborative approach, the research of my two colleagues will not only enhance our understanding of how to respond to disasters but also benefit the lives of the survivors.”

Three clinical professors join School full time

KERRY MITCHELL

MITCHELL

MITCHELL received his MSW from Simmons College and his PhD from Boston College and he brings more than 30 years of clinical experience to his new position. Prior to joining Boston College as a part-time faculty member in 1995, he was the clinical director for North Shore Catholic Charities, where he managed the Department of Social Services Child in Need Service Program. For the past 13 years, he has served GSSW in a number of capacities, including course lecturer and coordinator, student advisor, trainer in the Continuing Education Program, and member of the Academic Standards Review Committee and Health and Mental Health Concentration Committee.

Mitchell operates a private psychotherapy practice and provides consultation to the Greater Manchester Christian Counseling Services and Somerville’s Brother of Hope. He draws on his multiple roles as therapist, teacher, mentor, and coach to inspire students in the classroom to develop their theoretical and practical skills.

Mitchell has been spotted driving to work in his vintage British sports car, a 1961 MGA. When he is not teaching, you may find him surfing in Cape Cod’s Wellfleet Harbor.

SUSAN TTOHN

TTOHN has co-authored numerous publications and delivered keynote and professional presentations to dozens of organizations across the country. She is an active member of the Massachusetts Chapter of the National Association of Social Workers.

Tohn’s passion for teaching is matched by her enjoyment of athletic activities such as dancing, skiing, and climbing.

ROBIN WASH

WARSH has been in private practice for 22 years and treats a wide range of mental health conditions for individual adults and couples. She has co-authored four books and has written articles for a wide variety of publications, including the Journal of Teaching in Social Work and the Children and Youth Services Review. (A gourmand, she has also been a contributor to Gourmet magazine.)

Wash is certified in Eye Movement Desensitization and Reprocessing (EMDR) and is currently enrolled in two, year-long therapy programs entitled Working with the Neurobiological Legacy of Trauma and Level One Training in Internal Family Systems.

In her new position, Wash will continue to create teaching moments from what arises spontaneously in the classroom. Her highly interactive style is known for actively engaging students in their learning process.

"— SERENA HEARTZ"
FACULTY HIRES

Mc Coy is mental health scholar

HERMIA MCCOY, LCSW, PhD, joined the GSSW in July as its newest faculty member in the Health/Mental Health concentration. Her broad and diverse background is an asset to the school’s teaching and research efforts.

As a social work practitioner, McCoy encountered many adolescents whose mental health issues precipitated their involvement in the legal system. This situation provided the impetus for McCoy to obtain her Master of Jurisprudence in Child and Family Law from Chicago’s Loyola University. She later earned her PhD from the George Warren Brown School of Social Work at Washington University in St. Louis.

McCoy’s dissertation explored the differences in how African American and Caucasian males interpret the Massachusetts Youth Screening Instrument, version 2, the mental health screening tool used in detention centers throughout all states. Her long-term goal is to translate her findings into mechanisms that will decrease disparities in the receipt of mental health services by underserved and vulnerable populations.

McCoy was one of three Washington University doctoral students inducted into the Edward A. Bouchet Graduate Honor Society at a ceremony at Yale University. The Bouchet Society recognizes outstanding scholarship, achievement and promise in doctoral education and the professoriate.

McCoy recently moved to Boston with her two rescued cats in tow. The GSSW trusts that her affection for the Chicago White Sox leaves enough room for becoming a BC Eagles fan.

--- SERENA HEARTZ

FACULTY PUBLICATIONS

Here are highlights from among the many accomplishments of the full-time faculty in the 2007-2008 academic year.


O’Hare, T., Shen, C., & Sherraden, M. V. (forthcom- ing). Impact of the most frequently reported traumatic events on commu- nity mental health clients. In D. Helke (Ed.). Mental Health in the Social Behavior Environment.


The multitude of presentations made by GSSW faculty at scholarly conferences in the U.S. and abroad are not included in this magazine. Though these are very important scholarly activ- ities, they could not be referenced due to space limitations.

The GSSW’s outreach of research-centered units at Boston College expanded this year with the establishment of the new Boston College Institute on Aging and the receipt of a renew- al grant for the Sloan Center on Aging and Work. Both hubs are housed by GSSW faculty. Professor James Lubben, the School’s Louise McMahon-Weiss Professor, is appointed director of the Institute on Aging. Lubben is a leading scholar in social gerontology with an active research agenda examining social support networks among older populations. He is also the National Director of the Hartford Doctoral Fellows Program in Geriatric Social Work. The new Institute on Aging will provide an integrated framework for fundraising, research, teaching, and knowledge dissemination for three aging research centers at Boston College, two of them housed at the GSSW: The Sloan Center on Aging and Work and the Center for the Study of Home and Community Life, as well as the Carroll School of Management’s Center for Retirement Research.

GSSW Associate Professor Marie Pitt-Catsouphes became the sole director of the Sloan Center on Aging & Work upon the departure of co-director Michael A. Smyr last spring. In June, the center, widely recognized as one of the few university-based research centers studying aging and work to successfully traverse the worlds of the workplace and academia, received a three-year, $3.5 million renewal grant from the Alfred P. Sloan Foundation. In uoc, the Center, in partnership with Middlesex University in London, launched global initia- tives to expand the Center’s focus on work and aging issues.

“Today’s universities are in need of innovative research centers that anticipate demo- graphic and socio-economic trends, develop policies based on sound evidence, leverage interdisciplinary collaborations, and are capable of building bridges between academia and broader society,” says GSSW Dean Alberto Codenotti.

“Boston College is extremely lucky to have in James Lubben and Marie Pitt-Catsouphes leaders of such distinction to advance these centers’ vital missions.”
AIDS Conference Turns 20

Founder Lynch honored for vision

WHEN VINCE LYNCH, GSSW’S DIRECTOR OF CONTINUING education, first proposed running a national conference on social work and AIDS in 1988, little could he imagine the scale and impact of what he set in motion. Twenty years later, the annual four-day conference draws more than 500 national and international attendees and consistently attracts funding to support its ongoing mission: to provide the most up-to-date information available on AIDS care and treatment. This kind of information is essential, given that social workers continue to play a vital role in the fight against HIV/AIDS.

This year’s event, “Preparing Tomorrow’s Leaders in HIV/AIDS Social Work...Today” addressed the transition to new leadership as long-term social workers experienced in AIDS treatment begin to retire. The conference featured plenary sessions, more than 100 workshops, a job fair, exhibits, and opportunities to network and bond with other attendees.

The conference attracts social work practitioners, people living with AIDS, teachers, researchers, and medical professionals, many of whom attend on a yearly basis. As one participant remarked, “I’ve been coming every year since 1995...I get replenished and more committed to my HIV work each time I attend.” Said another, “It is the only conference I go to where I can meet people who work in settings similar to mine.”

Two decades ago, Dr. Lynch envisioned a symposium that would fill the gap in education opportunities addressing psychosocial aspects of AIDS care. This year’s conference organizers and volunteers presented him with an award for his distinguished contributions.

NEW CASES

A preview of surveillance data recently released by the CDC (Centers for Disease Control and Prevention) documents an annual 49 percent under-reporting of new HIV infections in the U.S., at least for the past 10 years.

PREPARING NEW SOCIAL WORK LEADERS

In anticipation of the retirement of large numbers of “baby boom” social workers in 5 to 10 years, new leadership needs to be cultivated, especially in this climate of new challenges in AIDS care.

THE NUMBERS

HIV/AIDS is the largest pandemic in history, spanning all continents. Over 42 million people are living with HIV/AIDS, and 74 percent of those infected people live in sub-Saharan Africa. According to the UNAIDS’s 2010 report titled “Getting to Zero,” the total number of people living with HIV/AIDS in 2006 was 33.2 million, with 50 million people infected with HIV in 2006 (the most recent year that data are available).

THOSE MOST AT RISK

Men who have sex with men (MSM) continue to be the highest at-risk group for HIV/AIDS (accounting for 51 percent of new infections in the U.S. in 2005), especially adolescent and adult MSM who are of color. Compared to white women, women of color are at most risk for HIV infection. They contract HIV from their male sex partners or through IV drug use.

THE PROGNOSIS

There is no cure for HIV/AIDS. As a result, research continues to test and explore other biomedical and behavioral methods to reduce rates of HIV infection. For example, interventions that focus on changing risky sexual behaviors or intravenous drug use are common. Biomedical approaches are focusing on a number of vaccines and microbicides intervention approaches.

JILLIAN AGOSTINO, MSW ’96, has founded and directed a fundraiser in Peru, called Bringing Basics Back. With the funds raised, they were able to build an addition onto an underprivileged school, get running water to the school, and provide educational and clinical materials for the children.

KARIN ELIOTT, MSW ’83, has been named director of the National Partnership for Educational Access (NPEA), an organization that provides underrepresented students with academic preparation, placement services and counseling, and ongoing support to ensure enrollment at four-year colleges. Elliott joins NPEA from Summerbridge Cambridge, where she was the executive director.

CATHERINE HARDWAY, MSW ’93, was honored as a 2008 Massachusetts Community Unsung Heroine at a ceremony at the Massachusetts State House in May for her leadership serving elders and youth for more than 30 years. She is the executive director of Central Boston Elder Services and president of the Advisory Council for the Greater Boston Step Association, a youth-run organization she helped to incorporate.

ANITA MCLAUGHLIN, MSW ’98, is now Anita Riley. She and her husband John live in Sherborn with their four children. McLaughlin is clinical supervisor at Spectrum Health Systems Framingham Outpatient Site, where she’s been since 2001. Prior to that she was the assistant director of the Emergency Service Program at the Edgbaston Center in Lexington. She presented at BC last June for the 20 CEU conference Current Perspectives in the Treatment of Substance Abuse through the Continuing Ed program.

CHERYL SACHS, MSW ’79, formerly Cheryl Sachs Lalio, received the Social Worker of the Year Award from the RI Chapter of NASW in June. She has been in the field of clinical social work since 1980 as a school social worker in the North Smithfield, RI, School Department.

CLIFORD SCOTT, MSW ’80 has been named academic dean at New England College of Optometry, where he has taught since 1970. He also serves as chair of the college’s Department of Community Health. Previously, he was chief of the optometry section at the Veterans’ Administration Center in West Roxbury and clinic director of the Massachusetts Labors’ Vision Center.

YOUR ASSOCIATION IS HERE FOR YOU

Events, programs invite participation

September ushered in a new academic year and renewed activity for the BCGSSW Alumni Association. If you feel like you have lost touch with the School since graduation, now is the perfect time to reconnect. Participating in Alumni Association activities is a great way to experience educational enrichment, see classmates again, and advance your career. There are numerous events designed to benefit alumni or to offer you an opportunity to help new students entering the field.

The Alumni Association kept up its busy pace this past year, offering several networking events (for alumni and current students) and career panels to connect job seekers with agencies or areas of interest. The association worked to respond to the continuing education needs of its members by providing several certificate programs and has designed a wellness retreat for social workers to be held this fall. Work was conducted with the Admissions Office to help recruit new social work students, and the annual dinner continued to bring people together to celebrate our profession and honor one of our own.

These activities will form the core of the work we do in the upcoming year, but we are always looking to improve upon them. If you have suggestions for the association, please let us know and get involved in the planning committees. All of our events are posted on the GSSW website, http://socialwork.bc.edu/alumni/ or you can contact the Alumni Board’s liaison at the School, Susan Callaghan, at callaghs@bc.edu or call 617-552-4055 for more details.

We were very pleased by the participation in last year’s events and look forward to another successful year. I hope you will all take advantage of the resources offered to you as graduates of the BCGSSW. You’ll find a great community of dedicated social workers who are eager to help fellow alumni.

—Susan Moriarty, MSW ’99, past GSSW Alumni Association President

TO POST AN UPDATE, EMAIL GSSWALUMNI@BC.EDU OR CALL 617-552-4020.
Godenzi Named President of National Deans Association

Godenzi, Dean Alberto Godenzi was elected president of the National Association of Deans and Directors of Schools of Social Work (NADD) and assumed his new role in June, succeeding Dean Katharine Briar-Lawson of the University at Albany School of Social Work. He will serve for three years.

“I am humbled and thrilled to work with such a distinguished group of leaders of social work programs,” Godenzi said. “The challenges ahead of social work education are tremendous, both in terms of our contribution to higher education and in regard to larger social problems. But with the amazing leadership talent across our schools, we are in a great position to seize many exciting opportunities.”

Educated at the University of Zurich, Godenzi came to BC in 2001 from the University of Fribourg and the directorship of its department of social work and social education are tremendous, both in terms of our contribution to higher education and in regard to larger social problems. But with the amazing leadership talent across our schools, we are in a great position to seize many exciting opportunities.”

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Educated at the University of Zurich, Godenzi came to BC in 2001 from the University of Fribourg and the directorship of its department of social work and social policy. He is the second NADD president from Boston College; the first was Dean June Gary Hupp, who served from 1986 to 1998.

NADD is a volunteer membership organization that advances effective leadership and innovation in education, research, and service and consists of more than 200 graduate programs in the U.S. and Canada.

Distinguished Alumni Award Goes to Kirkpatrick ’78

William J. Kirkpatrick ’78 won the Distinguished Alumni Award this year for his work as director of clinical social work for the Lifespan Academic Medical Center in Providence, RI, and for his fight to maintain one of the last remaining clinical social work departments in the region. The award is given annually to honor a graduate who has made a significant contribution to the practice of social work.

Kirkpatrick succeeded in his advocacy effort by being able to show the efficacy of traditional, clinical social work in a medical setting. Its importance was proven by the immediate and comprehensive response of his social work staff to the tragic Station nightclub fire in Rhode Island in 2003, in which 100 people died.

Kirkpatrick continues to teach on issues of patient rights, overcoming language barriers, end-of-life care, organ donation, and caring for patients, families, and communities during a crisis. His efforts to maintain the quality of care received by clients and provided by social workers have made him a distinguished graduate.

School of Social Work Jumps to 14th in Rankings

The Graduate School of Social Work leapt 10 places this year to 14th in the US News & World Report’s 2009 America’s Best Graduate Schools rankings. Previously, the GSSW was ranked 24th. The last time the GSSW enjoyed a rank of 14th was in 1997.

US News & World Report ranks social work programs solely on the basis of a peer assessment survey. Programs, therefore, work hard to excel in key areas such as scholarly publications, external research funding, innovative program offerings, student-to-faculty ratio, and endowment. Ultimately, what likely influences the rankings most are the overall reputation of the school and its host university and the school’s impact through achievements of faculty, staff, students, and alumni.

Dean Alberto Godenzi attributes much of the GSSW’s success to the community’s efforts to reassess its mission and implement a strategic plan that asserts its focus on key societal issues. “Our school community has shown itself to be committed to, and capable of, doing what needs to be done to keep the GSSW going forward,” he told the Boston College Chronicle when the rankings were announced last spring.

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Student Awards & Fellowships

MSW Program

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<tr>
<th>Name</th>
<th>Award Description</th>
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<tr>
<td>Andria Burton</td>
<td>Christine Smith Scholarship</td>
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<td>Gayla Melendez</td>
<td>Christine Smith Scholarship</td>
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<td>Jana Tarpinian</td>
<td>William Evrant Doctor Educational Award</td>
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PHD Program

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<tr>
<td>Jacqueline Dyer</td>
<td>CSWE (Council on Social Work Education)</td>
<td>Minority Fellowship</td>
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<td>Jessica Johnson</td>
<td>Hartford Doctoral Fellowship</td>
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<td>Jessica Johnson</td>
<td>Boston College University Research</td>
<td>Excellence Award</td>
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Graduate Student Association Awards

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<tr>
<td>Megan O’Brien</td>
<td>Contribution to Community Award</td>
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<tr>
<td>Adrienne Pisoni</td>
<td>Academic Achievement Award</td>
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<td>Heather Pisoni</td>
<td>GSSW School Award</td>
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Commencement Awards

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<td>M. Rita Walsh Memorial Award</td>
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Class of 2007 Post Degree Fellowships

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<tr>
<td>Erin Hoffman</td>
<td>Presidential Management Fellowship</td>
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<tr>
<td>Adrienne Pisoni</td>
<td>Harvard University Social Work Fellowship</td>
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<td>Catherine Tuttle</td>
<td>Harvard University Social Work Fellowship</td>
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GSSW Alumni Association Board Members 2008 – 2009

The mission of the GSSW Alumni Association is to represent Boston College Graduate School of Social Work alumni and to serve their needs and interests in order to foster their continuing commitment to, and involvement in, the activities and direction of the School, the social work profession, and the social welfare field. For more details and resources for alumni, visit www.bc.edu/gssw/alumni.

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Vice President

Cheryl Snyder, MSW ’83

Treasurer

Heidi Hart-Gorman, MSW/MBA ’03

Secretary

Lynda Ketcham, MSW ’92

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Audrey Boucher (McAllister), MSW ’83
Jennifer Breunis, MSW ’07
Mary Byrne, MSW ’55
Frank Cotter, MSW ’72
Kate Durante, MSW ’04
Liana Fantasia, MSW ’95
Andrea Gieryic, MSW ’00
Mike Gutierrez, MSW ’82
Susan Moriarty, MSW ’99
Kristena O’Hara, MSW ’04
Danielle Sutton, MSW ’01

BCGSSW COMMUNITY

COMMENCEMENT AWARDS

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<td>Catherine Solomon</td>
<td>M. Rita Walsh Memorial Award</td>
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CLASS OF 2007 POST DEGREE FELLOWSHIPS

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AWARDS & FELLOWSHIPS

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**Staff Comings & Goings**

**Dan Bairos** was hired in March as GSSW’s technology consultant. He is responsible for assisting faculty and staff with implementing and maintaining university hardware, software, and networking standards. Bairos brings seven years of experience at Boston College to his current position.

**Susan Callaghan** began in October ’07 as the School’s Director of Marketing and Communications. Susan worked for many years in the Boston College Office of Marketing and Communications. Most recently, she ran her own graphic design firm, serving many higher education clients. She has received a number of design awards for alumni magazines at Boston College and Boston College Law School.

**Christie Cohen** joined GSSW as its grant manager in May. She previously worked as the assistant director at the Cohen Center for Modern Jewish Studies at Brandeis University, where she managed budgets, personnel, and office administration. Cohen replaced **Sveta Emery**, who was promoted to associate dean of finance, research, and administration.

**Catherine Himmel** began at GSSW in July as the academic program assistant supporting faculty in the Health & Mental Health and Children Youth & Families concentrations. Himmel earned her BA in psychology and sociology from Wesleyan and will be pursuing a master’s of science in administrative studies at the Woods School of Advancing Studies.

**Dianne Kayala**, MS, joined the Center for the Study of Home and Community Life as the associate project director of the Cash and Counseling Consumer Direction Module Project, a software program designed to help manage personal care services for Medicaid beneficiaries. Before coming to GSSW in February, Kayala was the administrator of adult health and strategic planning in the Rhode Island Department of Human Services, Medicaid Division.

**Mirna Panameno**, LICSW, a BC alumna, became the newest field education specialist in February. Her responsibilities include agency recruitment, student placement, and advising. Panameno also is employed at the Boston Medical Center as a clinical social worker, where she provided outpatient therapy and case management and coordinated the child psychiatry Latino team.

**Buddy Rutzke** came to GSSW in April from BC’s Center for Corporate Citizenship. Rutzke serves as the information and program specialist for the Center for the Study of Home and Community Life Clearinghouse Project. He is responsible for administering the website for the national clearinghouse of technical assistance related to home and community-based services. Rutzke replaces **Brenda Vitale**, MSW, who after four years of service, was promoted in February to associate director for the clearinghouse project.

**Libby Sands** started as an academic program assistant supporting the Global Practice and Older Adults & Families concentrations last fall. Sands, who has a BA in Latin American studies from Brown and an MAT in secondary education from Boston College, has been a business owner and teacher at the secondary level.

**Jeannine Kremer**, MSW, LICSW, joined GSSW’s Hartford Doctoral Program in Geriatric Social Work as research associate. She has many years’ experience working in the criminal justice system in the areas of domestic violence and elder abuse.

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**Save the Date**

2009 GSSW ANNUAL ALUMNI DINNER

This annual event is open to all GSSW alumni near and far. It is a wonderful opportunity to network, earn CEUs, support our distinguished award winners, gather with your classmates, and enjoy a nice meal.

When: SATURDAY, MAY 2, 2009
Location: WALSH Function Room
Time: CEU presentation at 5:00 p.m.
Dinner at 6:00 p.m.
Cost: $25 dinner, $5 presentation

Consider planning a reunion with members of your class. We would be happy to reserve a table for your group. We hope to see you there.

Questions? Contact GSSW Alumni Association at gsswalumni@bc.edu or 617-552-4020.
RECEIVED REPORT ON GIVING

THANK YOU! Despite the economic climate again. We appreciate your generosity.
Your gifts mean more financial aid for our students and more optimism regarding the strength of the GSSW community. Every gift, large or small, benefits the future of social work.

We worked hard to make this list as accurate as possible; if your name or data is incorrectly listed or omitted, please accept our apologies and let us know so we can make a correction.

If you would like to make a gift, please visit www.bc.edu/gssw. Select “Make a Gift” and choose your gift to be designated to the School. Donations made after May 31, 2008 will be acknowledged next fall. If you like your gift to be designated to the School. Donations please accept our apologies and let us know so we can make a correction.

May Cassandra M. Costa, MSW ’68
Agnes Cox M. Carson, MSSW ’41
($5,000-$9,999) president’s circle

Joan Fallon Maher, BA ’71, MED
GSSW gifts:

...made after May 31, 2008 will be acknowledged next fall. If you like your gift to be designated to the School. Donations please accept our apologies and let us know so we can make a correction.

Clement E. Constantine, MSW ’48
...every gift, large or small, benefits the future of social work.

Kathleen M. Fay, MSW ’72

Robert M. Bellotti, MSW ’67
Michael P. Monaghan, MSW ’99

Edward A. Bonenfant, MSW ’62

† Peter D. Archey, MSW ’67

Sarah Alexander, MSW ’93

James C. Barker, MSW ’95

Linda Baltes, MSW ’83

Rev. Paul F. Bailey, MSW ’62

† Paul F. Bailey, MSW ’62

† = Deceased
we apologize that, because of a technical error, some donors from FY 2006 and FY 2007 were not included in the donor report published last fall. it is with much gratitude that we here acknowledge those generous contributors.

56th gasson society ($1000 and higher)
Mary Anne Lambert Lisack & David A. Lisack
Mark W. Holland ’71 & Jo Ann Hillard Holland NC ’75
Joseph C. Mahes Jr., Esq. ’71, JD ’75
Joan Fallon Maher ’71, MEd ’75
Gilead Sciences, Inc.

57th gasson society ($1000 and higher)
Neil Budnick ’76 & Anita Cobb ’76
Mark W. Holland ’71 & Jo Ann Hillard Holland NC ’75
Joseph C. Mahes Jr., Esq. ’71, JD ’75 & Joan Fallon Maher ’71, MEd ’75
Gilead Sciences, Inc.

John F. Wixler ’57, MBA ’72 & Jeanne MacDonald Wixler ’88, MSW ’94 *

* Planned Giving (D)Shaw Society

BCGSSW|DONORS

GSSW Recruitment Fair

The annual GSSW Recruitment Fair is one of the many services we offer our students and alumni through the GSSW Career Services Office. Close to 50 agencies from New England have in hiring our students and alumni.

The next Recruitment Fair will be held March 20, 2009. We welcome you to participate as an employer or job seeker.

About families CEDARR Center Advocates, Inc.
Arbour Counseling Services
Bay Cove Human Services
Behavioral Health Network
Big Brothers Big Sisters of Massachusetts Bay
Bridgework
Brookside Area Multi-Services, Inc.
CAB Health and Recovery Services
Child and Family Services of
Newport County
Children’s Friend and Family Services
Community Counseling of Bristol County
Community Healthlink
Community Resources for Justice
Comu Management Company, Inc.
Celtic Community Human Services, Inc.
Forensic Health Services
Gateway Healthcare, Inc., RI
Gould Farm-Boston Area Programs
Habor Health Services, Inc.
Health and Education Services
The Home for Little Wanderers

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GSSW assistant professors (l-r), René Olate, Stephanie Berzin, Tom Crea, and Margaret Lombe at the 2008 Commencement exercises.