“We need to invent ways to change our perspective continually and reconfigure our mindset quickly as new knowledge emerges.”

— Muhammad Yunus, Nobel Prize Winner 2006 —

Social Innovation
THE GSSW INTRODUCES NEW MACRO PROGRAM
THE POWER OF SOCIAL INNOVATION

BY DEAN ALBERTO GODENZI

A FEW MONTHS AGO, THE US GOVERNMENT PUBLISHED A strategy paper to reach the UN Millennium Goals (MDG): Celebrate, Innovate, and Sustain: Towards 2015 and Beyond. The report celebrates the progress made since the launch of the MDG in 2000 and recognizes that it will take sustainable and “historic development leaps” to reach objectives such as eradicating extreme poverty and hunger.

Innovation is at the heart of the government’s strategy. Its promise is to be a powerful, game-changing force multiplier, not just a technological tool. Innovation is key to fundamental changes—abroad and at home. Since seizing power, the Obama Administration has established a number of innovation-focused offices in various government agencies, the latest one called the Office of Social Innovation and Civic Participation (SICP), housed within the Domestic Policy Council. Its agenda is to support community-led, bottom-up solutions to social challenges.

SICP’s agenda sounds as if it were copied from a social work textbook. However, when you look at SICP’s staff, you will find the usual suspects: economists and public policy and business experts. This is not surprising given that social innovation and social entrepreneurship are taught, if at all, in management programs and schools of government. GSSW faculty Stephanie Berzin, in an upcoming article in the journal Social Work, confirms the absence of social work in the social entrepreneurship discourse. Our School has decided to address this void. As you will read in this magazine, Berzin and her GSSW colleague, Marcie Pitt-Catsouphes, developed a new vision for our macro practice focus and named it the Social Innovation and Leadership Program and Collaborative. This initiative will transform the GSSW once again as the School and local stakeholders jointly address the pressing issues of today and tomorrow with fresh ideas.

The magazine shows other striking examples of innovative initiatives that have been transforming the lives of vulnerable populations. For example, Andrea Cohen ’84, established HouseWorks, a pioneer organization in private home care, and Navyn Salem ’94, founded Edesia, an organization that saves children’s lives in Tanzania and other parts of the world. In addition, you will learn how GSSW faculty Tom Crea and Margaret Lombe devised research designs in cooperation with communities in Zimbabwe and Ghana.

To go with the theme of the government’s strategy report noted above, the GSSW has many things to celebrate. A great occasion to do so is coming up in 2011. On September 14, our School will kick off a year-long celebration of its 75th anniversary. I very much look forward to greeting the GSSW’s unique community of innovative and dedicated thinkers and shakers.
Having Their Say

The underserved deserve a voice

MUTHONI MURIU, director of the Regional Programs Department for Oxfam America, was one of the GSSW 2010 Commencement speakers. Educated in Kenya and in England, she moved to the US in 2006. We asked her to share something about her experience of humanitarian aid work, and her thoughts on emerging trends.

Q. How did you become involved in the field of humanitarian aid?
A. I started working with the NGO sector 20 years ago, with organizations in Nairobi, at first on a voluntary basis. Then I quit my corporate job to work full time for a very small NGO that provided information on policy issues for the water and sanitation sector in Africa.

Q. What did you learn from that grassroots work?
A. The first part of the work in Kenya was really interesting, because we were using a lot of participatory methodologies both in research and training. We worked with communities to help build capacity and develop their ability to ask critical questions of themselves and of the people who come up with policies and programs that affect them. That was very exciting and humbling work, because when you get researchers going into a community, there’s often an assumption that you’re researching people, as opposed to researching an issue with the community. That’s a completely different approach.

Q. How did those lessons translate into your later work in policy development at the regional and national levels?
A. The reality is that often the relationship between policy makers and populations is very paternalistic. The idea that populations should have a say in the type of services they’re getting, that there should be some integration of the wishes and cultural requirements of communities in a strategy, may be taken for granted sometimes, especially in the West, but it’s quite innovative in many developing countries, especially at the regional and national levels. I think things have moved pretty rapidly, and progress has been made. It pleases me when I hear younger civil society activists talk about some of these aspects of the work that they do as given, when at a certain point in time it was a constant uphill struggle.

Q. How is the accessibility of new technology affecting the delivery and evaluation of humanitarian aid and relief efforts?
A. More and more populations across the board, even in very poor places, are much more connected and aware. Humanitarian organizations have to really ask themselves questions about the impact and the quality of their response. We learned this from the 2004 tsunami in [South Asia], and we’re doing it again in Haiti. We’ve got real-time evaluations going on. We’re not waiting until the end of the emergency to evaluate. We have contracted researchers who will go in three weeks into a response and begin to track the indicators that show whether or not we’re making progress. The whole humanitarian field has become much more sophisticated in the last 20 years, and there is a lot more attention paid to the quality of the response. And the quality is not just a question of the technical quality. It’s how you’re involving the community, whether you’re disrupting local food markets, all that sort of thing, and monitoring it in real time so you’re not having to put in mitigating measures down the line.

Q. What do professional social workers bring to the humanitarian aid/relief field?
A. Part of what social workers do so well is understand context and link needs with possible solutions. They’re trained to look for opportunities and match them with needs, and as part of their training and their values, they bring a people-centered approach to every aspect of their work. They also understand the policy environment, and their academic discipline helps them build bridges from grassroots activism to higher-level solutions that translate into policy terms.

—JANE WHITEHEAD
School Initiative Has Measureable Impact

Students gain confidence in their understanding of diverse populations

A DIVERSITY INITIATIVE LAUNCHED AT THE GSSW four years ago and designed to engage the entire GSSW community in dialogue around a different theme each year is getting high marks from students—and the community at large—according to Professor Paul Kline, chair of the Diversity Task Force. “Our students are thinking more broadly and speaking more bravely about human diversity and social justice” he said, citing student surveys done in 2007 and 2010. “We are learning in very powerful ways that success in meeting our School’s ambitious diversity objectives is dependent on the entire community being involved—as teachers and learners together—in these ongoing conversations. It’s been a remarkable process for us over the past few years.”

Conceived in 2006 to make diversity an even more integral part of the GSSW culture and curriculum, the initiative examined race in 2007-2008, sexual orientation in 2008-2009, and immigration and refugees in 2009-2010. This year’s theme is poverty. Activities include a kickoff event for incoming students and faculty; an annual diversity retreat for faculty and staff; the Pinderhughes Lecture, named for Professor Emerita Elaine Pinderhughes; trainings; student-initiated and student-sponsored events; brown bags; and focused discussions in and out of the classroom.

Kline said that exploring a specific theme each academic year has been highly effective. “It immerses the entire GSSW community in studying, in depth, that aspect of the human condition and the challenges of empathic and effective social work practice with individuals and communities whose stories and experiences are different from our own,” he explained. “Also, we are finding that exploring together one specific theme triggers important simultaneous conversations and questions about other dimensions of human diversity.”

The approach provides a central vision around which all major diversity activities of the School revolve. Student organizations have become partners in the effort, co-creating programs in which members of the community teach and learn from one another and consider how to better serve the cause of justice. In a variety of ways, people in every part of the School are engaged, from alumni to administrators to faculty and staff in the academic, research, field education, and admissions offices.

The surveys conducted in 2007 and 2010 support Kline’s observations (see sidebar). For example, when asked if the GSSW encourages discussion about differences, the percentage of students who agreed or strongly agreed rose nearly 17 points, from 67.3 percent to 84.2 percent. An even bigger jump in satisfaction was with the GSSW’s commitment to diversity in the curriculum, which leapt 31 points to just over 85 percent. In several measures of whether students perceived discrimination within the community on the basis of race, gender, sexual orientation, or disabilities, the School received high scores for nondiscrimination.

Kline said the surveys also identified an area of diversity about which students feel uncertain and which therefore will likely be the theme for 2011-2012: spirituality.

—VICKI SANDERS

DIVERSITY SURVEY SHOWS ENCOURAGING PROGRESS

A Diversity Task Force survey, that spans the years the Diversity Initiative has been underway, indicates substantial progress in students’ understanding of and comfort level with matters of diversity. Here is a sampling of the questions and responses.

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<th>STRONGLY AGREE/AGREE (%)</th>
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<tr>
<td></td>
<td>2007</td>
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<tr>
<td>The GSSW encourages open discussion about issues of difference</td>
<td>67.3</td>
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<tr>
<td>In my classes, I feel free to speak up about diversity issues that are important to me</td>
<td>70.3</td>
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<tr>
<td>Outside of class, I feel free to speak on diversity issues</td>
<td>78.8</td>
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<td>The GSSW demonstrates a commitment to social justice</td>
<td>80.4</td>
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<td>The GSSW demonstrates a meaningful commitment to diversity in the curriculum</td>
<td>53.7</td>
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<td>The GSSW demonstrates a meaningful commitment to diversity in faculty</td>
<td>52.2</td>
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Sarah Wineland, MSW '10, chose social work as her major at Eastern Nazarene College in Quincy, Massachusetts, because of its broad applicability toward furthering her aspirations of service to those in need. Her undergraduate experience culminated in a three-month internship at CURE International Children’s Hospital in Uganda. “I love working with people and I wanted a solid education that would support any number of careers that involve empowering others,” she explains. “Traveling to several developing countries in high school and college gave me a passion and a calling to fight for social justice, especially in the international arena.”

Concentrating in global practice at the Graduate School of Social Work, Wineland sought a placement in Asia. Having spent semesters in Central America and Uganda, she wanted to experience another completely different culture and way of life. “It was much more intimidating than returning to a more familiar setting, but I wanted to be challenged and changed,” she explains.

Wineland interned at Cambodian Hope Organization (CHO) in Poipet, Cambodia, approximately one mile from the Thai border. Her major project was to help CHO evaluate its Safe House pilot project so that future Safe Houses would be more effective. She conducted a comprehensive program evaluation, interviewing the House parents, children, CHO staff, and community members. After researching, translating, interviewing, and compiling data, she presented her findings and recommendations to CHO leadership.

“The people I worked with were incredible,” Wineland says. “Many of them had moved to Poipet to work for CHO, and it is not a town that most people would choose to live in. Several had given up more lucrative careers to lend their expertise for the betterment of Poipet’s people. They were kind, giving, and open and took every opportunity to teach me Khmer and about their culture. It was very difficult to leave.”

Crediting Boston College with equipping her with a solid foundation of skills and knowledge, Wineland adds that the University also offered a network of experts to call upon when the going got tough. As a result of her internship, Wineland’s desire to serve others in an international setting has solidified.
so similar to a number of racially discriminating Border Patrol and Immigration and Customs Enforcement agents who so badly want them out of the United States and who treat them with such disdain.”

Darling participated in the Kino Border Initiative, led by four Jesuit priests on the US side of the border and three Mexican nuns on the Mexican side. The nuns run direct services, such as a comedor or soup kitchen as well as provide clothing and medical services through other agencies that use the comedor as their base of operations. They also operate a women’s shelter that can house up to 10 women and children. The Jesuits focus on advocacy and education, encouraging the involvement of church parishes, and volunteers and students who come to work and learn about border issues.

Darling helped with the comedor operations, organizing some of the systems that the agency uses to receive and disburse donations, and providing basic case management and counseling to individuals. She also implemented an intake survey, interviewing more than 2,000 participants, analyzing data, and developing a statistical report for the agency.

“The Global Practice Program really helped me to prepare for the kind of challenges I would face in terms of operating in a different culture,” Darling says of her education at Boston College. “I took a class in financial management that totally gave me a level of comfort utilizing Excel that I did not have and enabled me to really analyze and draw reports from the data I had collected. Furthermore, I think the diversity of the global cohort is amazing and, over the course of our time together, I learned a great deal from my counterparts.”

Intent on a career of service to others, Darling earned her bachelor’s degree in social work from Loyola University Chicago and studied abroad at Universidad Alberto Hurtado in Santiago, Chile. Following graduation, she worked for two years as a case manager at Connections for the Homeless in Chicago, which runs a drop-in shelter for approximately 40 people per day. Inspired and energized by this type of engagement, Darling admits she has learned so much from her clients that she hopes to enable them to realize their personal goals.

“I hope that as I move forward in my career I can continue advocating for present-day immigrants, especially those from Mexico and farther south in Latin America, who are searching for that same dream, a better life for their families.”

JOHANNESBURG, SOUTH AFRICA
Preventing mother-to-child HIV transmission

“The entire reason I chose Boston College—indeed, the entire reason I chose social work—was for the Global Practice Program,” says Katie Gaddini, MSW ’10. She is continuing her work at the Witkoppen Health and Welfare Center in South Africa through December.

Gaddini’s career path developed from a very deliberate and thoughtful journey. She graduated from Westmont College in Santa Barbara, California, with a major in sociology and minor in Spanish. She subsequently worked at an after-school program for girls and, later, as a counselor providing individual and group psychotherapy in English and Spanish at two elementary schools. Gaddini also volunteered for three months at a rehabilitation program in Peru for sexually abused children. Her experience there served as a trial run to see if international aid work appealed to her, and the resounding answer was “yes.” As she examined various graduate programs, she found social work with an international focus to be particularly compelling. Boston College’s Graduate School of Social Work was her top choice because “the Global Practice Program is by far the most developed in the country,” she explains.

Gaddini found her field placement at the Witkoppen Center challenging. The center houses a comprehensive medical and social welfare clinic serving approximately 500 patients daily. She had little prior knowledge about HIV/AIDS and was suddenly collabo-
rating with doctors and health professionals who have specialized in this area for years. She works with a variety of people from differing cultures, and has tackled several projects that have not only strengthened her skills, but have also launched new approaches to curbing the spread of HIV, especially to newborns.

Her initial project, to establish a postnatal clinic, has taken off and she is now in the process of fine-tuning the clinic from a programmatic standpoint as she also serves as its social worker. The clinic provides comprehensive services to mothers and their infants at one week, six weeks, and ten weeks post-partum, with a focus on preventing mother-to-child transmission of HIV.

Since this is the first of its kind in the Greater Johannesburg area (and one of the only postnatal programs in the entire country), the clinic has received much attention and has generated new opportunities. For example, Gaddini is coordinating a patient follow-up study with a local research hospital, and she has been asked to help establish another site for postnatal care through Right to Care, the organization that funds the clinic’s HIV program. It is hoped that the clinic will serve as a model for future programs throughout the country.

Gaddini is also collaborating with one of the clinic’s social workers to start a support group for HIV-positive mothers and is working with the clinic’s psychologist to develop a sexual violence prevention program.

The combined macro and clinical social work knowledge Gaddini gained from Boston College’s Graduate School of Social Work has been invaluable, she says.

“At this point, I feel I am gaining amazing experience and have been entrusted with a huge responsibility,” she says. “I am not sure what is next for me…but I am certain that the experience will provide me with the tools necessary to work in other international settings and compete in the very competitive field of international aid.”

Marie Noel sang a song of hope for Haiti at commencement.

HAITI INSPIRES GSSW COMMUNITY TO ACTION

WHEN GRADUATE MARIE NOEL STOOD UP AT COMMENCEMENT THIS SPRING TO SING, in Creole, a Haitian song of hope, student Bianca Sassine was by her side, translating the words into English.

“For the love that is growing in the hearts of all the children of Haiti…So that love may destroy our pain, alleluia. We are going to walk hand in hand, so that our country may stop dragging. This is a fight we can win, alleluia.”

The two women, together with Stacey Anglade, who delivered the diploma ceremony benediction, share a Haitian heritage. All have families that were deeply affected by the January 12 earthquake that devastated so much of their country.

Just as their message of faith was an inspiration to the graduation audience, so too was the fortitude of their countrymen and women an inspiration to the GSSW community at large.

In February, a meeting was held at the School to help educate the community about how it could get engaged in the country’s reconstruction efforts. Among the Haitian experts in attendance was Harry Dumay, a former GSSW associate dean.

In the months that followed, students, faculty, and alumni rallied to the cause with events and fundraisers that brought in nearly $3,500 for Haiti aid. The students initiated a festival featuring Haitian foods and merchandise, and raised more than $1,000 that was distributed through Partners in Health. The academic year ended with a t-shirt sale held in partnership with the BC Bookstore that raised close to $2,500 in a matter of weeks. The proceeds were sent to Catholic Relief Services to assist its relief and development initiatives in Haiti.

As the Haitian song sung at commencement so aptly put it, “The time has come, the time has come. Together, together we can do miracles. Alleluia for Haiti.” — VS

DID YOU KNOW?
That Graduate School of Social Work students contributed approximately 240,000 hours of community service last year over 700 agencies throughout New England.
Above: Men from the Manicaland Province in Zimbabwe wait at a designated village disbursement area for distributions from the cash transfer project.

Below: Citizens of Gbangbni, Ghana, hold a savings and internal lending meeting. The cash box in the middle contains the group’s financial assets.
Two projects in Africa reveal the value of collaborative research

Can a microfinance project in rural Ghana promote peaceful relations in villages torn by ethnic conflict? Can the lives of children orphaned by HIV/AIDS in Zimbabwe be improved by making cash aid to their families dependent on conditions imposed by the aid agency?

These questions are at the heart of a new collaboration between Boston College GSSW and Catholic Relief Services (CRS), the official international humanitarian agency of the Catholic community in the United States, headed by Ken Hackett ’68. After exploratory meetings with CRS management in April 2009, GSSW professors Margaret Lombe and Tom Crea contracted to provide research expertise to two major CRS projects in Africa. Here they share some lessons from their evaluations-in-progress.
Helping Communities Thrive in Ghana

We laughed and cried. Above all, we learned a lot,” said Margaret Lombe of her 10-day research trip to Ghana last May with research assistant and doctoral candidate Chrisann Newransky. Their visit marked the culmination of around 12 months’ discussion with CRS staff in the US and Ghana about an evaluation strategy for the Savings and Internal Lending Communities (SILC) pilot microfinance project, started in January 2008 in three districts of the Yendi Diocese in the north of the country.

A joint venture with CRS/Ghana’s Peace-building initiative, the project aims to improve the livelihoods of rural villagers by encouraging saving and lending among members of self-selected groups of 15 to 30 people, and to re-build a sense of community in areas long troubled by ethnic conflict. The groups meet weekly to contribute to a communal savings and loan fund. Collectively, they decide what money should be paid out for emergencies like serious illness, birth, or death in a member’s family, and which business proposals—for example, the purchase of a goat or chickens—deserve the group’s support. Anecdotal evidence collected by CRS suggested benefits to the communities beyond a rise in household assets, in terms of better relationships among different ethnic groups. Lombe’s research brief was to build a more granular picture of this “social capital,” that is, the aspects of community life that foster social cohesion and peaceful co-existence; to probe the factors that discouraged people from joining SILC groups, and to identify the challenges facing local program coordinators, and measure their effectiveness.

The centerpiece of Lombe’s research was a survey of 120 SILC participants, and 120 non-participants, in five villages. Her first task on arriving in Ghana in May was to participate in a day-long intensive training program for data collectors, eight male teachers from local schools, chosen for their fluency in the region’s three dialects. When Lombe questioned the use of male data collectors in a project in which women outnumber men (SILC’s direct beneficiaries include around 2,000 women and 1,000 men to date), she was told that the work, involving travel by motorbike between villages, was not considered appropriate for women. This, she said, was an early reminder to “let the local voice be louder than the research voice.”

Paying attention to the context and respecting local traditions are key in any collaborative research, said Lombe. “If you want a collaboration that’s going to be authentic, you’re giving up something,” she acknowledged, whether it is the ability to seek specific information or to select field workers. In their visits to five project sites, Lombe and Newransky learned that though the group members are mainly women, usually two of the three officials who run the elaborate, ritual security and accounting system whereby The Box (i.e., the strongbox containing the group’s money) is kept, are men. “It’s just the way society operates,” said Lombe, a native of Zambia who studied in Kenya before coming to the US, where she has kept a strong research focus on effective ways of serving impoverished communities.

While material assets are readily quantifiable, turning the abstract idea of “social capital” into measurable behaviors and perceptions is more problematic. By including questions such as: “Do you get advice or other information from your neighbors?” and “Would you watch your neighbor’s child?” in the survey, Lombe hopes to identify these “intangible assets.” Lombe and Newransky heard many stories of how SILC has empowered rural entrepreneurs to send their children to school, employ workers to maximize the yield from their plots of land, and, in one case, build a business selling ice made from boiled water in a region where safe drinking water is at a premium. They hope that when their data is analyzed—they aim to present a final report to CRS in November—their findings will bear out SILC’s potential for peace-building as well as income-boosting.
Building a Database in Zimbabwe

A s a former social worker in Georgia, and researcher on the foster-care system and adoption in the US, Tom Crea has spent years focusing on the needs of children at risk. Following the April 2009 exploratory meeting at CRS, he accepted a brief to design a “robust and user-friendly” management information system for a three-year Cash Transfer Project to serve orphans and vulnerable children stranded by the HIV/AIDS pandemic in Zimbabwe.

Funded by UNICEF and administered by CRS in partnership with the Diocese of Mutare, the Cash Transfer Project reaches more than 12,000 children in around 4,700 households in rural villages in Manicaland Province in eastern Zimbabwe, on the Mozambique border. The project aims to assess the relative impact of different types of aid: unconditional cash transfers, conditional cash transfers, and a basic package of agricultural support and parenting skills classes, all made available at 10 disbursement sites within easy reach of participants’ home villages.

Families randomly assigned to the group receiving conditional cash transfers must show compliance on four key measures that are assessed for all three groups: birth registrations, vaccinations, 90 percent school attendance, and monitoring of children’s growth. A family sheltering one dependent child receives $22 every other month, with a cap of $30 for a household with three or more eligible children. The study will show whether making cash aid conditional, which involves higher costs in terms of staff time, for home visits or spot checks at schools, for example, results in better outcomes for children than no-strings cash transfers. The group that receives no money, but help with farming and parenting, acts as a control.

Crea explained that his research is part of a larger picture, a data collection effort on the impact of HIV/AIDS in the region spearheaded since 1998 by a team of researchers from Imperial College, London, with support from the Biomedical Training and Research Institute (BTRI) of Zimbabwe. His task was to design, build, and field-test a database to track, analyze, and synthesize data from the Cash Transfer Project, and build local capacity to collect data. Working within this larger framework has substantial benefits, in terms of depth of data, but also challenged him to integrate many “different stakeholder perceptions and needs,” said Crea.

“My approach was trying to listen to people, figure out what they really needed, and give them the capacity to run with it on their own,” said Crea, who visited Harare last February to get feedback on his initial draft of the system from CRS staff and a researcher from the Imperial College team. He also visited field workers in Mutare, to find a format for information collection that would be easy to understand and yet allow for analysis of multiple levels of related data, and for the incorporation of data already collected in paper-based reports.

Back at Boston College, Crea spent six weeks refining his work in the light of what he learned in Zimbabwe. In May, he returned to train both field workers and their managers in input data, navigation and installation of the database, and report-writing based on the findings. Over five days of consulting and coaching with local project workers, he experienced the technical problems that bedevil data collection in rural areas with no reliable Internet access, and no foolproof way to connect machines remotely.

For Crea, the project offered “a unique opportunity to work directly with frontline workers, administrators, and researchers in the context of international development.” The project itself is “the first pilot project of conditional cash transfers in Africa,” following their successful use in several Latin American trials. As such, Crea said, the study has attracted interest in the larger community, among non-governmental organizations and even government agencies. By the end of this December, when the first round of number crunching yields results, Crea hopes that the international aid community will have a valuable new tool in its armory.

JANE WHITEHEAD

CREA’S PROJECT seeks to assess the relative impact of different types of aid: unconditional cash transfers, conditional cash transfers, and a basic package of agricultural support and parenting skills classes, all made available at 10 disbursement sites within easy reach of participants’ home villages.
In the entrepreneurial spirit, GSSW professors create a social innovation program that aims at nothing less than transformative social change.
IN BIG CITIES AND SMALL TOWNS, IN ESTABLISHED AGENCIES and risk-taking startups, in the field and the academy, a national movement is stirring, one with the potential to inspire transformative social change.

Broadly known as social innovation, this emerging area of endeavor encourages new ideas to solve intractable social problems. Over the past several decades, it has gained traction as the number of enterprising individuals and organizations doing such work has grown and their ranks have coalesced into a loose community of forward-looking thinkers and doers.

Increasingly, their impact on underserved populations has gained media attention and the backing of funders and other support groups. The trend has even received the imprimatur of the Obama administration, which established the Office of Social Innovation and Civic Participation and put the muscle of $50 million in public and $74 million in private money into a Social Innovation Fund to spur fresh approaches to longstanding social dilemmas.

The Boston College Graduate School of Social Work is taking a leadership role in this new social movement by establishing the Social Innovation and Leadership Program and Collaborative (SIL) under the direction of Professor Stephanie Berzin and Sloan Center on Aging and Work Director Marcie Pitt-Catsouphes. “Social innovation is a new paradigm about sustainable social change,” says Berzin. “The future success of social service agencies depends on the development of new approaches to solving social problems.”

It also depends on training tomorrow’s innovators. A recent Duke University study found that the social work field “needs new talent pipelines and development programs to prepare social entrepreneurs and their teams for the challenges of sustainability, scale, and the creation of new equilibriums.”

Itself a pathbreaking effort, SIL is the first comprehensive social work graduate program to train social workers to take their rightful place in an entrepreneurial movement heretofore dominated by business schools and schools of public policy. “Though the values and practices of social entrepreneurship are closely aligned with our profession, social work scholars and institutions have been less at the forefront of this movement than other disciplines,” Berzin explains in her paper, “Where is Social Work in the Social Entrepreneurship Movement?”

A recent PBS program, “The New Heroes,” talked about social entrepreneurship in expansive terms. “The job of a social entrepreneur is to recognize when a part of society is stuck and to provide new ways to get it unstuck,” PBS said. “Ultimately, social entrepreneurs are driven to

BY VICKI SANDERS
produce measurable impact by opening up new pathways for the marginalized and disadvantaged, and unlocking society’s full potential to effect social change.”

Berzin and Pitt-Catsouphes have taken the discussion one step further, defining social innovation as a paradigm that encompasses the range of new ideas and creative approaches people and organizations devise to tackle social problems. Under this umbrella, social entrepreneurship is one of many solutions that can result. “Entrepreneurship implies that a new agency or company is the solution. To be sure, some innovation has that result. However, innovation can also change existing agencies or inspire political and advocacy activities that bring about social justice,” Berzin says.

While the social work community prepares to participate more fully in the development of the social innovation field, social innovators themselves have been busy making things happen. The best of their ideas exemplifies characteristics of what Pitt-Catsouphes calls the “social innovation triple bottom line: innovation, sustainability, and social justice.”

Past examples famously include Muhammad Yunus, whose concept of microcredit enabled poor Bangladeshis to get small loans through his Grameen bank and spawned a global network that has made untold thousands economically self-sufficient. Ashoka founder Bill Drayton, arguably the father of the modern concept of social entrepreneurship, crystallized the notion when he said, “Social entrepreneurs are not content to give a fish or teach how to fish. They will not rest until they have revolutionized the fishing industry.” Ashoka searches the globe for citizen entrepreneurs and provides the support they need to succeed. Closer to home, there is the venture philanthropy firm New Profit, in Cambridge, a pioneer in funding promising social enterprises, and Boston Rising, a grantmaking organization that backs novel ideas that fight poverty.

Innovation, of course, is not the sole province of independent visionaries. Increasingly, established organizations are recognizing and encouraging out-of-the-box ideas developed within. Examples are near at hand, at agencies with which the GSSW has collaborated and placed students. The Home for Little Wanderers in Massachusetts, for instance, was one of only three organizations nationwide to establish a group residence for at-risk gay, lesbian, bisexual, and transgender youth, and it had to make up all its own rules as it pioneered the project. “It was a new thought to put these kids all in one house when all of them were in transition,” says Joan Wallace-Benjamin, president and CEO. About seven years ago, Catholic Charities took the novel idea of simultaneously teaching English and medical skills to immigrants and turned it into a successful career path for nursing assistants.

Tiziana Dearing, immediate past president of Catholic Charities Boston and now CEO of Boston Rising, believes that with demand for services going up and dollars going down a brand of program innovation she calls leveraging is also growing in popularity. “It’s all about bringing groups together to leverage dollars, access, all kinds of things,” she says, pointing to the Safe City Initiative, a summer program for inner city youth, and the Boston Op-
Andrea Cohen, MSW ’84, was already experienced in the world of professional eldercare when her own parents got sick. Seven years out of graduate school, she had been the program director at Somerville-Cambridge Elder Services for more than half a decade, and had just founded Elderlink, a non-profit direct service organization serving lower-income seniors. “Here I was arranging care for my parents so they could stay in their home, and with all I knew about the field, I still couldn’t do it,” she said, listing their needs one-by-one until she ran out of fingers: transportation, medication, daily household chores, home modification... “I knew there had to be easier ways to keep seniors in their own homes.”

This goal has become Cohen’s life’s passion and days’ work. Born in Summit, New Jersey, to two parents over the age of 40, Cohen has wanted to work with seniors for as long as she can remember. “My parents used to joke they’d be my first clients,” she said. Indeed, Cohen arranged home care for them for about half a year; they passed away within a few months of each other in 1991.

After working in eldercare for more than 15 years, in 1998, she co-founded HouseWorks, a Newton-Massachusetts-based private-pay company dedicated to helping seniors age in place. By providing everything from hourly to live-in home care, medication assistance, and companionship, as well as basic home modification services—building wheelchair ramps, installing grab bars in the shower, moving a bedroom to the first floor—HouseWorks has been a pioneer in private home care. As the company’s CEO, Cohen has overseen its growth from a small service organization in Massachusetts to one of the largest of its kind in the country. Now a nearly $16 million company with more than 500 associates, HouseWorks opened a second office in 2008 in Bethesda, Maryland, serving the greater Washington, DC, area.

“This is a business that relies on perceiving the needs of others, on relationship building... and in the macro sense, on changing the way the world works.” Andrea Cohen, MSW ’84

Still, she said at a GSSW Alumni Association event last March when she received its Distinguished Alumna of the Year award, she had gotten no business education: “I was trained as a social worker. Running a business was not on my radar screen.” She accomplished with sheer determination what GSSW students participating in the Social Innovation and Leadership curriculum will be able to do with their entrepreneurial training. Those new skills, she predicts, “will open up whole new possibilities.”

Her own long-term vision is to change the way people age, “to effect a paradigm shift,” she says. Today, 13 percent of Americans are over the age of 65, but according to 2008 US Census Bureau projections, by 2030, that figure will jump to 20 percent. By 2050, 89 million Americans will have aged into that bracket. “People are looking at how their parents struggled, and they’re saying they want to age differently,” said Cohen. “They know where and how they want to grow old; we’re giving them a way to do it.”
children to health in four to six weeks, Salem sought the means to manufacture the therapeutic supplements in Tanzania. The idea was not only to feed Tanzanian kids, but also to create jobs, support local farmers, and provide direct distribution of the sachet-like packets throughout the East Africa region.

That’s when things started getting complicated. That’s also when Salem’s entrepreneurial penchant for problem-solving really kicked into gear.

The biggest challenge, and the one that completely changed the direction of her company, were US humanitarian aid policies. In an article about Edesia in Newsweek last March, writer Katie Paul explained it this way: “Statutes in the US farm bill require that food-aid money be spent on food grown in the US, while at least half of it must be packaged in the US, and most of it must be transported by US shippers...Digging into the regulations, Salem realized that the US farm bill restrictions meant [some] NGOs that contract with USAID wouldn’t be able to use the food her Tanzanian factory would produce.”

Facing this bureaucratic behemoth, Salem found a novel way to work with the bureaucracy. Her revised strategy was to set up a factory in her home state of Rhode Island, which met criteria for US-based raw materials, production, and shipping. In January, a few months before she opened the Edesia plant in March, the US Agency for International Development granted her $2 million to produce 300 metric tons—that’s more than 15 million daily doses—of Nutributter®, a preventive supplement that promotes healthy growth and development, in 2010. Plans for the Tanzania plant were not lost in the shuffle; it is on track to make supplements to be sold locally.

Salem’s nimble thinking also meant that Edesia is in a position to respond to humanitarian crises elsewhere. Last summer alone, the company sent 3.6 million packets of Supplementary Plumpy® through the World Food Programme to treat 60,000 malnourished people in Haiti.

Every day, new crises—as big as a two-week US Customs hold-up of a major shipment, as small as a delayed fire inspection permit—land in Salem’s lap. She confronts them with relish. “It’s my favorite task. My colleagues know: Just throw all the problems on Navyn’s desk, she’ll figure it out.”

Salem says the reward for her efforts is immeasurable. She recalled meeting a mother and child during a trip to Tanzania. The girl’s eyes were closed and she was lifeless; the mother was in despair. “A couple of months later I got a report back that Plumpy’nut® had worked and the daughter was up and running around,” Salem said. “Even that one story is enough to keep me going. Saving one child is enough.”

Navyn Salem’s company, Edesia, was featured in a September article in the New York Times Magazine.
Opportunity Agenda, a cradle-to-college educational pipeline. Though different in scope and purpose, both projects required collaborations among various agencies, interest groups, and funders that enabled a scale of operation not possible otherwise, she says.

Observing that business schools and their graduates receive the bulk of the recognition for social entrepreneurship and that no other MSW programs offer a comprehensive curriculum in the discipline, the School has prepared the Social Innovation and Leadership Program and Collaborative to launch in 2011.

The aim, say the co-directors, is twofold. The program side will focus on the training of the students while the collaborative side will redefine the GSSW’s partnerships beyond the School community.

The School will engage leaders-in-training in courses that support innovation, provide experiential learning opportunities at human service organizations and in the GSSW Lab, offer awards for innovative proposals, and devise specialized training for practitioners who supervise students. “The program offers multiple opportunities to integrate field and coursework to foster creative problem-solving within these settings,” Berzin explains. “Students are prepared to develop innovative solutions to social problems, lead human service organizations that foster these solutions, and mobilize strategic partners, political resources, and community resources to initiate and sustain social change.”

The SIL will enhance social work’s reputation in the field going forward through its collaboration side. The Social Innovation Lab is a training and research partnership between the GSSW and social service agencies and nonprofit organizations. Pitt-Catsouphes says that each year, four to eight organizations are accepted into a lab “class.” A select team from an agency receives intensive training in cultivating and sharing ideas. In addition, leaders from the agencies interact with their peers from other agencies in a process that allows them to test good ideas before a broader, objective audience. “We are teaching people how to trust their creativity and how to promote an organizational culture that encourages brainstorming, risk-taking, and collaboration,” Pitt-Catsouphes explains. “But, as a laboratory, we are also providing important evidence-based research. This information will help practitioners to invent and sustain solution-focused responses to a range of social problems.”

Going forward, the Social Innovation and Leadership Program and Collaborative will establish a social innovation journal, crucial to instigating scholarship in the field, and an annual social innovation conference. Pitt-Catsouphes says the conference will foster the exchange of research findings, showcase examples of social innovation, support a learning community, and provide resources for practice. Through the presentation of a proposed social innovation legacy award, the conference will honor organizations or their leaders for projects in the vanguard of social change. Funding permitting, a social innovation leaders development award will bring with it venture capital for the best student proposals, possibly beginning in 2013, when the first cohort of students are in their second year.

The awards will provide another seminal function. “The award projects contribute to the articulation of standards of excellence for social innovation,” Pitt-Catsouphes explains. “Practitioners and scholars alike are starting to grapple with questions about appropriate metrics.” The awards are a provocation to find the answers. They tease out discussion of such issues as whether small change can produce transformative results, whether there is a timeframe for sustainability, and what are the best indicators of gains in social justice or reductions in inequities.

The GSSW is launching the Social Innovation and Leadership Program and Collaborative at an opportune place and time. Boston is known as a center of innovation, and the success of SIL could position Boston College as a leader in social innovation. Furthermore, says Dean Alberto Godenzi, “so many of the systems and programs set up over the last decades have failed to solve society’s most stubborn problems. We simply must find new solutions to social injustice and inequality, and we must do it now.”
The day-long event on campus, attended by more than 70 people, featured 8 papers and 22 posters by doctoral students from the GSSW, Lynch School of Education, and Connell School of Nursing.

"Today’s doctoral students are tomorrow’s faculty,” said Ahearn Professor of Social Work James Lubben, director of the GSSW doctoral program. “They will experience a world of scholarship that is increasingly multidisciplinary in focus and research methodologies. Thus it is fitting that we create opportunities to showcase the research being conducted by our doctoral students and point out commonalities of interest and concern across disciplines and professional schools.

“Further, this unique conference enhances our doctoral students’ ability to form useful connections with faculty and students in other disciplines and professions thereby enhancing their own doctoral program.”

Monica Adhiambo Onyango, who recently earned her doctorate from the Connell School and now teaches at the Boston University School of Public Health, gave the keynote address, “Women’s Health Issues in the Post War Context of South Sudan.”

The conference is part of a Boston College strategic plan to enhance interdisciplinary cooperation and increase global focus university-wide. The second annual Multidisciplinary PhD Research Development Day is being planned for next spring.
A Curriculum Reform Makes Room for New Ideas

"Five electives, flexibility respond to changing field"

The pace of change is quickening worldwide, and the field of social work is accelerating with it. Flexible curriculum reform is one way that the GSSW is responding to this new age of growing demand for novel solutions and more effective social services. “Everything we’re doing is about being responsive to new knowledge,” says MSW Program Director and Associate Dean Tom Walsh. “We want to provide the latest information to students. By tapping into our faculty’s expertise, designing new courses quickly, and then changing things up, we’re giving students what they need to practice.”

To that end, the Structural Flexibility Committee is implementing a five-elective curriculum plan that adds two electives to the existing three for both clinical and macro students and encompasses all fields-of-practice concentrations: Children, Youth, and Families; Health and Mental Health; Older Adults and Families; and Global Practice.

Walsh says that the change is helpful on several levels. It means students get more variety in their course selection. They are allowed an elective in their first year, with the result that some courses can be offered every other year. It also means each concentration can readily add and subtract optional courses as real-world situations dictate. Dual-degree students, who previously had no elective options, will now be eligible to take two electives. And the Program Evaluation class has been moved to the final semester of the two-year program, giving students time during their fall semester field work to prepare for the course.

In addition, more electives enable the scheduling of courses at times convenient for students. By incorporating intensive, short-term courses, the GSSW provides the flexibility to take, the traumatic victimization class either twice a week for four weeks or over the span of three weekends.

Implementation of the new curriculum is on track to be introduced in the fall of 2011.

—VICKI SANDERS
GRANT AWARDS 2009–2010

STEPHANIE BERZIN
- Evan B. Donaldson Foundation
  “Overcoming Barriers to Permanency for Older Youth in Foster Care”
  $7,000

JUDI CASEY
- Alfred P. Sloan Foundation
  “Sloan Work-Family Network—Year 3 of 3”
  $501,302 ($1,487,664)
- Alfred P. Sloan Foundation
  “Business Planning Resources”
  $30,000

TOM CREA
- Greek Orthodox Archdiocese of America
  “The Orthodox Family in America at Home and in Church: A Study of Families in the Greek Orthodox Archdiocese of America”
  $15,000
- Dave Thomas Foundation for Adoption
  “SAFE and Child Specific Recruitment”
  $8,665 ($31,164)

JACQUELYN JAMES
- Institute for Intercultural Studies
  “Engaged as We Age”
  $29,962

KAREN KAYSER/PHILIP HIGGINS
- The American Cancer Society
  “Training Grant in Oncology Social Work”
  $20,000 ($40,000)

VINCE LYNCH
- City of Denver
  “22nd Annual National Social Work and HIV/AIDS Conference”
  $5,000
- Gilead Sciences, Inc.
  “22nd Annual National Social Work and HIV/AIDS Conference”
  $25,000

KEVIN MAHONEY
- DHHS
  “Cash & Counseling: Next Steps—Supplement”
  $59,998 ($1,199,899)
- Robert Wood Johnson Foundation
  “Self Direction/Cash & Counseling Research and Technical Assistance Center—Year 2 of 4”
  $980,136 ($4,751,055)
- The Administration on Aging
  “Cash & Counseling: Sustainable Paradigm for Service Delivery—Year 2 of 3”
  $399,444 ($1,104,723)
- Atlantic Philanthropies
  “National Center for Consumer Direction—Year 2 of 3”
  $791,421 ($3,500,000)

MARCIE PITT-CATSOPHES/MELISSA BROWN
- The Gerontological Society of America
  “Hartford Doctoral Fellowship”
  $25,000 ($50,000)

MARCIE PITT-CATSOPHES/CHRISTINA COSTA
- The Gerontological Society of America
  “Hartford Doctoral Fellows Program—Year 1 of 1”
  $25,000 ($50,000)

MARCIE PITT-CATSOPHES
- The Alfred P. Sloan Foundation
  “The Sloan Center on Aging & Work; Workplace Flexibility and the 21st Century Multi-Generational Workforce”
  $1,065,901 ($3,561,685)
- The Alfred P. Sloan Foundation
  “The Sloan Center on Aging & Work; Workplace Flexibility and the 21st Century Multi-Generational Workforce”
  $273,354 ($3,561,685)
- Metlife Mature Market Institute
  “Health & Well-Being Across Ages: Global Issues-Local Solutions”
  $50,000

GSSW–SPONSORED PROGRAM FUNDING FY03–FY10
(dollars in thousands)
FACULTY PUBLICATIONS

Here are highlights from among the many accomplishments of the full-time faculty in the 2009-2010 academic year.


O’Hare, T., & Sherrer, M. V. (2009). Impact of the most frequently reported traumatic events on community mental health clients. Journal of Human Behavior in the Social Environment, 19, 186-195.


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

— SH

Scholars bring expertise in neuroscience and families to GSSW

JESSICA BLACK, a Stanford-trained educational psychologist and neuroscientist, has joined the faculty as an Assistant Professor in the Children, Youth, and Families concentration.

Black earned her PhD in Educational Psychology from the School of Education at Stanford and completed post-doc training in Education and Developmental Neuroscience in the Center for Interdisciplinary Brain Sciences Research (CIBSR) at Stanford University Medical School. Her research interests include achievement motivation, dyslexia and special education, and child and adolescent development.

The project manager on CIBSR’s Reading Brain Study, Black led a novel undertaking that combined standard measures of cognition and achievement with functional magnetic resonance imaging and near-infrared spectroscopy to predict reading outcomes of kindergartners (half with family history of developmental dyslexia) at the end of first and third grades. Her work resulted in a published paper, two manuscripts, and 12 conference presentations.

She also designed Introduction to Education Neuroscience, a first-of-its kind course proposed for Stanford University School of Education students. Her cross-discipline experience promises to deepen GSSW students’ understanding of the “bio-part” of the bio-psycho-social assessment in social work.

LINNIE GREEN WRIGHT, a community-based researcher with expertise in early childhood intervention, has been hired as an Assistant Professor in the Children, Youth and Families concentration.

Green Wright earned her PhD from the School Psychology Program at New York University’s Steinhardt School of Culture, Education, and Human Development. She began her academic career at a Head Start program that served mothers with substance abuse and psychiatric disorders and their young children. The work culminated in her receiving an NIH grant to develop and implement the Mommy and Me Play Program, an innovative initiative that teaches young mothers positive play skills to improve children’s social and emotional well-being. She intends to pilot this intervention program with Boston families while continuing her collaboration with partner communities and agencies in New York.

Most recently, Green Wright was project manager for PEARLS, a NIH-funded study that focuses on how black families foster the social and academic success of children in low-income communities. She plans to further investigate the influence of parent interaction, social support networks, and community involvement on young children’s successful transition to elementary school.

— SH
MAKING CONNECTIONS

SEPTEMBER USHERED IN A NEW ACADEMIC year and renewed activity for the GSSW Alumni Association. If you feel like you have lost touch with the School since graduation, participating in Alumni Association activities is a great way to get reconnected, network with classmates, and meet students. There are numerous events designed to benefit alumni or enable you to help students entering the field.

The Alumni Association kept up a busy pace this past year, offering several networking events, a career day (for alumni and current students), and mock interviews for final-year students. The association also responded to members’ continuing education needs with several CEU programs. We worked with the Admissions Office to recruit new students and brought people together to celebrate our profession and honor our distinguished alumni at the annual alumni event.

Such activities will form the core of our work in the upcoming year, but we are always looking to improve our program. This past spring the Alumni Board sponsored a Clean Sweep event, collecting student items for local shelters. Last fall, alumni participated in the Boston Walk to Cure Diabetes and gathered to cheer on the BC Eagles against Maryland in our first organized GSSW football event. We are also excited to begin planning events to celebrate the GSSW’s 75th anniversary next year. A day-long event on September 14, 2011, will start the year’s festivities.

If you have suggestions for the association, please let us know or get involved in the planning committees. Our events are posted on the GSSW website, www.bc.edu/gssw, or you can contact the Alumni Board’s liaison at the School, Susan Callaghan, at callaghs@bc.edu or call 617-552-6234 for more details.

I hope you will take advantage of the resources offered to you as graduates of the GSSW. You’ll find a great community of dedicated social workers eager to help fellow alumni.

— ANITA RILEY, MSW ’98
GSSW Alumni Association President

SAVE THE DATES

We encourage you to check our website at www.bc.edu/gssw to keep informed about upcoming 75th Anniversary plans, alumni events, and CEU course offerings.

GSSW 75th Anniversary
September 14, 2011
Watch for event details on our website.

Alumni Networking Event
November 18, 2010
6:00-7:30 p.m., Campion Hall, Rm. 139
RSVP by November 4 to gsswcareerservices@bc.edu.
Students and alumni come together to talk about their career interests.

23rd Annual National Conference on Social Work and HIV/AIDS
May 26-29, 2011
Atlanta, GA
See details on our website at http://www.bc.edu/schools/gssw/academics/ce/conferences.html.

Continuing Education
To view course offerings for 2010-2011, visit http://www.bc.edu/schools/gssw/academics/ce.html.

Questions?
Contact the GSSW Alumni Association at gsswalumni@bc.edu or 617-552-4020.

GSSW ALUMNI ASSOCIATION BOARD MEMBERS 2009 - 2010

The board strives to recruit alumni to achieve representation across many categories, including class years, clinical and macro specialties, MSW and PhD degrees, and professional concentrations that correspond to the current curriculum, those being Children, Youth, and Families, Health and Mental Health, Global Practice, and Older Adults. Board Members are elected for up to three-year terms, with one-third of the board elected annually. Elections for open board and officer slots are planned for October.

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Anita Riley, MSW 1998, Clinical

VICE PRESIDENT
Liana Fantasia, MSW 1993, Clinical

SECRETARY
Jessica Bedney, MSW 2008, Macro

TREASURER
Danielle Sutton, MSW 2001, Clinical

BOARD MEMBERS
Lisa Bello, MSW 1997, Clinical
Jennifer Breneisen, MSW 2007, Clinical
Scune Carrington, MSW 2009, Clinical
Gary Dauer, MSW 1982, Macro
Jeanette Forgey, MSW 2007, Macro
Corey Gabowitz, MSW 1998, Clinical
Andrea Gieryczc, MSW 2000, Clinical
Emily Greising, MSW 2007, Macro
Mike Gutierrez, MSW 1982, Macro
Patrick McCabe, MSW 2003, Macro
Kimberly McManama O’Brien, MSW 2005, Clinical
Susan Moriarty, MSW 1999, Macro
Cheryl Snyder, MSW 1983, Macro

ALUMNI NEWS

TO POST AN UPDATE, EMAIL GSSWALUMNI@BC.EDU OR CALL 617-552-4020.

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REMEMBERING
DOROTHY BAKER

GSSW LOST ONE OF ITS MOST DISTINGUISHED alumnae when Dorothy Baker, DHM, died at age 90 in January.

After earning her MSW in 1945, Baker joined the religious order, the Society of the Daughters of the Heart of Mary. In 1958, her superiors asked her to travel to India to serve as a consultant to a new school of social work affiliated with Bombay University. Soon after, she was appointed its director, a position she held for more than 25 years.

While serving in this administrative capacity, she simultaneously earned her PhD in Sociology from Bombay University, where she later taught courses in social change theories and philosophy in social work as a professor. After becoming re-acclimated to American life in 1984, she was named Superior of the St. Paul Community and President of Nardin Academy in Buffalo, New York.

During the later stage of her life, she accomplished some of her most cherished work, initiating the Children’s Fund for the School for the Deaf, a cause she promoted until well past her retirement from the board.

Boston College has twice recognized Baker for her leadership, vision, and service to the disadvantaged. She received an honorary degree from the University in 1979, and her achievements were celebrated at the 2005 GSSW graduation ceremony. We once again pay tribute to her extraordinary life’s work.

— SH

NEWS NOTES

ALICIA MOOLTREY, MSW ’11, was honored with a Boston Neighborhood Fellows Award in February. The honor is given annually to six individuals who are making a difference in their community through unusual creativity, vision, and initiative. The Philanthropic Initiative designed this program for an anonymous donor who wanted to recognize unsung heroes and remind others that hope and possibility exist. Mooltrey works with the Dudley Street Neighborhood Initiative and GOTCHA, a youth employment program.

ANDREA COHEN, MSW ’84, received the 2010 Distinguished Alumni Award at the annual GSSW Alumni Association ceremony in March. Cohen is co-founder and CEO of HouseWorks, a Newton-based private home care company (see story page 13).

ROBBIE TOURSE received the Lifetime Achievement Award in April from the MA Chapter of NASW. Tourse was an administrator and faculty member at GSSW from 1980–2006. She currently serves as an Adjunct Faculty at Simmons College School of Social Work. At the same ceremony, MICHELLE BUTMAN, MSW ’07, received the Greatest Contribution by a Social Worker with Less than Five Years Post-Degree Experience Award. Butman is a program coordinator at TRACS, Transition Resources and Community Supports, a program of South Shore Mental Health.

A Royal Visit

PRINCESS MUNA AL HUSSEIN OF JORDAN VISITED BOSTON COLLEGE LAST JUNE to discuss how her country’s mental health services might benefit from American practice models, as well as potential Jordan-US academic and professional collaborations.

GSSW alumna Cindy Dempsey, MSW ’96, who has connections to Jordan’s royal family, played a key role in arranging the visit to BC.

Princess Muna, along with Jordanian Nursing Council Board Member Hania Dawani, gave a presentation in Burns Library to a select group of Boston College and Massachusetts mental health experts that included Marylou Sudders, president and CEO of Massachusetts Society for the Prevention of Cruelty to Children and an adjunct GSSW faculty member, Connell School of Nursing Associate Dean for Research Barbara Wolfe, and Massachusetts Department of Mental Health Commissioner Barbara Leadholm.

University President William P. Leahy, SJ, gave a formal welcome to Princess Muna and her delegation. BC representatives said the event constituted a promising start for future exchanges on Jordan’s mental health field.

Princess Muna Al Hussein, in white, and her Nursing Council colleague Hania Dawani were welcomed to BC by Dean Alberto Godenzi, left, and President William P. Leahy.
WELCOME ADDITIONS

SCUNE CARRINGTON, MSW ’10, became GSSW’s Grant Manager in August. She previously worked at the Harvard Smithsonian Center for Astrophysics as a research administrator. She is a member of the GSSW Alumni Association Board. Carrington replaces CHRISTIE COHEN, who became Grant Proposal and Award Administrator at GSSW’s National Resource Center for Participant-Directed Services (NRCPDS).

MOLLY HURT joined the NRCPDS as its Membership and Innovations Program Specialist in June. Hurt concentrated in Older Adults and Families at GSSW, where she recently earned her MSW. Her professional experience includes an internship at the Alzheimer’s Association, where she developed materials to support families coping with the disease.

EILEEN IHRIG was named Director of International last March, replacing PENNY ALEXANDER (see below). Ihrig has more than ten years of experience working with displaced persons and refugees in post-conflict situations in Eastern Europe, Russia, and Central and South Asia. Most recently, she was Director of International Programs at Tulane University School of Social Work.

JE’LESIA JONES joined the Sloan Center for Aging and Work last November as Editorial Assistant. Previously, she was a press secretary for the Commonwealth of Massachusetts under three governors. In addition to writing for the National Broadcasting Company and Public Broadcasting Service, she has been a freelancer for the Wellesley Townsman since 1989.

MARY QUIRK was hired as the Administrative Assistant to the Director of the NRCPDS in August 2009. Quirk previously worked for BC’s Bureau of Conferences, the Alumni Association, and the Carroll School of Management’s Center for Corporate Citizenship.

MARY ZIDER became an Admissions Assistant last January. Zider graduated from the Lynch School of Education with a BA in human development and was an office manager at Beaver Country Day School in Chestnut Hill before joining the GSSW.

ON THE MOVE

Congratulations to the following staff on their new titles and promotions:

KAREN DOHERTY, Director of Finance and Administration, Sloan Center for Aging and Work (CAW)

JACKIE JAMES, Director of Research, CAW

DIANNE KAYALA, Director, New Initiatives, NRCPDS

PATTI KRUSZ, Fiscal Specialist, NRCPDS

TAY McNAMARA, Senior Research Associate, CAW

CHRISTINA MATZ-COSTA, Associate Director of Secondary Analysis, CAW

CHAD MINNICH, Associate Director of Marketing and Communications, CAW

CASEY SANDERS, Assistant Director, Training, NRCPDS

KRISTIN SIMON, Director, Finance and Administration, NRCPDS

CINDY SNELL, Director of Career Services, GSSW

BRENDA VITALE, Assistant Director for Academic and Student Services, Doctoral Program. (She remains as Associate Project Director of HCBS.org, the Clearinghouse for Home and Community Based Services.)

FOND FAREWELLS

PENNY ALEXANDER departed GSSW after four years of overseeing and coordinating the international and part-time programs. She is employed by the Jesuit Refugee Service in South Africa as the Regional Programmes/HR Officer for the Southern Africa Region.

KAREN CORDAY resigned as Information Specialist at the Sloan Work and Family Network (SWFN) to become Data Curator at Harvard Medical School.

JEN LAWLESS joined Kalido.com as Internet Marketing Manager. She was the graphic designer at SWFN.

RYAN “BUDDY” RUTZKE, consumer direction module technology manager at the NRCPDS, has left to attend law school at the University of Washington.

LIBBY SANDS is attending the Lynch School of Education to earn a certificate of advanced educational scholarship in educational administration and school leadership. She was the program assistant for the Global Practice and Older Adults and Families concentrations.

JULIE WEBER left her position as Policy Specialist at SWFN to move to Virginia with her family.
REPORT ON GIVING

THANK YOU

The GSSW community has again been very generous in its support of the School. Every gift, large or small, directly benefits our students, programs, and the future of social work. Donations to the annual fund come directly to the GSSW and provide the flexible discretionary funds necessary to provide the best educational environment possible. Other donors on this list have chosen to support specific fellowships, research funds, or student support funds that also have a direct impact on the School.

To make a gift, visit www.bc.edu/friends/give.html and select “GSSW” from the dropdown menu to designate it to the School. Donations made after May 31, 2010, will be acknowledged in this magazine next fall. If you need to report an error or omission, please call Steve Witkowski at 617-552-4962.
As part of last year’s diversity series on “Refugees and Immigrants,” the Graduate School of Social Work and the Center for Human Rights and International Justice co-sponsored the “Man on Fire” exhibition of images and words honoring the legacy of Father Pedro Arrupe, the founder of the Jesuit Refugee Service. This powerful exhibit offered a window into the experiences of displaced people.
Mary Elizabeth M. Durkin, MSW ‘82
Mary emphasis, MSW ‘73
Michael R. McIntyre, MSW ‘80
Carmen M. McNamara, BS ‘63
Keith McPhil, BS ‘77
Emily S. Medina, MSW ‘98
Carmen M. Mercer, MSW ‘71
Lel Margaret S. Merritt, BA ‘95
Linda K. Mertz, MSW ‘90
John M. Mimoso, MSW ‘89
Kristina S. Missbach, MSW ‘09
E. Jennifer Morris, MSW ‘71
Edward F. Morrissey, MSW ‘38 & Carolann Morrissey
Walter Mullinn, PHD ‘00 & Kathleen P. Mullinn
Gail S. Murphy, MSW ‘86
Gwendolyn H. Murphy, MSW ‘63
*Kenneth C. Murphy, MSW ‘61
Lauren H. Murphy, MSW ‘84
Michael J. Murphy, MSW ‘61
Paula M. Murphy, MSW ‘81
Thomas M. Murphy, BS ‘50, MSSW ‘56
Eunice E. Myers, MSW ‘78
Kimberly Nagy, MSW ‘10
Paula B. Nannnoco, MSW ‘74
Michael A. Nardolillo, MSW ‘60 & Janet B. Nardolillo
Joy B. Natali, MSW ‘86
Barbara L. Neel, MSW ‘74 & Stephen E. Neel
Cathy A. Neidich, MSW ‘81
Sarah J. Nethercots, MSW ‘04
Frances J. Newcomb, MSW ‘82
Susan J. Newman, MSW ‘70
James C. Nolan, BA ‘25, MSW ‘61
Lorraine Noone, MSW ‘48 & Thomas E. Noone, MSW ‘48
Margaret Norbert, MSW ‘79
Gerald F. Nugent, MSW ‘62 & Frances J. Nugent
Gina A. Nunziato-Smith, MSW ‘86
Paul J. Oates, BS ‘59
Edward J. O’Connell, Jr., MSW ‘67
Margaret A. O’Flanagan, BA ‘68, MSW ‘81 & John P. O’Flanagan, Jr, BA ‘67
James R. O’Hair, Jr., MCP ‘78
Margaret F. O’Keefe, MSW ‘73
Mary G. O’Leary, MSW ‘47 & *Thomas F. O’Leary, MSW ‘47
Johnnie M. Oliver, MSP ‘95
Anne M. Norman, MSW ‘79
Paul J. Provencher, MSW ‘64 & Mary O. Provencher, BS ‘63, MSW ‘66
Jesse Quam, MSW ‘05
Michela Questell, MSW ‘05
Judith F. Ramirez, MSW ‘94
Robert R. Raymond, Sr., MSW ‘61
Nancy Reiche, MSW ‘77
Elizabeth S. Redy, MSW ‘52
Marlin J. Reynolds, MSW ‘88
Robert J. Ridick, MSW ‘59
Christine M. Rinaldi
Joan H. Roberts, MSW ‘94
Michael D. Roberts, MSW ‘80
Virginia B. Robertson, MSW ‘54
Virginia W. Robinson, MSW ‘74
Marlene V. Rodriguez, MSW ‘58
Dena B. Romero, MSW ‘82
Linda Rosa, MSW ‘84
Roland L. Rose, MSW ‘75
Cindy M. Rousenbaum, MSW ‘81
Cecilia B. Ross, MSW ‘76
Colete M. Rowland, MSW ‘95
Anne R. Rowley, MSW ‘87
Barbara N. Rucharnes, MSW ‘72
Sheila F. Russo, MSW ‘88
Mary L. Ryan, BA ‘60, MSW ‘85
Thomas M. Sadler, MSW ‘77 & Jane E. Wells
Eileen F. Salame, MSW ‘60 & Nicholas J. Salame
Casey E. Sanders, MSW ‘09
Nancy G. Sandman, MSW ‘72
Phillis A. Sands, MSW ‘77
Nancy D. Savage, MSW ‘86
Mary M. Scanlan, MSW ‘56
Heidi A. Schiller, JD ‘84
Ann F. Schwartz, MSW ‘01
Laura Scott, MSW ‘06
Lynne D. Scoville, MSW ‘96
Dorothy J. Scrimgeour, MSW ‘80 & Andrew D. Scrimgeour
Lisa Seekers-Ehhardt, MSW ‘84 & David Edhardt
Nancy S. Segal, MSW ’83
Paul L. Segal, MSW ‘66
Kati Sepe, MSW ‘09
Grace M. Sexton, MSW ‘48
Paul D. Shaw, MSW ‘78
Gregory Shea, MSW ‘66
Paul J. Sheedy, BS ‘60, MSW ‘62 & Joan F. Sheedy
Joseph F. Sheehan, MSW ‘61
William A. Sherman, BS ‘59 & Lucy I. Sherman, BA ‘68
Catherine F. Sherwood, MSW ‘64
Harry Shulman, MSW ‘65
Susan M. Shlom, MCP ‘79
Rita Silverman, MSW ‘81
Carol P. Simone, MSW ‘08
Kenneth L. Sipe, MSW ‘77 & Margaret L. Sipe
Mary V. Sivick, MSW ‘48
Barbara F. Smith, MSW ‘76
Kimberly J. Smith, MSW ‘90
Molly M. Smith, MSW ‘05
Lauren L. Sommer, BA ‘08, MSW ‘09
Theresa S. Sorota, MSW ‘71
Susan M. Soucy, MSW ‘68
Robert F. Spizzano, MSW ‘69
Francis H. Spillane, MSW ‘67
Caitlin A. Sprague, BA ‘05
Gerald C. St. Denis, MSW ‘53
Margo W. Steinberg, MSW ‘04
Alan C. Stewart, MSW ‘67
Andrea P. Stidsen, MSW ‘81
Lois Sulahian, MSW ‘92
Barbara C. Sullivan, MSW ‘60 & Francis J. Sullivan, BA ‘71
Florence V. Sullivan, MSW ‘59
Janet Sullivan, MSW ‘81
Thomas W. Sullivan, MSW ‘52
Pamela S. Surratt, MSW ‘71
Louis M. Swan, MSW ‘76
Anne S. Sweeney, MSW ‘63
Karen L. Swicker, MSW ‘81
Ryan J. Swift, BA ‘95, MBA ‘00, MSW ‘00
Mary T. Sylvia, MSW ‘96
Lisa M. Tarashuk, MSW ‘89 & Richard Tarashuk
Paul J. Tausek, MSW ’69
Nicholas M. Tich, MSW ‘09
Kathleen L. Tieri Modderno, BA ‘00, MA ‘03
Mary B. Toland, MSW ‘68
James E. Tooley, MSW ‘76
Katherine Topper, MSW ‘92
Rev. Normand Tremblay, MSW ‘65
Mary A. Turvey, MSW ‘76
Catherine E. Tuttle, BA ‘05, MSW ‘08
Janet Urman, MSW ‘70
Joseph W. Valentine, MSW ‘63
Andrew S. Valera, BS ‘01 & Aimee M. B. Valera, BA ‘01, MSW ‘02
Germant M. Valterra, MSW ‘74
Dale L. Van Meter, MSW ‘65
Margaret E. Van Wyk, MSW ‘09
David Veilette, MSW ‘04
Rosemarie S. Verderico, MSW ‘69
Eva Victor, MSW ‘81 & Steven Lessin
Elizabeth Vincent, MSW ‘92
Meghan G. Vorr, BA ‘98, MSW ‘04
Wayne K. Walker, MSW ‘69
Jack C. Wall, PHD ‘98
Margaret M. Wall, MSW ‘72
Lisa P. Wallace, MSW ‘86
Richard D. Wallace, BA ‘60, MA ‘67, MSW ‘89 & Sandra L. Wallace
Frank J. Walsh, MSW ‘80
Kate E. Walsh, BA ‘05, MSW ‘08
Martha Anne Waltien, MSW ‘73
Cynthia S. Wassertman, MSW ‘80
Marguerite A. Waterman, MSW ‘87
Sheldon Watson, MSW ‘08
Napoleon K. Weaver, MSW ‘91
Sherol Watson, MSW ‘08
Marguerite A. Waterman, MSW ‘87
Lisa E. Weitzel, MSW ‘97
Paul S. Wenger, BA ‘04 & Elizabeth A. Wenger, BA ‘04, MSW ‘06
Judith D. Wentzell, MSW ’85
Elaine P. Werby, MSW ‘66
Genevieve M. West, MSW ‘53
Nancy J. Weworski, PHD ‘95
Patricia J. Whittaker, MSW ‘77
Karim A. White, MSW ‘86
Marybeth Whitney
Jason H. Wild, BA ‘00 & Norline R. Wild, MSW ‘02
Jerome J. Wild, MSW ‘62
Tracy Wilkes, MSW ‘91 & Paul Wilkes
Gordon Willett, MSW ‘50
Jayne Wilson, MSW ‘84
Julie C. Wilson, BS ‘05
John J. Winchester, Jr., MSW ’65
Hans Wocke, MSW ‘05
Patricia Wooddorne, MSW ‘84
Jill M. Wussler, MSW ‘93
Melissa Yares, MSW ‘96
Katherine A. Zeisler, MSW ‘83
Ling Zhang, MSW ‘92
\* deceased
Join Faculty, Students, Alumni and Staff for a day-long series of events in celebration of our school’s 75th Anniversary.

Beginning the morning of the 14th, our anniversary schedule will include a Faculty and Alumni Panel, Alumni Reunion and Luncheon, Liturgy with Boston College President William P. Leahy, a Symposium and Keynote Speaker in Robsham Theater followed by a Reception.

Mark your calendar and plan to spend the day with us on Wednesday, September 14th, 2011. Watch for postings of all 75th commemorative festivities on our GSSW website throughout this year.
Through the Habitat for Humanity Lesotho project in South Africa, students helped in the construction of a house for orphaned children and their families.