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champions new  
standards of  
evidence-based  
practice



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Architecture  
and social  
work meld  
design with  
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advocacy



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Urban American  
Indian centers  
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for ideas



Scattered Image:  
Perspectives on  
Social Work's  
Identity Challenge

## GROUNDS FOR CHANGE

MSW students Sarah Hunter (left) and Lisa Harper-Chang enjoy coffee and conversation at student-run Grounds for Change (G4C). G4C is a new gathering space that promotes discussion and activism in social work.



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Perspectives | The Future of Social Work Research with Enola K. Proctor

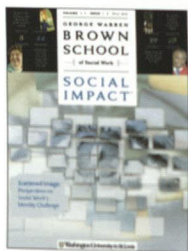
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## MAKE SPACE FOR

# social work



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**W**E INTENTIONALLY AVOID a single theme for each issue of *Social Impact*, but one usually emerges. In this issue, it is space — for the profession, as an element of social change, and for the Brown School community.

As a society we need to make space for the profession of social work, shattering conventional thinking about what social work is and the roles people with a graduate social work degree can play. We know the image of the profession does not meet reality, and collectively there is much work to be done to project a forward-looking and consistent image about the profession. I think one of our greatest opportunities rests with defining what is distinct about the social work knowledge base. Greater integration of evidence-based practice in all facets of the teaching, research, and service missions of social work schools will help convey a certain level of expertise for those with social work degrees.

Our cover story explores this very issue.

I want to thank my colleagues at University of Southern California, University of Illinois, University of Pennsylvania, and the National Association of Social Workers for contributing their viewpoints to this story.

The design of physical space has become a new focal point for social work. The article titled "People, Places, & Spaces" explores the built environment, specifically the intersection between architecture and social work. We see great opportunities for these two professions to collaborate more closely to positively impact interactions between individuals and communities and their environment.

Finally, this emphasis on physical space and its effect on social and intellectual exchange have influenced our School's internal plans. The collaboration between and among our faculty, students, and staff requires an environment that stimulates intellectual dialogue, creative teaching, and social interaction. For almost a year, we worked with students, faculty, staff, and a team of architects to develop a vision and design for our work space. By the time you receive this publication, our first initiative from this study — the renovation of our student commons in Goldfarb Hall — will be complete. I invite you to visit the new commons area often, enjoy some coffee at our student-run Grounds for Change, and engage in conversation with students and faculty.

As always, I encourage you to e-mail me your thoughts.

EDWARD F. LAWLOR  
Dean and the William E. Gordon Professor



#### SPACE FOR SOCIAL WORK

Computer renderings of the newly renovated commons area in Goldf Hall, which will open in fall 2007. The colorful and energetic space will be a central hub for the Brown School community. Student-designed, the space will showcase social work in action. The space uses furnishings and finishes made from recycled or sustainable materials such as high-density polyethylene, an environmentally friendly material derived from recycled milk jugs.



# In the News

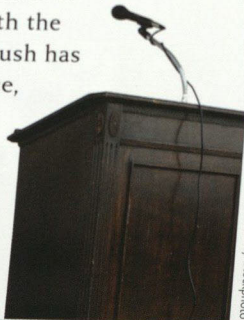
Social Work Faculty and Staff Comment on Civilian Service, Health Care Costs, and Native American Stereotypes.



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## President Bush Calls for Civilian Service

In this year's State of the Union address, President Bush called for a Civilian Reserve Corps to help engage civilians to assist the country at home and abroad, easing the burden on the armed forces. His call for service echoes similar rhetoric made by leaders over the years. Many experts, including Amanda Moore McBride, assistant professor and research director at the Center for Social Development, doubt that this latest proposal will come to fruition. "Throughout the last 100 years, national service has waxed and waned depending on the administration that is in office," said Moore McBride in an interview with the *Boston Globe*. "Bush has embraced service, but not with the requisite funding to even run the programs."



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## Still Seeking Way to Cut Health Care Costs

Health care costs are still top of mind for chief executives of organizations of all sizes, but few have offered up ideas about how to solve the problem. Finding workable solutions will become particularly important in light of the upcoming 2008 presidential elections. In an interview with the *New York Times*, Edward F. Lawlor, dean, comments that businesses have steered clear of getting involved as result of their experience with the Clinton health plan. "It just amazes me, the inability of business to get itself together and organize around this," Lawlor said in the article. "Executive after executive would complain privately, but they couldn't create a mechanism to either put pressure on Washington or find solutions that would cut across firms."

## Dispelling Stereotypes

Issues of American Indian identity and image have been in the news recently. Dana Klar, director of the Kathryn M. Buder Center for American Indian Studies and member of the United Houma Nation, commented on the University of Illinois decision to banish its mascot, Chief Illiniwek. "For children trying to connect with their historical identity, it's a good thing that they won't have to question why it's just my people out there at halftime," Klar said in an article in the *St. Louis Post-Dispatch*. Klar also commented on reasons why Americans seem to be more willing to confront issues of slavery than mistreatment of American Indians. Part of the challenge, Klar said in an interview with the *Lakeland, Florida Ledger*, is small numbers and a tendency to focus on local concerns through tribal government. "This walking in two worlds is still difficult for our people, and I think that's part of this too," Klar said. "We aren't always standing up and saying 'Here we are. Recognize us.'"

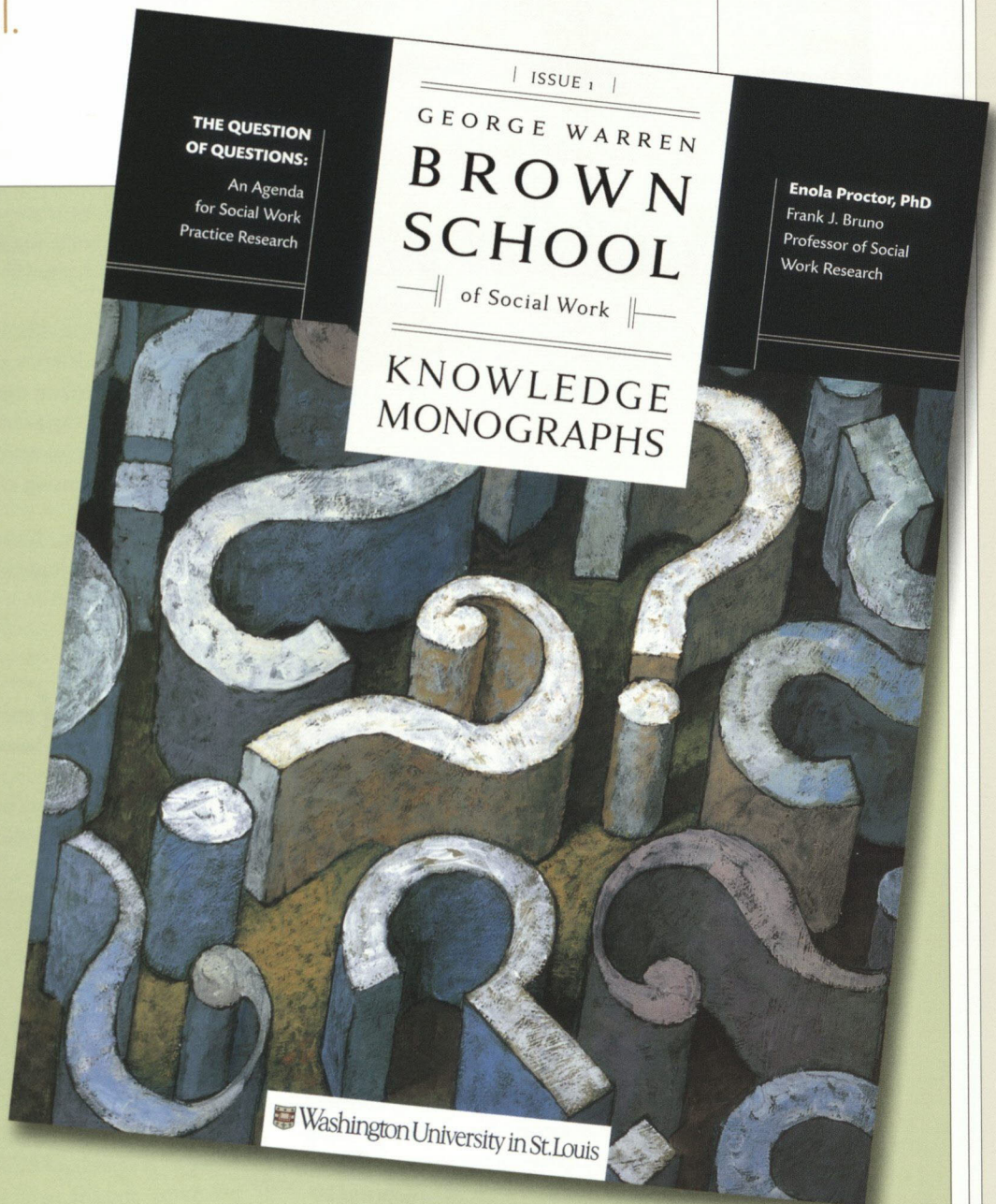


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# KNOWLEDGE THAT HELPS LEAD TO CHANGE

Introducing *Knowledge Monographs*, a new publication highlighting the research and scholarship of the faculty at the Brown School.



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Responses to these and other pressing questions are currently under discussion on a global scale, thanks in large part to the book *Civic Service Worldwide: Impacts and Inquiry* (M. E. Sharpe, 2006).

"Communities and nations all over the world are using civic service as a social and political intervention with little evidence to guide their decision-making," says co-editor Amanda Moore McBride, assistant professor.

Although civic service is age-old, social science only recently identified it as worthy of study, she says. "As an intervention, civic service is a fairly new phenomenon in the human project. We've seen a proliferation of programs just in the last three decades," McBride says.

Co-editor Michael Sherraden, the Benjamin E. Youngdahl Professor of Social Development, agrees. "Civic service is in the early stages of becoming a societal institution, a normal, expected part of life, especially among older adults."

The book focuses on current research and policy, and provides a historical overview. It represents one of the first international compilations on the topic, with McBride's and Sherraden's previous publications representing the only other global treatment of the topic.

*Civic Service Worldwide* results from a Ford

Foundation-funded project at the Brown School's Center for Social Development, funding that launched CSD as the single largest resource for civic service, Sherraden says.

McBride is the Center's research director and principal investigator of its Global Service Institute Initiative. She sees firsthand the need for a world view of civic service.

"Reading through the chapters, you begin to see the importance of research, of building a knowledge base of successful programs, and the need for a global research agenda," McBride says.

# CIVIC SERVICE Worldwide

by Janet Edwards

**A**T THIS MOMENT, a growing multitude of dedicated volunteers are responding to critical human need in countries scattered throughout the world. They work within a complex array of programs and policies, each with distinct goals, funding and volunteer resources, and impacts.

Given their diverse experiences, these volunteers represent a gold mine for social work researchers as well as practitioners around the world: What programs are operating? What defines success? How can volunteers best be organized by social workers to address critical issues?



### What is Civic Service?

Researchers generally describe civic service as an intensive form of community volunteerism.

"There are more and more programs and policies developing for civic service, but they still resemble VISTA or the Peace Corps in that, for a period of time, you work for no, or low, pay," Sherraden says. "You perform a service like you would in a labor market position, except that you're a volunteer."

Both domestic and international programs seek to strengthen communities and require multiple partners, including a structured organization to direct the effort, says McBride. Of the two, international may be the most significant form for our era, she says.

"Given the global issues of peace and tolerance, especially since the events of 9/11, international civic service deserves more research and innovation," McBride says.

The authors are members of CSD's global network of researchers, which spans 74 organizations across 40 countries. Their research shows that countries such as South Africa, Chile, and Mongolia define civic service as a social work issue and actively seek expertise on improving policies and practices.

### Civic Service Is Not a Panacea

"It's not a given that civic service is a good thing. It is not a panacea to address all human ills," McBride cautions. "When is it best to build community capacity and civic engagement in meeting human needs? That's what we need to find out."

The impact of civic service appears most successful when funding is secure, when volunteers have defined goals, and when accountability is stringent, explains McBride. Most importantly, programs should be community-driven, she says.

"Beneficiaries need to define what assistance they need, while volunteer host organizations need to agree to support them and manage their volunteers," she adds.

Civic service fails, especially internationally, when it becomes more about the volunteers and less about developing the focus of assistance, says McBride.

"In those cases, the volunteer gets more out of the experience than the organization or the community," she says.

### Future Challenges

In the immediate future, civic service programs must expand their volunteer capacity, McBride says, warning that volunteers need practical training and placement in appropriate roles. Organizations must also work diligently to promote inclusion for all individuals who desire to participate, not just the privileged, McBride says.

"To accomplish this, a given model may need tweaking to include stipends or more flexibility," she says.

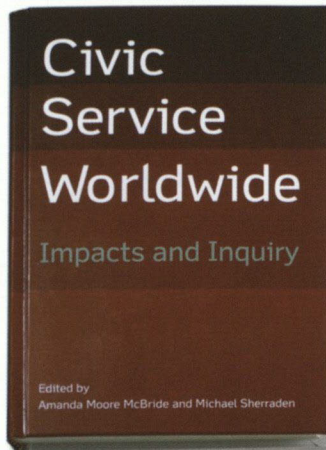
Although civic service is growing more common, this does not imply a future of mandated volunteerism, Sherraden says. More palatable, the authors agree, are models in which educational institutions engage youth, especially teenagers, in service.

In fact, research suggests that service learning positively affects teens' personal development and career choices and that they are more likely to volunteer later, Sherraden says.

Another challenge falls squarely on the shoulders of social work academia: pick up the pace in training social workers on civic service as well as volunteerism. After all, McBride says, the roots of social work are in collective and voluntary action; social work practitioners have the most relevant professional skills and knowledge to serve as intermediaries between policy and channeling volunteer impact.

"We need to put this on the radar screen," McBride says. "As a result of their service experiences, former volunteers come to our classrooms seeking social work training. From a teaching perspective, we haven't formally integrated knowledge about service into our curriculum, nor are we widely using service pedagogy ourselves even though

these former volunteers expect to continue their applied learning. Social work is primed to be the global champion of civic service." ❧



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# The Future of Social Work Research

By Betsy Rogers | Photo by Geoff Story

**A**S AN ACADEMIC DISCIPLINE AND A PROFESSION, social work is undergoing a dramatic transformation, embracing new standards of evidence, effectiveness, and accountability in both research and practice. Characteristically, the Brown School is leading the way, and Enola K. Proctor, associate dean for research, has become a national champion for the new standards. Proctor, the Frank J. Bruno Professor of Social Work Research and director of the Center for Mental Health Services Research, concedes the profession's challenges are many but finds great excitement in the accomplishments thus far and the possibilities for the future.

**BETSY ROGERS:** The concept of evidence-based practice has gained powerful new currency recently. What brought this change about?

**ENOLA PROCTOR:** Although social work has a long research tradition, historically research has not kept pace with the demand for knowledge. Social workers are committed and involved in helping the most needy in our society, and therefore we face some of the most challenging needs for knowledge to guide us. The research that we need to do is very complex; we need to address not only the needs of individual clients but also community resources, the potential of policy to shape our services, the important and complex role of service agencies. We're seeing from a variety of stakeholders an increased expectation and hope for services based on evidence of their effectiveness.

**BR:** To what extent has this change been fueled by funding issues, by demands for greater accountability?

**EP:** Agencies know that in this era of shrinking resources they have to do the most with what they have, and they have to be able to demonstrate that their services are actually achieving the outcomes desired. One author called the demand for accountability as sweeping a change as the New Deal in social services delivery.



**BR:** Social work is such a vast field, dealing with the whole broad spectrum of social ills; with individuals, families, vulnerable populations, communities; through private practice, state agencies, non-governmental organizations, public policy initiatives, and academic research. How does a field as broad as this make the kind of systemic changes that the new emphasis on evidence-based practice requires?

**EP:** It really requires focus, keeping our eye on the issues that have the highest potential for gain. But it brings a great deal of excitement: the faculty here are very committed to ensuring that the work we do isn't just research for research's sake but rather that we're really about the business of trying to improve service delivery.

**BR:** The Center for Mental Health Services Research, which you direct, is the first National Institute of Mental Health (NIMH) Advanced Center located in a social work school, rather than a psychiatry department or a school of public health. How is it working to improve service delivery?

**EP:** Unfortunately, our nation's service delivery systems tend to be rather "siloed." We provide services in a number of sectors of care — homeless services, substance abuse services, mental health services, child welfare services, senior services — but people who need mental health services aren't so neatly divided into silos. What the researchers at our

center have found is that many children in the child welfare system, many individuals served in the homeless service setting, many older adults served in aging service sectors, many children in schools, many kids in the juvenile justice system — these individuals have mental health needs also, in addition to their needs for social services. However, the social service agencies have as their priority addressing those pressing psycho-social needs, and it may prove challenging for them to address mental health needs.

So our investigators have, first, identified the extent to which clients in these service delivery systems need mental health services. Then the most exciting part of the new work we're doing is partnering with agencies to help envision and shape improvements to the mental health care that their clients can receive. This of course does not mean changing a child welfare agency into a mental health agency but rather looking for ways that agencies can work together, through more effective referrals and co-locating mental health services in other settings. We're pioneering that kind of work at our center.

**BR:** Can you give an example?

**EP:** Some of our prior work with the Missouri Division of Senior and Disability Services has shown a high

level of depression among older adults entering the division's community long-term care program. Their staff and our researchers together decided to conduct a pilot effort to integrate mental health services into the division. A joint team of agency staff and researchers surveyed evidence-based approaches to depression. We believed that the IMPACT model for treating depression was very appropriate and would probably be very effective for the clients served by the division.

However, there had not been any research on implementing this depression treatment in this type of agency; all the prior research focused on implementing the IMPACT model in local physicians' offices. So, working with the division, we got a National Institute of Mental Health grant to adapt the IMPACT model of depression care to this service-delivery system. We are now in the stage of shaping this intervention.

**BR:** How would the IMPACT model work in this setting?

**EP:** For the very first time, when their caseworkers do an intake assessment, they would screen for depression in addition to learning about the client's needs for assistance with daily living activities. Then through grant funds we're able to place a mental health specialist in the division, so that those clients who screen positive get an in-person visit with someone with skills for treating depression.

It's a short-term, problem-focused intervention aimed also to support clients in working with their own primary care physicians, who can provide depression medication. Also, this depression specialist could provide some in-home therapy. The specialist works closely with psychiatrists and

"...we're really about the business of trying to improve service delivery."

Enola K. Proctor, Frank J. Bruno Professor of Social Work Research

physicians to be sure that the care is clinically appropriate. We believe this would be a very cost-effective and sustainable adaptation of an evidence-based practice to a new treatment setting.

**BR: What are the difficulties involved in shifting to evidence-based approaches?**

**EP:** We're seeing a greater supply of knowledge, more and more reports about what programs and services are effective. Now we're facing a new and most important challenge: striving to help implement evidence-based practices in real-world settings. We know that what really counts is helping ensure that these evidence-based treatments are put into care. There has been a troubling gap in other fields between the development of evidence-based practices and their implementation, with implementation lagging far behind. Changing service delivery strategies requires a climate and a culture in an organization that is innovative, adaptive, and receptive to new approaches. I'm very heartened by the appetite that we see in agencies to implement effective services and treatments based on evidence.

The easy work is done, making the philosophical commitment. The challenges lie in helping implement in real-world care the kinds of service improvements that our research base can inform.

**BR: How is the Brown School reshaping social work education to reflect these new directions?**

**EP:** We have a faculty that is very active in producing new research. We have a dean who is energetic and bold in helping us launch new initiatives. We partner with visionary agencies who are eager to try new things. When these forces converge — it's a hopping place!

What's new is an emphasis on helping our graduates deal with what I hope will be an explosion of new information, new and effective approaches to social services delivery. We're working with our library, for example, to develop training in skills for searching the literature. If we researchers are doing our jobs, today's graduates will have to stay abreast of the literature and

instruction, and our faculty research — to bear on this enormous but very exciting challenge.

This is really a challenge for the entire field. I frankly think it's not very realistic to expect every single social work practitioner to be constantly critiquing research studies. Are we going to have intermediaries

**"Now we're facing a new and most important challenge: striving to help implement evidence-based practices in real-world settings."**

Enola K. Proctor, Frank J. Bruno Professor of Social Work Research

critically appraise it so that as new evidence is developed they can assess alternative new treatments for their effectiveness, their appropriateness, and the feasibility of their implementation. We're reshaping our classroom curriculum to enable them to do that. They have to leave our program prepared to continue to learn.

**BR: So this becomes part of the agenda for continuing education?**

**EP:** Absolutely. In our lecture series, we are now opening our doors not only to faculty and students but to our practicum field instructors and our alumni, to hear experts who can critically assess evidence-based practices in different areas. Our School is well positioned to think cross-institutionally about how we bring all our resources — the library, the Web site, our continuing education programs, our field instruction, our classroom

who will synthesize the literature? I think there is a need for these intermediaries, whether in the profession or in schools of social work, who take on an expanded role as purveyors of new knowledge to social work communities.

**BR: In January, you were appointed to the National Advisory Mental Health Council of the National Institutes of Health, the first social work researcher to receive this distinction. What do you hope to contribute to the council's work?**

**EP:** I think social workers are perfectly poised to know not only the needs of clients but also how to engage community resources in treating mental disorders. I hope to bring the perspective of the system of care, its complexities, and, most important, its potential to improve the quality and accessibility of services for clients who need them. ☒



Q&A with  
Greg  
Echele

By Ellen Rostand

**E**VIDENCE-BASED PRACTICE has been a focus at social work schools for many years. And while public and private social service agencies embrace the concept in principle, most have lagged in the implementation of these practices. Family Resource Center, Missouri's largest private agency specializing in the treatment and prevention of child abuse, has been an early adopter of evidence-based practice. *Social Impact* spoke with Greg Echele, executive director, about the agency's track record with evidence-based interventions and a new collaboration that Echele hopes will bridge the gap between academic discussions and real-world practice.

**ELLEN ROSTAND:** Evidence-based practice or EBP has been part of your agency's history. How has your use of EBP changed over the past 30 plus years?

**GREG ECHELE:** In the early 1970s there wasn't any real evidence for how to address the issue of child abuse. At FRC our focus was to always hire quality clinical staff that were trained in the latest therapeutic treatments. That was as close to EBP as we could get back then. Today when we talk

Photo by Mary Butkus

about EBP we talk about demonstrable evidence that whatever you do actually works. One of our most successful programs, Intensive In-Home Services, uses an evidence-based model. As a result, we have had a successful 15-year track record. We have an 85-90 percent success rate of keeping kids from going into the foster care system and can demonstrate that this program improves family function in dramatic and statistically significant ways.

**ER: Why would you say you've been so successful?**

**GE:** We've stayed true to the evidence. We continue to use the original model and have not tampered with it. Admittedly, it has been challenging because there have been pressures to change our approach in order to cut costs. We refuse to change because our data repeatedly show that what we do works.

**ER: What must happen for EBP to move from academic rhetoric to real-world practice?**

**GE:** First, agencies need strong academic connections, connections that go beyond just practicum opportunities or continuing education. Second, it will require a long-term commitment on behalf of a school's faculty and the leadership of the agencies they work with. Finally, there is a need for funding. Funders want to see concrete results, but they don't want to fund the rigorous documentation and evaluation aspects of providing care. This makes it difficult for agencies to show measurable impact.

**ER: You are working on a new EBP partnership with the Brown School. What do you hope to achieve?**

**GE:** One of our goals with Brown is to develop the definitive model for the elimination of chronic child abuse. At the moment FRC has seven different programs impacting child abuse or neglect in some way. We want to examine each one for its evidence base, document the evidence if it doesn't exist currently, or find new interventions that are rooted in evidence. Then we hope to integrate them so that, over time, FRC is transformed from a practice-based agency that does some EBP to an agency where the majority of services we deliver are grounded in fact.

A second goal is to track the cultural changes that occur within each of our organizations. When we are finished, not only will we have models that we can share with others, but we will know what is needed organizationally to make them work. It's one thing for someone to read a five-page synopsis of our final model, but if we also can document any implementation pitfalls and how we surmounted them, we will have the linchpin that enables both practice organizations and academic institutions to make this transition together.

**ER: This seems very focused on clinical practice. Where does the policy piece fit?**

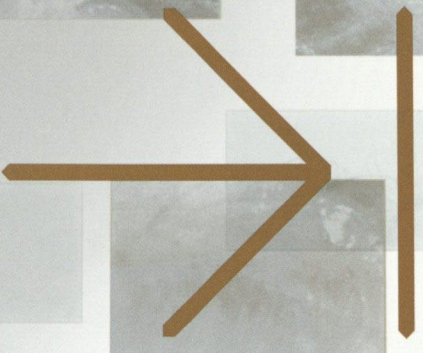
**GE:** The macro focus is there too. EBP or "quality practice" is on the radar of state policy makers, so we will need to convey our results

in ways that policy makers and the public can support. The danger is that EBP could become a quick fix and used just to keep costs down instead of providing the resources necessary to assure quality work. Since the cost of our model may be higher in the beginning, policy makers will need to be a little patient as we document whether EBP is either cost neutral or produces cost savings versus current programs over time. EBP is about being cost-effective, not just about being lower in cost.

**ER: What makes the pairing of FRC and the Brown School ideal?**

**GE:** We have a shared history. In 1973 I was director of social services at Children's Hospital in St. Louis. We saw many abused and neglected kids in our emergency room, but there was no standard way to address the problem. Robert Pierce, a member of the Brown School faculty, and two of his MSW students, contacted me about a potential collaboration. The outcome was FRC.

We've been discussing our new collaboration for about three years. Our missions align, and the School's faculty members have expertise in areas that are of interest to us. FRC's connections with the corporate community coupled with the Brown School's ties with national foundations and federal funding sources make for a powerful combination. Of course our shared commitment to EBP helps as well. ☒



# Perspectives on Social Work's Identity Challenge

Illustration: pgs. 14-21: ©Stockbyte/Mediasakery





# Scattered

# IMAGE

By Rick Skwiot

**I**N THE PUBLIC'S PERCEPTION, the term "social worker" often means a caseworker from the public aid office. And when the Bureau of Labor statistics asks that caseworker to self-identify her profession, she often says "social worker." But many who actually hold master of social work (MSW) degrees often do not acknowledge it and in fact hold jobs — such as corporate managers or consultants — far from the profession's social justice roots. Further, one leading university's school of social work recently removed "social work" from its name altogether.

Most inside the social work profession agree that it has an image problem, which affects recruitment, pay, status, funding, and social influence. But they often disagree on who is a social worker, what the term "social work" means, whether to re-brand or scrap the term, who ought to do it, and what the image problem really is. Whatever it may be, it causes at least one social work school dean to worry "a lot" and the National Association of Social Workers (NASW) to launch a multiyear campaign to change the image.

To try to see what comprises that image problem and how it might be addressed, *Social Impact* talked with five social work professionals in and beyond academia. Excerpts from those conversations follow, indicating that finding common ground in the debate may require significant further discussion and consensus building.

## Richard J. Gelles

### On Defining the Image Problem:

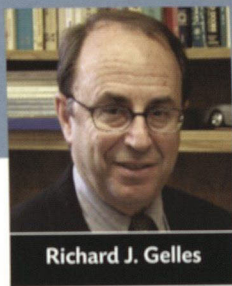
"I don't have an MSW and spent 25 years as a sociologist, bowing down to the great god of three prestigious journals. So I was happy to come where people were doing social good despite knowing about the image problem. ... I believe it is multifold: a poor job of branding itself and a poor job of establishing who are not social workers. In the public perception, the caseworker from public aid is a social worker. And there's no effort to correct the media stating that a bachelor degree caseworker is a social worker ...

"The breadth of the field is not branded right. There's the leftist, bleeding heart liberal out to help the poor, but the rest of the profession is vastly underrepresented. ... The image must establish the full range of the profession. ... It's an injustice and disservice to our students that they are viewed through a narrow prism, as a poor person's psychologist.

"There's also an inclusive/exclusive problem. Now we don't exclude those who don't hold a professional degree. As to whether to be inclusive or exclusive of the BSW [bachelor of social work] — I'll reserve judgment or comment on that battle for now ... But a terminal professional degree should be the union card to be a social worker."

### On the Penn Name Change:

"We took 'social work' out of the name — an act that by some was considered disrespectful to



Richard J. Gelles

Dean, University of Pennsylvania's School of Social Policy & Practice.

An internationally known expert in domestic violence and child welfare, Gelles, who holds BA, MA, and PhD degrees in sociology, spearheaded Penn's School of Social Work name change to its present form in July 2005 after becoming its dean in 2003. He was influential in the passage of the Adoption and Safe Families Act of 1997, and his influential book, *The Violent Home*, was the first systematic investigation to provide empirical data on domestic violence. Gelles is the Joanne and Raymond Welsh Chair of Child Welfare and Family Violence in the School of Social Policy & Practice, the director for the Center for Research on Youth & Social Policy, and co-director of the Field Center for Children's Policy Practice & Research.

"We're going to have the same problem as Xerox, which was so well branded that all copy machines were called Xerox machines. But when they tried to diversify and sell computers, they failed because the name was so tightly branded ... Social work has a similar problem."

the clinical corps who pay their dues. We alienated a very small number of alums, who are still upset. But as a result we significantly upgraded the image of the school at the university and experienced a very significant up-tick in development. We hear from each of our donors, 'I didn't know you did that. I didn't know social workers did that. That's really interesting.' ... Other academics at Penn have said, 'That was really smart.' ... It's an experiment that has been pretty successful."

### On Re-branding Social Work:

"We're going to have the same problem as Xerox, which was so well branded that all copy machines were called Xerox machines. But when they tried to diversify and sell computers, they failed because the name was so tightly branded ... Social work has a similar problem, which does a disservice to students and clientele. Once you move 15 feet away from the profession, you see it through the poor-client prism. We need a significant effort to re-brand 'social

worker' or repackage it and find a different brand for what we do ...

"It's a bigger uphill climb to re-brand the term 'social work.' We have to recognize that the public brand perception is so strong, that we have to come up with another term ... Remember that Xerox failed ...

"Who should do it? I thought it should be the NASW (National Association of Social Workers). But I knew we were in trouble when they decided to take on the image problem with a new logo and a wrist band."

## Elizabeth J. Clark

### On the Image of Social Work:

"The profession is misunderstood. The focus groups we held prior to embarking on a campaign didn't understand social work as a profession. Education is needed. Many see social work as the helping profession but confuse social workers with caseworkers, who may not be properly trained. The media also often confuse social workers with caseworkers, usually in child welfare cases. Our media tools show that 80 to 85 percent of our hits in the media are positive ...

"Despite years of service and legal recognition, the profession still lacks a coherent and accurate public image and, at times, has had a somewhat negative image. Some of the difficulty in establishing an acceptable public image may be the result of the breadth of the profession and the diversity of the field. Another reason may be [that] we work with devalued populations — the elderly, recently released prisoners, the chronic mentally ill. In the public's mind there's a linkage to those populations, which affects our image. But we believe in our social justice mission. It's important for us to work with those populations and important for society to see the value of that work ...



Elizabeth J. Clark

Executive Director,  
National Association of  
Social Workers

Since 2001 Elizabeth Clark has led NASW, the nation's largest organization of professional social workers, with more than 150,000 members. She holds BSW, MSW, master of public health in health services administration, master of sociology, and doctorate in medical sociology degrees. She formerly served as director of Diagnostic and Therapeutic Services at Albany Medical Center and associate professor of medicine in the Division of Medical Oncology at Albany Medical College. The NASW's current public education campaign, "Help Starts Here," seeks to inform the public, media, policymakers, employers, and social workers about the profession's importance and to "help change perceptions about who benefits from social work services and encourage more people to find the help they need," according to the organization's Web site, [socialworkers.org](http://socialworkers.org).

"Social workers are skilled advocates for the clients and families they serve. But they often forget to let others know how social work services lead to tangible, positive outcomes for communities. We find that often professionals don't even identify themselves as social workers ...

"Whenever people see someone with a social problem, I want them to say, 'Have you talked to a social worker about this?'... But most people think they will never need a social worker."

### On the "Help Starts Here" campaign:

"We try to show the breadth of social work, not just casework and therapeutic work — that large foundations are run by social workers, and that they possess many transferable skills.

"For now the campaign does focus on the micro practice of social work, but that will change. We're in the third year of the campaign with several more to go. In planning it we saw it as at least a five-year campaign. The macro is forthcoming. We're going to employers to talk about how social workers can help in a variety of ways, such as in how to structure benefits and to improve the workplace for social workers."

"We try to show the breadth of social work, not just casework and therapeutic work — that large foundations are run by social workers, and that they possess many transferable skills."

"The next logical step then is to go to government agencies, to show them the importance of social workers. Part of that effort is a social worker reinvestment initiative, [with elements] such as student-loan forgiveness."

### The Effect of the Image on Recruitment and Retention:

"The NASW Center for Workforce Studies did the first national study of professional social workers, which predicts a significant shortage of social workers in the coming decade. There's already a shortage in child welfare and aging. We're now studying how students make decisions about going into social work.

"Our national study showed that salaries are higher than perceived. They are not as low as they once were. ... We need to retain and recruit social workers, and predict that many new recruits may come to the profession in second careers."



Edward F. Lawlor

Dean and the William E. Gordon Professor, George Warren Brown School of Social Work, Washington University in St. Louis

A national Medicare expert, Edward Lawlor has published widely on access to health care, health care reform, policy analysis, and aging. Lawlor, who received his PhD from Brandeis University's Florence Heller Graduate School for Advance Studies in Social Welfare, previously served as dean at the University of Chicago's School of Social Service Administration. He is the founding editor of the *Public Policy and Aging Report* and for 10 years he served as a member and secretary of the Chicago Board of Health. He teaches classes on health care policy and services and is the author of *Redesigning the Medicare Contract: Politics, Markets, and Agency*.

## Edward F. Lawlor

### On the Image of Social Work:

"The field, for those who know it and know it well, has this long and powerful historic image of social justice, organizational leadership, and policy influence. But for the vast public, social work gets muddled together with personal care, care-giving, and various non-professional human services roles. In the broader public, social work does not have the identity and status necessary to motivate many of the best and the brightest to join our profession.

"The resulting problem is threefold: We want prospective students to have in their mind's eye a modern idea of what someone with a social work degree can do, rather than an image confounded by old stereotypes or paraprofessional notions of social work. If students — the next generation of social work leadership — are to make an investment in rigorous professional education, they will need clear and exciting examples of the career options available.

"Second, the 'market' will need to recognize and reward the expertise and skill of people with graduate social work degrees, as well as provide career ladders with progressively more challenging demands and rewards. I am concerned about how many graduates either never take positions that we would associate with the profession, or who wash out of the profession for other careers in short order. The marketplace needs to have a perception of the value of the degree.

"Third, the various stakeholders in the survival of the profession will need to forge a set of alliances that bring resources, new professional opportunities, and political support back to social work. So much of the energy of this profession is focused inward. So much time and emotional capital are gobbled up in process and organizational maintenance that we are leaving huge research, business, and advocacy opportunities on the table. At a time when arguably social work could be having its greatest external impact, the organized efforts of the profession are self-indulgent."

### On Changing Perceptions:

"In principle, I support the idea of a public campaign raising awareness about the profession, but

"Ownership and application of a knowledge base is one of the fundamental characteristics of professions that thrive."

I believe it should be forward looking. Think of the influence and effectiveness that Teach for America has had in reaching some of the most talented and socially committed young people in the country — it is marketing genius.

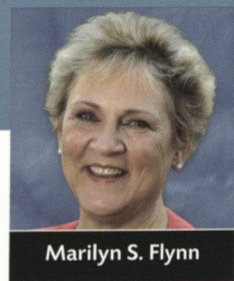
"I suspect that there may be irreconcilable differences in the expectations made of the current NASW campaign ["Help Starts Here"]. My understanding is that this campaign is designed to help current practitioners gain professional visibility and generate referrals to social workers. This may be in some tension with the desire of some graduate schools to reach prospective students with images and examples of a wide-range of career paths that offer opportunities for social impact and upward leadership possibilities.

"From my perspective the campaign doesn't convey that social workers have high level expertise in a particular field. Lots of people are 'helpers.' Instead we need to convey what is distinctive about the knowledge base, skills, and professional roles played someone with a professional social work degree."

### On the Future of Social Work

"We're at a juncture ... This is something I worry about a lot. Many institutions have distanced themselves from the term 'social work.'"

"In the sociology of professions, one of the core notions is control of your knowledge base and training — something that doctors and lawyers certainly do. But many social work professionals say their practice is an art, or intuitive, or simply values-based. This is why the evidence-based agenda is ultimately so important in social work. Ownership and application of a knowledge base is one of the fundamental characteristics of professions that thrive."



Marilyn S. Flynn

Dean, University of Southern California School of Social Work

Since her appointment as dean in 1997, Marilyn Flynn has helped boost the USC School of Social Work's research funding some \$18 million and expanded the faculty to a historic high. Formerly director of the Institute for Public Policy and Social Research and of the School of Social Work at Michigan State University, she has held several positions of national leadership in the Council on Social Work Education. Flynn's research interests include application of computer and communications technology, cross-cultural perspectives on service delivery, social program design, and strategic planning. She holds MSW and PhD degrees from the University of Illinois at Urbana-Champaign.

## Marilyn S. Flynn

### On the Image of Social Work:

"All professions have image problems — physicians, lawyers, journalists. Reverence for professions has been dwindling. For social work, there's a large gap between perception and reality. ... It hurts recruiting in the sense that people are concerned about being negatively stereotyped. ... But underpaid and overworked represents a lot of professions ..."

## On the Role of Social Work Education in Changing the Image:

"Most social workers don't work with the poor anymore, but with the mentally ill, in schools, hospitals, substance abuse, and aging. ... The majority of new social work schools are small, rural, or church-related, training foot soldiers. We need that, and I don't mind supporting that.

"But that's not how we prepare our students. We charge so much, we have to prepare them for something different and more broad. We have a special role as private universities. I'm interested in preparing our students for the exceptional. When we do place them in conventional roles, we train them to do exceptional things. ... But others are working at Ernst & Young, in management and consulting, in public policy ...

"Private universities have to do training for leadership. If we don't, we lose the rationale for a certain kind of existence. Once public universities took on the role of public service, private schools had to take on a different role ...

"We bring science into human services, the knowledge and capacity to issue best evidence on how people should receive help. That's what the field should aspire to ..."

"There's a trend toward privatization in all facets of human services. No sector remains without a large for-profit sector. We have to train social workers to be in those for-profit sectors, helping those sectors to be more humanitarian."

## On Creating a New Image for Social Work:

"We bring science into human services, the knowledge and capacity to issue best evidence on how people should receive help. That's what the field should aspire to ...

"In all emerging economies, such as India and China, social work is emerging as a product of the free market. We have a chance to shape the image of social work in these economically emerging countries. Not to recreate what we have in Western society, but to invest social work as an integral part of society with a different set of perceptions. ... Social work is part of China's five-year plan, to produce a harmonious society ...

"We need to stop being so ethnocentric and think how we can shape the image elsewhere. That may help us here."

## Wynne Sandra Korr

### On Clarifying the Image of Social Work:

"Yes, there is a problem. It's an issue of clarifying what social workers do and public understanding of that, and addressing TV's portrayal of social workers as child snatchers. ... We're probably not getting a fair shake in the media. Initiatives from the NASW have helped. It's getting better, but it still needs help. ...

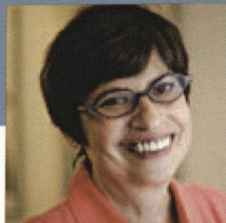
"The nursing profession has developed an effective campaign to define what they do — something we haven't been able to do. Although the National Association of Social Workers has taken huge steps to help. ... I like a lot of the NASW language on strengthening vulnerable families, working with the strengths of families in need, and connecting people in need to resources ...

"All of us need to do this image work. All of our organizations need to work together, to speak with one voice. We're working on it. The Council on Social Work Education has convened leadership, as has the NASW. And there are a number of follow-up activities. We're talking about unification that will give us much better national presence. Perhaps eventually we'll form one organization."

### On Addressing the Image On-Campus:

"Our recruitment has not been impacted by general public perceptions. Our students have extensive experience in volunteering in the community. They know the needs of the people and are pretty well educated about the issues and how social work addresses needs ...

"I've worked hard on the image of the school in relation to the university. We've done well in communicating to the university how we fit into research and policy making, how



Wynne Sandra Korr

Dean, School of Social Work, University of Illinois at Urbana-Champaign

Wynne Korr earned her PhD in psychology from the State University of New York at Buffalo. From 1980 to 1993 she taught at the Jane Addams College of Social Work, University of Illinois at Chicago, and then for eight years as a professor in the University of Pittsburgh's School of Social Work. For the Council on Social Work Education, she has served on the Women's Commission and on the Commission on Publications and Media and is incoming chair of the Commission on Accreditation. She also serves as president of the St. Louis Group, the association of social work schools in major research universities. She is co-author of a recent book chapter, "Mental Health Policy and Social Justice."

"We should take great pride in the work we do on the micro side — such as mental health, where we have our largest numbers of social workers. But we should also take pride in the macro practice that affects policy and organizations.."

issues of social justice fit in. We conduct our research and teaching at the same high level as other schools and have done a good job in getting that across."

### On the Changing Face of Social Work:

"We need to define the image of social workers more clearly in a world where government support is not increasing and we have for-profits in all sectors ...

"We're a public land grant university. As such our commitment to connecting to the community is well understood and highly valued — whether in social work, engineering, or agriculture. We have a very special role. ...In terms of numbers, yes, we have more students engaged on the micro side, particularly with our MSW specialization in mental health.

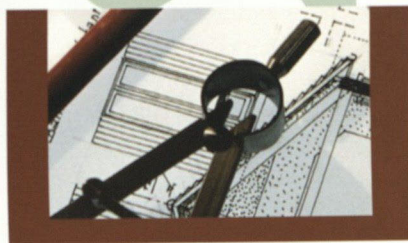
"But our MSW students are also more involved in policy and research, especially through our new macro specialization in social entrepreneurship. It's important for social workers directing programs and agencies to see how all the pieces fit together. Social workers need entrepreneurial skills as well as skills in addressing the needs of people ...

"We should take great pride in the work we do on the micro side — such as in mental health, where we have our largest numbers of social workers. But we should also take pride in the macro practice that affects policy and organizations." ❧





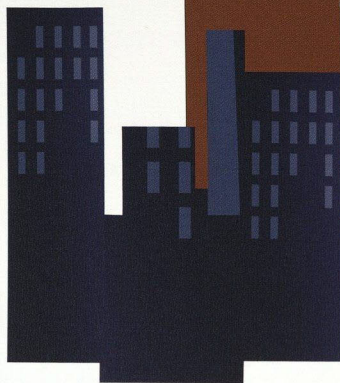
# Place, Space, & People



by Candace O'Connor

**A**S A CHILD, Michael Willis lived in the Pruitt-Igoe public housing development, a cluster of 33 St. Louis high-rises that became national symbols of poor social planning. Elevators stopped on every other floor; there were few services nearby for families or recreational facilities for children. Not surprisingly, Pruitt-Igoe deteriorated, its corridors infested with crime, and was finally demolished in the mid-1970s, with the first buildings famously dynamited in 1972. Michael was there as an observer when he was a Washington University architecture student.

Today, Willis, AB '73, MArch '76, MSW '76, heads a San Francisco-based architectural firm, Michael Willis Architects, dedicated to doing things differently. In their projects, which include affordable public housing, they focus on three elements: a thorough understanding of how people will live in or use the space; a close connection to the surrounding community; and sustainability throughout the life of the project — all things Pruitt-Igoe did not have.



"We learned early that the genius of a community-based project lies in the community itself; that if we have a power it's in eliciting real direction from a community and then turning that into design."

Michael Willis, AB '73, MArch '76,  
MSW '76

Willis, like other graduates of Washington University's joint architecture and social work program, has made his career at the intersection of these two fields, which traditionally have had little to do with one another. Yet there are signs that this may be changing nationally as urban design gains in importance and as community-related projects — such as senior citizen housing or the rehabilitation of homes in decaying neighborhoods — attract a new generation of architects and social workers.

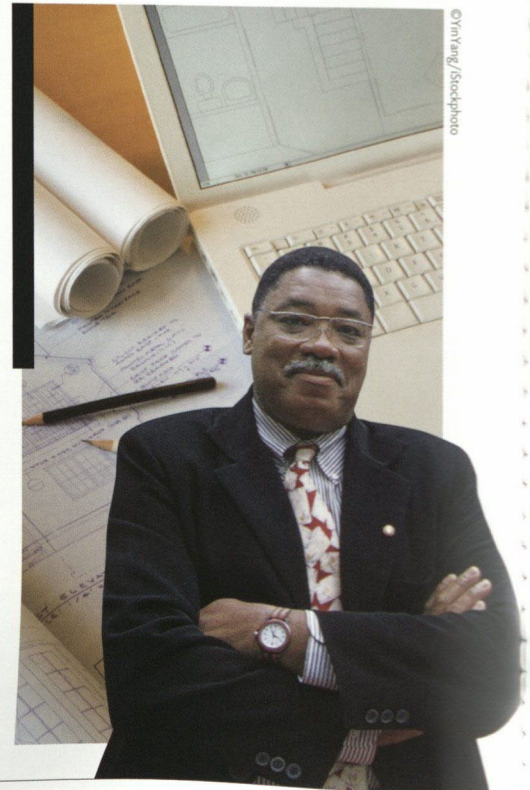
"Over the past 10 years, the relationship of architecture and the community has become an important topic," says Bruce Lindsey, dean of the College of Architecture and Graduate School of Architecture & Urban Design in the Sam Fox School of Design & Visual Arts at Washington University. "Cultural and social interactions are framed by architecture, and the things we do as architects affect the way in which we interact with our environment and each other."

Through the lens of architecture and more specifically through his work with the Rural Studio in Hale County, Alabama, Lindsey knows that engaging communities in the process of

creating their own solutions is a recipe for success.

"Architect Samuel Mockbee, who founded the Rural Studio, believed that architects have a role to play in driving social and environmental change. The Rural Studio has been at the forefront of melding design with

Michael Willis



"Cultural and social interactions are framed by architecture, and the things we do as architects affect the way in which we interact with our environment and each other."

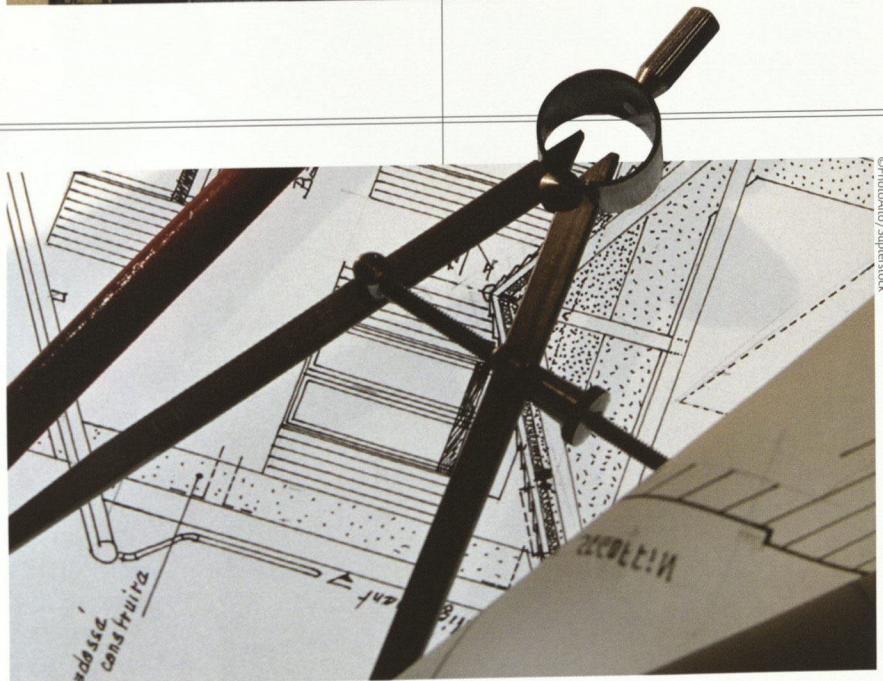
Bruce Lindsey, dean, College of Architecture and Graduate School of Architecture & Urban Design in the Sam Fox School of Design & Visual Arts

community advocacy. This pulls directly from social work, which has advocacy as part of its roots." Willis agrees and stresses the importance of listening to what communities have to say. "We learned early that the genius of a community-based project lies in the community itself; that if we have a power it's in eliciting real direction from a community and then turning that into design. For us it's the road we started on."

Washington University came early to this issue by establishing its joint MArch and MSW program, which has trained a small but steady stream of students to consider social needs in their design work. One of them is Steven Wilke-Shapiro, AB '97, MArch '00, MSW '00, who realized as an architecture undergraduate that "a whole lot of education and professional practice happens in an insulated environment. Architects tend to practice design behind the computer and don't really have the time to understand the relationship between design and community development."

In his job as project manager at Fendler and Associates in St. Louis, Wilke-Shapiro uses the skills he learned from his joint degree in two

Bruce Lindsey



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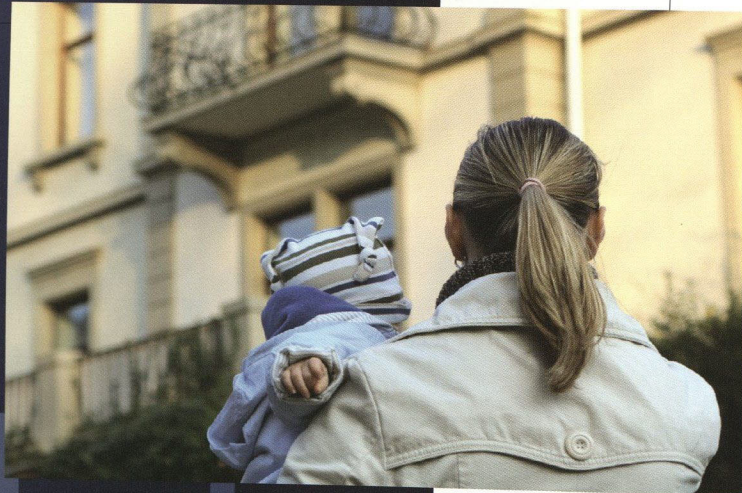
ways: first, on a “micro level,” by helping individual clients who live in distressed areas work through renovation problems and develop a plan that fits the way they live; second, on a broader scale, by working with re-developers of old neighborhoods to consider their social context, including easy, lighted access to local parks.

“One client was a woman with a son in a wheelchair. She was looking to renovate her house in a way that would make it easier for him to get around,” he says. “I was able to sit with them and help them figure out

how they wanted the house to work, not just how the space should look, and then translate that into design.”

A current student in the joint program is Wayne Mortensen, who chose this combination so he could use the built environment to deal with social problems such as poverty, homelessness, or income stratification. Eventually, he sees himself working with nonprofits to help them better define themselves, linking their mission to their physical space needs. “I view myself less as an architect than as a catalyst for social engagement,” he says.

Indeed, some projects completed by Michael Willis and his colleagues show that it is possible to do both. In the wake of 1998 welfare-to-work legislation, they created a prototype Self-Sufficiency Center for Alameda County as a place where employment services would be offered to clients. Its warm, light-infused environment would reassure anxious clients, while its clear, simple design would make the center easy to navigate.



# 1998

WELFARE-TO-WORK  
LEGISLATION PASSED  
CONGRESS

# 1972

THE FIRST BUILDINGS  
IN PRUITT-IGOE PUBLIC  
HOUSING DEVELOPMENT  
IN ST. LOUIS  
WERE DEMOLISHED.

"By asking questions about the intersection of architecture and social work, we will be able to create new interventions that will have, we hope, a more sustained and deeper impact on social problems."

John Bricout, associate director for research, University of Central Florida School of Social Work


"There was no template for how to do this," says Willis. "And so our first task was to hold a visioning session with county staff, supervisors, and citizen-clients to figure out the shape of this new landscape and to create a conceptual ideal of the new Welfare-to-Work office place. We then designed the model, which could be replicated throughout the county."

This attention to the needs of the client, along with their comfort and peace of mind, is also critical in medical services. At St. Louis Children's Hospital, says John Bricout, designers are "quite interested in how their adroit use of space and place will have an impact, if not on the recovery of the children, then certainly on the quality of their experience in the hospital."

Bricout, formerly an associate professor at the Brown School, is now associate director for research at University of Central Florida School of Social Work. "Place, space, and people come together in many areas: for recreation, entertainment, and in my research, for employment. By asking questions about the intersection of architecture and social work, we will be able to create new interventions that will have, we hope, a more sustained and deeper impact on social problems." ❧



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# Sowing the Seeds of Knowledge

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- Quality doctoral education needed to advance social work research
- Social work PhDs share their impact and reflect on their doctoral education

By Brenda Murphy-Nieder Korn

**P**ROFESSOR SHANTI KHINDUKA has pointed out the “striking continuity” in concerns about the quality and quantity of doctoral education over a long history in the United States. Demand for well-trained PhDs in social work is hot, but the number of applicants has not increased and the number of doctoral student openings in research universities has remained relatively flat in recent years. The result: fierce competition for the best applicants and graduates.

Wendy Auslander, chair of the Brown School’s doctoral program, argues that the focus should first be on the quality of students not necessarily the quantity.

“Strong doctoral programs are at the heart of building the social work knowledge base,” said

Auslander. “Collectively, schools of social work need to create greater interest in doctoral education, while also being more selective as to who is admitted to these programs.”

Achieving excellence in doctoral education, however, requires a significant commitment from an institution. The following are Auslander’s comments on a few key factors that she believes contribute to shaping the quality of doctoral education.

**INTERDISCIPLINARY COLLABORATION:**

“Solutions to society’s most critical challenges rely on collaboration among many disciplines; multiple viewpoints need to be brought to the table. Universities must create opportunities for doctoral students to engage in a flow of ideas between and among members of many disciplines.”

**STRONG FACULTY:** “The quality of an institution’s faculty goes hand in hand with the quality of its doctoral program. Faculty who are conducting innovative research and produce sound scholarship will help attract new students to the program and, of course, play a lead role in ensuring that an institution’s culture supports doctoral education.

**INSTITUTIONAL CULTURE:**

“The characteristics of a school’s culture — which can range from its history to its administrative structure — impact its ability to foster intellectual inquiry among doctoral students, mentor these students, and support the sometimes competing but equally important demands of teaching and research. It is imperative to understand how cultural factors impact the recruitment and retention of doctoral students.”



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"Solutions to society's most critical challenges rely on collaboration among many disciplines; multiple viewpoints need to be brought to the table."

Wendy Auslander, professor, George Warren Brown School of Social Work



**FINANCIAL SUPPORT:** "We need to be realistic about the financial investment schools and their students make in their degrees. It takes a long-term commitment from a school to ensure that it has the resources required to support the needs of students through the duration of the time in a PhD program."

**POST-DOCTORAL TRAINING:** "Post-doctoral programs are still not as prevalent in social work as they are in other disciplines. These programs are an excellent way for new scholars to refine their research portfolios and prepare for careers in academia and beyond."

Since the program's inception in 1954, Washington University and the Brown School have conferred more than 220 doctoral degrees. Following are brief career accounts from several Brown School doctoral program graduates who discuss how the School's resources, faculty mentoring, and interdisciplinary approach have

helped shape their research and their careers.

### Charles A. Glisson (PhD '76)

University of Tennessee Distinguished Professor Charles A. Glisson began his study of how organizational characteristics are linked to service outcomes with his dissertation work at the Brown School more than 30 years ago. He hasn't strayed far from the subject. Glisson is the founding and current director of the Children's Mental Health Services Research Center at the university's College of Social Work. This center is one of only seven research centers in the nation that focuses on children and is funded by the National Institute of Mental Health.

"I'm continuing to look at how organizations either contribute to or take away from clinicians' services to children and families — how bureaucracy can get in the way of the outcomes of service providers," says

Glisson, whose work has focused on children's welfare systems, juvenile justice, and mental health services.

Today, Glisson directs the research center's staff in studies that have included hundreds of service agencies across the country, all aimed at improving outcomes with children through organizational change.

"We've focused a lot on the culture and climate of service organizations," Glisson says. "Many of these organizations suffer from work environments that are very negative and foster high turnover rates and job burn-out. A lot of organizations promote practices that have detrimental effects on service providers that result in poor outcomes. We try to help organization managers use different strategies to reach their goals."

He credits the Brown School as one of the first doctoral programs to initiate research training for students. "The School foreshadowed where the profession was heading,"



says Glisson, who also recognizes the University's strong support of this program.

"Through the years, Washington University has invested in its social work program and it shows," says Glisson. "It's not a sexy profession these days. A lot of universities have not seen fit to invest in it."

### Sanna J. Thompson (PhD '98)

Sanna J. Thompson, associate professor at the University of Texas at Austin School of Social Work, is certain that completing her doctoral studies at the Brown School has impacted her career.

"I attribute any success that I've had to getting my doctorate from Washington University," says Thompson (MSW '93). "The reason I focus on publishing is because I was trained by people who instilled that in me. The School of Social Work faculty members have a high level of expertise, and they conduct stellar research. When you work with someone who really knows what they're doing, you get hands-on training that you can't get anywhere else."

Thompson became hooked on research during her master's degree studies at the Brown School, which led her to the doctoral program. Her current research — supported by a five-year Mentored Research Scientist Career Development Award (K01) from the National Institute on Drug Abuse — is

focused on a family-based substance abuse treatment program for runaway youth from high-risk families.

"We're finding that family-based interventions that incorporate experiential activities and fun help families to talk about issues that they haven't talked about in a long while," Thompson says. "We're using a variety of mechanisms, from games to group activities, to increase engagement in the treatment process and help families develop problem-solving and conflict-management skills as well as to control substance abuse."

Thompson also teaches research courses in both her university's master's and doctoral degree programs. She offers no-nonsense advice for students interested in earning doctoral degrees in social work.

"People's work ethics vary widely," says Thompson. "But if you go in ready to work and get the most out of your education, you'll do well anywhere."



"We're finding that family-based interventions that incorporate experiential activities that are fun help families to talk about issues that they haven't talked about in a long while."

Sanna J. Thompson, associate professor, University of Texas at Austin School of Social Work





### Leopoldo J. Cabassa (PhD '05)

Leopoldo J. Cabassa, assistant professor in the University of Southern California's (USC) School of Social Work, credits the Brown School faculty for his career preparedness.

"I was very fortunate to be trained in such a great program," says Cabassa. "The faculty members are accessible mentors who help to shape your way of thinking in research. They also prepare you to go into the job market. In professional development, they teach you how to conduct a job interview and present your work. They try to provide good professional preparation. And, they do it in a really personal manner."

Cabassa joined USC as a post-doctoral fellow in 2005 and was named assistant professor

in 2006. A native of Puerto Rico, Cabassa has continued the research interests that he brought to Washington University in both his master's degree (MSW '01) and doctoral studies. His dissertation, entitled "Hispanic Immigrants' Intentions to Seek Depression Care," was funded through a grant from the National Institute of Mental Health.

Currently, Cabassa is the principal investigator of two pilot studies examining how depression and attitudes toward depression treatments influence Latino patients' depression treatment preferences and adherence to care.

"We want to help integrate mental health care into primary care," says Cabassa. "We're studying the intersection of chronic health conditions and mental health.

Latinos tend to underutilize mental health services, and when they do get services, it tends to be of poor quality. These disparities in care impact their families, neighborhoods, and job performance. The goal of my work is to improve the health of the Latino community."

### Fred M. Ssewamala (PhD '03)

Fred M. Ssewamala, a native of Uganda, succinctly describes the experience of earning his doctorate from the Brown School.

"It's the best thing that's happened to me, thus far, professionally," says Ssewamala, assistant professor of social work at Columbia University in New York and a senior research fellow with the New American Foundation. "It's allowed me to participate in national and international policy debates and to consult with think-tank organizations. It's given me a different way of looking at development issues. If I had only finished my master's degree at Washington University (MSW '99) and gone back to Uganda, I would have been prepared to practice. But it wouldn't have given me a strong skill base in research and critical thinking."

Ssewamala also credits his Brown School training for his ability to successfully compete for private foundation and federal grants early in his career. Ssewamala is the principal investigator of "The SUUBI Program: Creating Asset-

"We're studying the intersection of chronic health conditions and mental health. Latinos tend to underutilize mental health services, and when they do get services, it tends to be of poor quality. These disparities in care impact their families, neighborhoods, and job performance. The goal of my work is to improve the health of the Latino community."

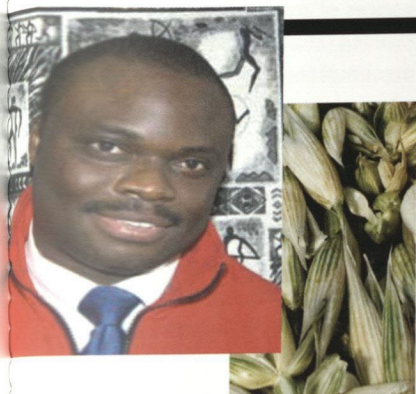
Leopoldo J. Cabassa, assistant professor,  
University of Southern California's  
(USC) School of Social Work



Shutterstock/Stockphoto

"It's allowed me to participate in national and international policy debates and to consult with think-tank organizations."

Fred Ssewamala, assistant professor, Columbia University School of Social Work and senior research fellow with the New American Foundation



Ownership Opportunities and Health Promotion among Orphaned Children in Uganda," a two-year project funded by the National Institute of Mental Health.

Ssewamala earned a bachelor's degree in social work and social administration from Makerere University in Uganda and worked for the Red Cross there, designing programs for poverty alleviation and community development. While studying at Washington University, Ssewamala worked with the Justine Petersen Housing and Reinvestment Corporation, a 501c (3) Missouri not-for-profit corporation that assists low-to-moderate income individuals and families to become homeowners, access financial institutions, start

their own micro-businesses, and accumulate assets.

These practice pieces are just as important to Ssewamala as is his doctoral education.

"You should be able to work closely with the people you're interested in helping," he says. "My experience at the housing corporation allowed me to interact with low-income, including people on welfare. ... If I didn't have this practice experience, there would have been a gap from learning to the field."

### Sarah Gehlert (PhD '91)

Sarah Gehlert is a professor in the School of Social Service Administration at the University of Chicago, where she serves as deputy dean for research. She is also a professor at the university's Institute for Mind and Biology. As a Brown School graduate, Gehlert was well prepared for her role as principal investigator of one of the first big units of the National Institutes of Health

Roadmap for Medical Research for the 21st century. One of the NIH Roadmap's initiatives is to create research teams of the future, including interdisciplinary research.

"Washington University did something other doctoral programs don't do," says Gehlert, who is president-elect of the Society for Social Work and Research. "While other programs encourage students to take courses outside social work, Washington University had a reputation for including professors from other areas in mapping out curriculum. It wasn't unusual for me to seek out others from other fields."

As one of only eight centers funded by the first initiative of the NIH Roadmap, the Centers for Population Health and Health Disparities at the University of Chicago received \$9.7 million in late 2003 to study chronic diseases, such as breast cancer, and their disproportionate effect on some groups. Each research team must include social scientists, behavioral scientists, and biological scientists, according to Gehlert.

"Before, 'interdisciplinary' meant that a bunch of people wrote parts of a grant and came back together after doing their research," says Gehlert. "Now, we share the project's overall design and questions and work with community shareholders."

Gehlert's interdisciplinary team is focused on understanding the role of social environments in the expression of breast cancer genes. African-American women living in a range of neighborhoods on Chicago's South Side, some with very high rates of crime, are being enrolled in this study as soon as they are diagnosed with breast cancer.

"We're measuring a four-block environment from their homes to see if high crime and unsafe housing affects women's expression of breast cancer genes," says Gehlert. "We think the reverse is also true — that in good neighborhoods there's less expression of breast cancer genes."



In contrast to Chicago's South Side — where individuals often live isolated lives — Gehlert's team is studying women in Nigerian villages, where it is unusual to live alone. Additionally, the Nigerians offer genetic founder information about African-Americans, said Gehlert.

"The Brown School taught me to think big," she says. ☼



# Research

## Mother's education empirically tied to her family's economic well-being

By Jessica Martin

**D**ESPITE THE LATEST EVIDENCE that single and married mothers can reap financial benefits from a college degree, current social policy discourages post-secondary education for women in poverty, according to a new study.

"In the United States, poverty is more prevalent among women with children no matter what their marital status might be," says Shanta Pandey, associate professor. She points to the 2005 Current Population Survey, which shows that 7 percent of married-couple families and 35.9 percent of female-headed families with children are living below the federal poverty line.

In her new study, "Bachelor's Degree for Women With Children: A Promising Pathway to Poverty Reduction," Pandey shows how poverty among women with children can be reduced through a college education, especially when women are motivated to pursue a degree. The study is published in the current issue of the journal *Equal Opportunities International*.

"While our study provides additional evidence that a bachelor's degree will help lift mothers out of poverty, it also shows that there aren't sufficient social programs and tax incentives that encourage post-secondary education," says Pandey. "Even minor federal efforts to promote education of poor women with children may have broad impacts."

The solution, says Pandey, is social policy that supports and promotes college education among women with children. She suggests some initial steps:

- stopping the five-year lifetime welfare limit for women who are attending college;
- allowing women to take an additional year to complete their college degree while on welfare; and
- providing incentives to states that create education promotion policies for poor mothers.

Pandey says that the \$150 million devoted to healthy marriage initiatives through the Deficit Reduction Act of 2005 could be better spent on education programs for mothers. "There is a direct, tested link between education and a reduction in poverty, more so than one's marital status."

Of the 16.5 million undergraduate students in the United States, 2.2 million are single parents. Of that number, 70 percent is female, and more than 50 percent of the female single-mother students drop out of college.

"These single-mother students juggle multiple responsibilities of bread winning and care giving as they pursue their education and, therefore, it is no surprise that they have the highest risk of leaving before completing college education," says Pandey.

Pandey's study finds that compared to mothers without a high school degree, those with a four-year college degree are three to 10 times more likely to live above the federal poverty line.

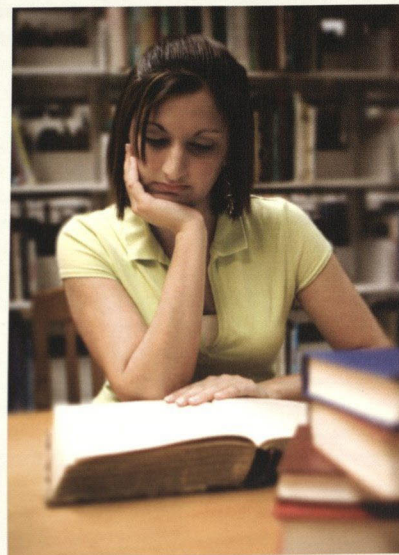
"Poverty among college-educated mothers, irrespective of their marital status, is consistently low."

Pandey and her study co-authors, Min Zhan, assistant professor of social work at the University of Illinois, and Youngmi Kim, social work doctoral student at Washington University, used survey data from the year 2000 of the National Longitudinal Survey of Youth 1979 (NLSY79).

The sample for Pandey's study included 770 single mothers and 1,165 married mothers.

According to Pandey, the good news is that over the years more American women have attained a bachelor's degree, and this trend is likely to continue given the uncertainties of marriage.

The bad news, however, is that welfare reform policies may have discouraged college education of some of the very poor women with children. ☒



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Edward F. Lawlor

**Edward F. Lawlor**, dean, recently presented the Institute of Medicine's meeting titled "Challenges and Successes in Reducing Health Disparities." This spring he gave the Davis Lecture at the University of Chicago's School of Social Service Administration. The lecture was titled "Health Reform in China: Reconciling history, markets, and social change."



Shanta Pandey



Gautam Yadama

**Shanta Pandey** and **Gautam Yadama** visited faculty at Kazkh National University, Almaty, Kazakhstan, in December where they co-presented seminars on "Social Development in Central Asia" and "A Survey of Research on

Women and Children in Poverty." Yadama also presented a paper, "Social Reforms in Georgia," at the Annual Open Society Institute Faculty Conference.

**Stephanie Boddie**, assistant professor, co-authored "Social workers' personal spiritual characteristics and their conceptualizations of spirituality and religion: A mixed method study," which appeared in *Journal of Religion & Spirituality in Social Work*.



Stephanie Boddie

**Yunju Nam**, assistant professor, participated in the National Institute on Aging's Institute on Aging and Social Work at The College of St. Scholastica. Her research on "Welfare Reform and Older Immigrants: Public Assistance Eligibility Restrictions, Program Participation, and Well-being" was featured in *The Voyage*, a publication of the Washington University Center for Aging.



Yunju Nam

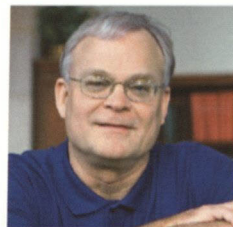
Assistant Professor **Carolyn Lesorogol** served as a panelist for "Global Poverty: the



Carolyn Lesorogol

Ethics of International Aid," organized by The Center for the Study of Ethics and Human Values at Washington University. She has been invited as a participant in an international conference titled: Place Versus Path: Reconfiguring Nomads to Fit the State, taking place at the University of Bergen, Norway.

**Michael Sherraden**, the Benjamin E. Youngdahl Professor of Social



Michael Sherraden

Development, is principal investigator on a new two-year contract with Tuskegee University (Ford funding) titled "Building a Coalition in the Southern Black Belt States for an Inclusive Asset-Building Policy & Program Agenda Focus on Victims of Katrina, Rita & Others Recent Hurricanes & Black

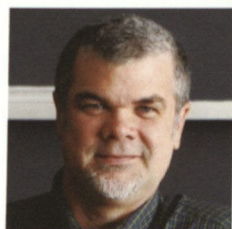
Owned Land Loss." Sherraden also spoke at the World Bank on "Overcoming Barriers to Savings and Asset Building." He recently published *Can the poor save? Savings and asset building in Individual Development Accounts*.

Assistant Professor **Amanda Moore-McBride** delivered a statement on "Inclusion and Effectiveness in International Volunteering and Service" at a U.S. Congressional Hearing on the Global Service Fellowship Bill.



Amanda Moore-McBride

Professor **Curtis McMillen** recently co-authored "Quality-directed activities and barriers



Curtis McMillen

to quality in social service organizations" in *Administration in Social Work*, and "Dating violence among emancipating foster youth" in *Children and Youth Services Review*. He also presented

the Abraham and Louise Makofsky Endowed Lecture in Child Welfare at the University of Maryland Baltimore for the topic "Older Youth in Foster Care: Old Dilemmas, New Insights, Fresh Ideas."

**Enola Proctor**, the Frank J. Bruno Professor of Social Work Research, presented "School Perspective on Partnerships in EBP Training," at the NIMH Partnerships to



Enola Proctor

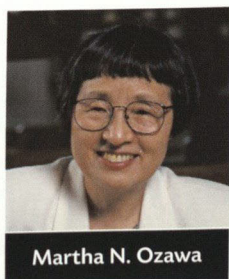
Integrate Evidence-Based Mental Health Practices into Social Work Education and Research Meeting.

**Nancy Morrow-Howell**, the Ralph and Muriel Pumphrey Professor of Social Work, published "Civic service across the life course" in *Generations (Journal of the American Society on Aging)*.



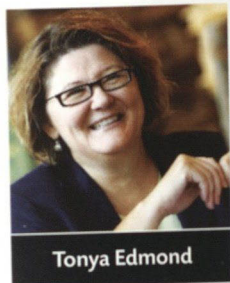
Nancy Morrow-Howell

Associate Professors **Brett Drake** and **Melissa Jonson-Reid** have co-authored a commentary titled "A response to Melton based on the best available data." The commentary appeared in the April issue of *Child Abuse & Neglect*. Jonson-Reid also recently co-authored "Dating violence among emancipating foster youth" which appeared in *Children and Youth Services Review*.



**Martha N. Ozawa**

Households in Taiwan in Comparison to the United States and Sweden," at the second Asia Social Quality Conference, National Taiwan University, Taipei, Taiwan in March.



**Tonya Edmond**

**Tonya Edmond**, associate professor, co-authored and published "Dating violence among emancipating foster youth" which appeared in *Children and Youth Services Review*.

**Ramesh Raghavan**, assistant professor, recently published "A piece of my mind: A question of faith" in the *Journal of the American Medical Association*. Raghavan co-authored "The Deficit Reduction Act of 2005: Implications for Children Receiving Child Welfare Services" for Casey Family Programs.

**Martha N. Ozawa**, the Betty Bofinger Brown Distinguished Professor of Social Work, presented "Economic Conditions of Female-Headed

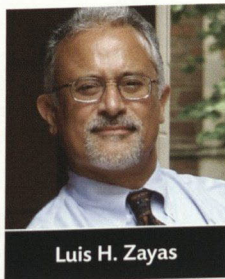
Associate Professor **Renee Cunningham-Williams** has two publications: "Racial/Ethnic Variation in



**Renee Cunningham-Williams**

the Reliability of DSM-IV Pathological Gambling Disorder" and "A Latent Class Analysis (LCA) of Problem Gambling Among a Sampling of Community-Recruited Gamblers." Both appeared in the *Journal of Nervous and Mental Disease*.

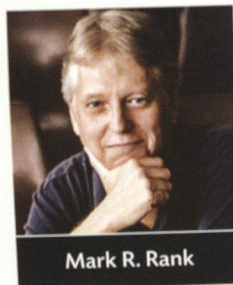
**Luis H. Zayas**, the Shanti K. Khinduka Distinguished Professor of Social Work, presented his research on suicidal Latinas to the Arkansas Governor's Suicide Prevention Task Force. Zayas also served on the Robert Wood Johnson Foundation National Advisory Committee that awarded 15 grants nation-



**Luis H. Zayas**

ally for promoting innovative mental health services to refugee youth through community and school partnerships.

**Mark R. Rank**, the Herbert S. Hadley Professor of Social Work, published "Welfare Recipients Living on the Edge" in *Sociological Odyssey: Contemporary Readings in Sociology*, and "As American as Apple Pie: Poverty and Welfare" in *The Contexts Reader*.



**Mark R. Rank**

**Arlene Stiffman**, the Barbara A. Bailey Professor of Social Work, has published "Southwestern American Indian Urban and Reservation Youth: Personal, Familial, and Environmental Strengths" in *Journal of Child and Family Studies*, and "They Might Think I Was Crazy: Young American Indians' Reasons for Not Seeking Help when Suicidal" in *Journal of Adolescent Research*.

## Brown Welcomes New Faculty

**Clifton R. Emery**, an assistant professor, was formerly a research assistant with the National Opinion Research Center, where he assisted in developing and implementing the imputation plan for the Survey of Doctoral Recipients. He earned his doctorate at the University of Chicago and was awarded the Chicago Center of Excellence In Health Promotion Economics Pre-Doctoral Fellowship for "Consequences of Childhood Exposure to Intimate Partner Violence." His research interests include domestic violence and violence against women and children.

**Monica M. Matthieu** joins the School as a research assistant professor. She received her doctorate from Columbia University, where her research focused on disaster mental health. Her other research interests include mental health services, trauma, and suicide prevention. She was a senior instructor and National Research Service Award Postdoctoral Fellow from the University of Rochester Medical Center.

**Juan B. Peña** joins the School from the University of Rochester Medical Center, where he was awarded a post-doctoral research fellowship by the National Institute for Mental Health (NIMH). His research and direct practice experience focus on Hispanic adolescents, prevention, and immigrant generation status. Peña will be part of the Center for Latino Family Research. He received his doctorate from Columbia University.

**Luis E. Zayas Rivera**, an expert in applied medical anthropology and the anthropology of development, joins the School as a research assistant professor. Zayas Rivera's areas of interest include patient health education and cultural competence in health care. He received both his MA and PhD in socio-cultural anthropology from the University of Chicago. Most recently, he served as research assistant professor and associate director of faculty development in the Department of Family Medicine at the University at Buffalo.

**Paul T. Shattuck** joins the School as assistant professor. He received his doctorate from the University of Wisconsin, where he was a National Institutes of Health post-doctoral fellow at the Waisman Center. Shattuck's research and direct practice has addressed the diagnosis and development of autistic children, autism's impact on families, and promoting policy and systems change. His teaching interests include social policy, research methods, human behavior and the social environment, health and society, and disability studies.

# Events

## Evidence-based Practice Lecture Series Enters Second Year

Last year marked the launch of the Brown School's evidence-based practice lecture series. The series brings together scholars from Washington University, Brown School, and other academic institutions and agencies to discuss issues relevant to further integrating evidence-based practice into social work research, teaching, and practice. Some of this year's speakers include: Patricia Chamberlain, Oregon Social Learning Center; Greg Aarons, University of California San Diego; Julia Littell, Bryn Mawr College; and Charles Glisson, University of Tennessee.

Below is a list of some of the topics from last year's series. Visit [gwbweb.wustl.edu](http://gwbweb.wustl.edu) for upcoming evidence-based practice discussions.

- Agency-University Partnerships for Evidence-based Practice in Social Work: Learning from the BEST Project
- Improving the Teaching of Evidence-Based Practice
- Evidence-Based Practice for Agencies and Organizations
- National Survey of Psychotherapy Training in Psychiatry, Psychology, and Social Work
- Adapting and Teaching Evidence-Based Practice in Master's Level Social Work Programs
- Organizational Receptivity to Evidence-Based Practice
- Implementing Evidence-Based Practice: The ARC Model
- Community Partnerships and Evidence-Based Practice: Are We Ready?
- Electronic Resources to Access Information about Evidence-Based Practice
- Evidence-Based Practice: Where is the Evidence?

CONNECT: Visit [gwbweb.wustl.edu](http://gwbweb.wustl.edu) for a list of upcoming speakers and events.

# Partnerships

## New Service Corps Partnerships Offer Incentives

ALUMNI OF THE CORO FELLOWS PROGRAM IN PUBLIC AFFAIRS AND CITY YEAR now have added incentives to apply to Brown School's Master of Social Work program.

Through partnerships with these two popular service corps programs, Brown School offers the following admissions benefits packages:

1

FOR CITY YEAR MEMBERS AND ALUMNI:

Two \$25,000 scholarships awarded to two City Year alumni or one-for-one tuition award match for alumni with AmeriCorps educational award funds.

No application fee.

A one-year deferral for admitted students who decide to complete their 1,700 of City Year service before starting the MSW program.

Opportunities for City Year scholars to volunteer and participate in activities and projects sponsored by Washington University's Gephardt's Institute for Public Service.

2

FOR ALUMNI AND MEMBERS OF THE CORO FELLOWS PROGRAM IN PUBLIC AFFAIRS:

A \$20,000 scholarship award for two years of study to each Coro alum admitted to program who is deemed scholarship worthy.

No application fee.

A one-year deferral for admitted students who decide to complete the nine-month Coro internship before enrolling in Brown.

Ability to pursue independent study opportunities in an area of interest with Brown faculty members.

Ability to participate in community service cohort projects.

For more information about these and other scholarships, contact Janice Wells-White at (314) 935-6694.



# Research

## Majority of American Indians move off reservations, but their cultural, financial services remain behind

By Jessica Martin

**U**RBAN AMERICAN Indian community centers in the United States can look to their neighbors to the north for an example of how to create a strong national voice, says Dana Klar, director of the Kathryn M. Buder Center for American Indian Studies.

"Urban American Indian community centers were created in the late 1950s and '60s as a part of the federal relocation policy, with the aim of re-settling native persons in urban areas, where we would be closer to schools, jobs, and more easily assimilated," says Klar, a member of the United Houma Nation.

Today, nearly 60 percent of American Indians reside off-reservation, and because of that, the majority of American Indians do not have ready access to the cultural and financial services on the reservations.

"We have more recently realized that a national organization can aid the individual centers in advocacy and policy development efforts that affect all urban American Indians," Klar says.

"It has only been in the last four or five years that steps have been taken to organize our individual centers on a national scale. Canada's urban Indian coalition, the National Association of Friendship Centres (NAFC), which has been in existence for 35 years, can serve as an inspiration for the growing urban Indian movement in the United States."

Canada's NAFC represents the needs of urban Indians to the Canadian government and to the public. The NAFC provides advocacy services, funding support, training and technical assistance, an annual conference including youth and leadership development, as well as oversight, and a code of ethics for the 117 Friendship Centres in Canada.

According to the U.S. National Urban Indian Family Coalition (NUIFC), which was created in 2003, urban Indians, like other minority groups, are disproportionately prone to suffer from socio-economic distress.



Native American Dreamcatcher

Nonprofit urban Indian community centers, which are funded through a variety of sources, seek to meet many of the underserved needs of urban Indians, including health, employment training, housing, culture, and welfare. Because they are not governmental entities, however, urban Indian centers struggle to provide services that are provided on reservations.

St. Louis exemplifies the need for formalized urban Indian alliances. "St. Louis, as one of the original relocation cities, has a sizeable, largely unseen, but certainly impassioned, urban native community, actively engaging in activities through at least five organized groups," says Klar. "One goal of mine, through my work with the Buder Center, and a longtime member of the St. Louis urban native community, is the creation of an alliance or coalition of these groups, so that on occasion, a larger body may meet in service to all."

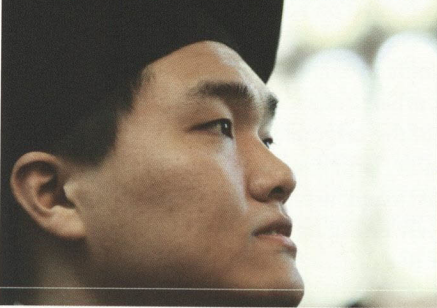
Klar hopes that these urban Indian alliances can provide many tangible — and even more intangible — benefits such as:

- A unified voice to affect more global policy change;
- An organized group to pursue large-scale grants that can serve all urban groups, and allow for shared resources;
- Creation of more public awareness in urban areas; and
- Improved access to financial and cultural services.

Representatives from Canada's NAFC came to Washington University in April to discuss organizing strategies.

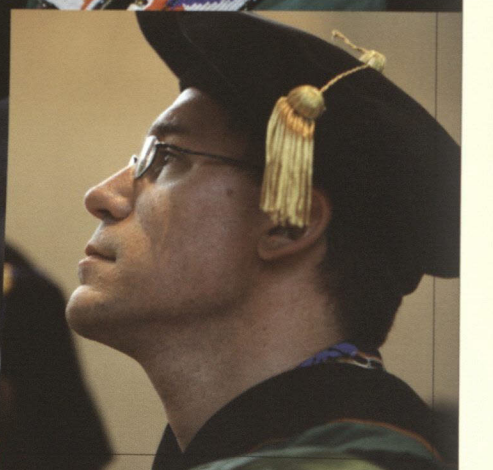
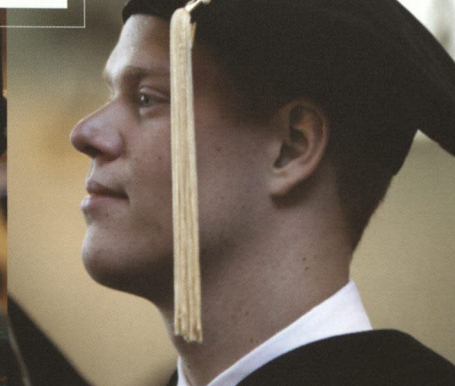
"We're incredibly fortunate to have representatives from this vibrant group come to the University to engage with the students and the St. Louis community," says Miriam Jorgensen, PhD, visiting scholar at Washington University.

"In both the United States and Canada, non-reservation and urban native populations are growing rapidly. It's the new reality for community development with Indigenous peoples — a reality that the Friendship Centre movement in Canada has addressed with great success." ❧



**CELEBRATE**

Washington University and the Brown School honor the leadership and impact of students at its annual Commencement ceremony. Nearly 6,500 students have earned MSW degrees from Brown.



# Recruiting the Best & the Brightest

By Janice Wells-White

**T**HIS FALL we welcome yet another exceptional group of students to the Brown School. Each new student arrives filled with tremendous passion and commitment to gaining the skills and knowledge to make great change in the world. Fall is also the time that we prepare for another busy recruitment season. As director of admissions and recruitment I have the great privilege of meeting many prospective students, learning about their diverse interests and career ambitions, and discussing the exciting developments at our School.

But we need to do more to reach out to those who have an interest in social change and to educate them about the benefits of a Master of Social Work degree. With Brown School alumni living in all corners of the globe, we have a tremendous opportunity to engage alumni in this process. Who better than a Brown School graduate to help capture a prospective student's imagination about the possibilities of a graduate social work degree?

This year we plan to share with you a variety of new programs and initiatives that will help connect you with prospective students. But there are many ways you can help immediately:

**Distribute information.** Through our new alumni referral program you can help share information about our programs and research with your colleagues and others who may have an interest in graduate social work education. Many of you currently do this informally through your requests to add individuals to our *Social Impact* mailing list.

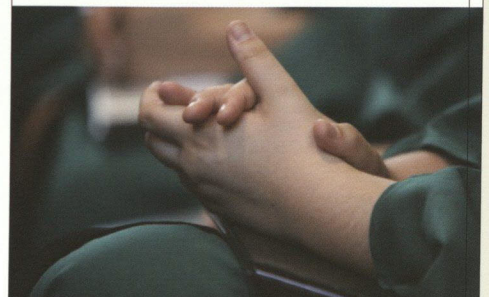
**Share your experiences.** Each year we hold prospective student information sessions on campus and in cities elsewhere. I invite you to participate in one or more of these sessions or to serve as a host for an information session in your community.

**Connect with newly admitted students.** Most of our students have the good fortune of having to decide between one or more top graduate school programs. By participating in one of our phone-a-thons, you can talk directly with admitted students who share similar interests as you and discuss the benefits of attending Brown. You can also participate in a panel or roundtable discussion as part of our annual admitted student weekend. There are also opportunities for you to informally mentor incoming students by hosting one or more for a lunch or quick coffee.

**Participate in scholarship reviews.** Our School has one of the largest scholarship programs of any graduate school of social work. The competition for scholarships continues to grow, particularly during the second year. You can assist us by helping us review applicants for our second-year scholarships.

If it has been a while since you've connected with the School, I encourage you to "meet" some of our students and faculty by reviewing our new award-winning recruitment materials. Feel free to request a packet by e-mailing me directly at [jwhite@wustl.edu](mailto:jwhite@wustl.edu). You can also get to know our students and faculty by visiting the prospective students section of our new web site at [gwbweb.wustl.edu](http://gwbweb.wustl.edu).

I welcome your thoughts on how we can continue to recruit the best, brightest, and most diverse students. I look forward to hearing from you and thank you for your continued interest and support of our program. ☺



# Alumni Updates

From Costa Rica to Alaska and from Arizona to Illinois, Brown School alumni are making an impact

## 1965

**Donald W. Cole, ACSW, DSW, RODC** received the Organization Development Network's Global Work Award. Cole has organized 26 OD World Congresses and consulting teams, helped found the *O.D. Journal*, and has written five books and numerous articles on the topic.

## 1973

**Timothy Schmalz** writes that he received the Lifetime Achievement Award on March 23 from the state chapter of NASW – Arizona.

## 1983

**Nancy Board** shares that she recently started with PPC-Worldwide as vice president of international business development after eight years with Postal Service EAP. She also facilitated a training program for women in South Africa and launched a Web site and programs she co-hosts with a colleague.

**Bruce Sowatsky**, executive director of The Children and Family Services Authority in St. Charles, Missouri, received one of three annual awards from The Crisis Nursery on March 24, 2007, during

its annual gala. He shares that a joint effort in St. Charles will result in the opening of a fourth site for the agency.

## 1984

**Patrick Fleming**, a social worker in private practice in St. Louis, co-authored and published a book based on his work with clerical sex abusers and victims of clerical abuse titled *Broken Trust: Stories of Pain, Hope, and Healing from Clerical Abuse Survivors and Abusers*.

## 1986

**Dawn Marie Williams** writes that she and her

husband are now in the Washington DC area, where she has taken a position as a program officer with AmeriCorps. She also received a fellowship to become a certified financial counselor.

## 1987

**Carmen M. Castillo** is an associate professor at the University of Costa Rica School of Social Work. She plans to start a research project on Third Sector in Costa Rica. Carmen writes that she is also subdirector of the school, coordinating the school's continuing education program.

**Chad E. Morse**, a clinical associate professor of social work at the University of Alaska, Anchorage, is the recipient of the 2006 Distinguished Teaching Award from the University of Alaska Alumni Association. This is his second teaching award. In addition, the NASW's Alaska Chapter, Southcentral Region named him Citizen of the Year.

## 1998

**Gina Guillemette** is the director of policy for the Mid-America Institute on Poverty of Heartland Alliance for Human Needs & Human Rights. She also serves on the board of directors of the Center for Economic Progress; the board of directors of Work, Welfare and Families; is a member of the steering committee for the Public Benefits Hotline at the Legal Assistance Foundation of Chicago; and is co-coordinator of the Illinois Asset Building Group.

## 2000

**Earnestine (Jackson) Hackett** shares that her book, *Propelling: A simple & therapeutic mental technique that helps you move beyond any distressing situation you can't move beyond independently*, was published in May 2007. To learn more about the book, please visit [PropellingBook.com](http://PropellingBook.com).

## Distinguished Alumni & Faculty Honored

The Brown School honored six distinguished individuals for outstanding school service during its annual Alumni Awards Dinner April 17.

The Distinguished Alumni Award recipients are Alice K. Johnson Butterfield, William A. McAllister, and Amy Rome. Luis Zayas, the Shanti K. Khinduka Distinguished Professor of Social Work and associate dean of faculty, received the Distinguished Faculty Award. The Dean's Medal recipients are David L. Cronin and Harriet K. Switzer, secretary to the Board of Trustees.

**Johnson Butterfield**, professor of social work at Jane Addams College of Social Work, has made significant contributions to knowledge in the area of service delivery to disadvantaged populations. She has authored numerous papers, book chapters, reviews, and monographs focused on university-communi-

ty partnerships, community practice, community development, homeless families, and low-income housing.

**McAllister** has focused his life work in advancing the mission of the YMCA, one of the largest not-for-profit community service organizations in America. He has served on the World Council YMCA and as director of personnel and training for the YMCA of America. He also was elected vice president and chief operating officer of the YMCA Retirement Fund. Although he officially retired in 1989, he remains involved with the YMCA.

**Rome** has dedicated her career to improving the effectiveness of not-for-profit organizations. As founder and principal of the Rome Group, she has more than two decades of experience in planning, development and fundraising, and management with public and private nonprofit and philanthropic organizations.

Since joining the faculty in 2002, **Zayas** has made significant contributions to the social work school, the University, and the profession. His research on at-risk

# IMPACT?

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## 2004

**Bridget Shea**, a Presidential Management Fellow with the U.S. Department of Health and Human Services, writes that she recently completed a six-month detail to the U.S. Senate Committee on Health, Education, Labor and Pensions (HELP) in the Majority Health Office of Senator Edward M. Kennedy. In fall 2007, Bridget will begin an adjunct faculty position at George Mason University in the College of Human Services, Social Work Department, teaching Social Policy, Programs and Services to MSW students.

### In Memory

## 1950

The Brown School learned of the death of **Esther Marie (Lisius) Tarnay**. Ms. Tarnay was a social service supervisor at Robert Koch Hospital in St. Louis and later the

director of the department of social work at Evanston Hospital in Illinois.

The Brown School has learned of the death of **Reverend Charles Tuschling**.

## 1951

**Jack Steneck** of Eagle, Idaho, passed away in February 2007. Mr. Steneck was the director of the Idaho state mental health program and under his leadership Idaho was the second state in the country to achieve complete comprehensive mental health services available to all Idaho citizens. In 1985, he was honored by the governor as one of the state's most distinguished citizens.

Latina youth has received national and international recognition, and under his leadership, the Brown School established the Center for Latino Family Research.

**Cronin** served the social work school for 25 years, most recently as associate dean for administration. He directed the construction of Goldfarb Hall and the renovation of Brown Hall, chaired the Brown School's anniversary celebrations, and played a major role in the reaccreditation process of the school. He and his wife, Harriet K. Switzer, were instrumental in establishing the Kathryn M. Buder Center for American Indian Studies.

**Switzer**, former president of Maryville College (now Maryville University), has spent the past 25 years serving Washington University. She is secretary to the Board of Trustees and its 13 standing committees. Switzer also served as University coordinator of the Women's Society of Washington University.

Editor, *Social Impact*

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Photo by Geoff Story

## For Clyde, family past plays a big role in her future

By Andy Clendennen

**M**elissa Clyde, MSW '07, was raised to give back to her Navajo people. Her maternal grandmother's inspiration and hope for her family is to "keep the fire going." This guiding vision is Clyde's holistic path to becoming an agent of change.

"I'm a Navajo woman, and that's a big responsibility," she says. "I am of the Water's Edge Clan — my mother's clan — and born for the Folded Arms People — my father's clan. My life and role are solely based on the principles of womanhood, which means not just to be a provider or a nurturer; I'm the caretaker of our Navajo traditions."

Tradition is a main theme in Clyde's work and life. She knew she was interested in the human-service field while an undergraduate at the University of Arizona, where she helped Native American students struggling to adjust to mainstream campus life.

The experience planted a seed, one that she continued to nurture through further work experience and studies. She took a summer job with the Upward Bound Program, where she taught leadership to Native American students, many of whom discussed the struggles and social problems they and their families experienced.

She returned home to Gallup, New Mexico, and worked with the Navajo Nation Division of Social Services, providing child protective and case-management services. The job was an eye-opening emotional roller coaster, she recalls.

"Initially, I was caught off guard," she says. "I was not prepared to see all the social issues facing my Navajo people, issues of poverty, child abuse, and poor mental health paired with the severe lack of resources."

But seeing the struggles of the Navajo led Clyde to dedicate her life to social justice. "I knew after a month of working with my Navajo people that I wanted to be a social worker," she says.

Two years of work with the Navajo Nation was followed by two years as a treatment coordinator with Namaste Child and Family Development Center in Farmington, New Mexico. It was there that her supervisor convinced Clyde to earn a master's degree.

Clyde received the Kathryn M. Buder Scholarship, a full-tuition scholarship awarded to Native Americans who intend to practice social work in Native American communities.

"As a strong native woman, Melissa honors us all through her successes, her constant generosity of spirit, and her embodiment of collegiality and the social work ethical principle of dignity and worth of the person," says Dana Klar, director of the Buder Center. "Her avocation and personhood demonstrate the reality that we are all related."

Clyde will begin work as a community development specialist with the National Indian Child Welfare Association (NICWA) in Portland, Oregon, a private, nonprofit organization she worked for last summer.

"As soon as I learned more about NICWA in class, I knew it was the place I wanted to be," Clyde says. "NICWA is dedicated to child welfare and children's mental health, which are my areas of concern."

The job lands Clyde in a place she might have been destined for by her heritage, honoring her grandmother's hope to "keep the fire going."

"To be a part of that small agency and to be influential at the national level is really meaningful for me," Clyde says. "I feel like I'm in the right place."



Photo by Sarah Smith

# A Picture- Perfect Fit

“I really don’t want to have my picture taken,” quipped Dr. Bonnie Orkow, MSW ’70, at this recent photo shoot, “but I’ll do just about anything for Washington University.” And she does. This Brown School alumna, through her generous planned gift, is leaving a legacy for social work students for years to come.

“I would not have had an opportunity to complete my education without scholarship assistance. I have had wonderful opportunities throughout my career; none of which would have been possible without this School.

“The environment was intellectually stimulating, warm, and friendly. The School was supportive of my growth as a professional and was there for me

at every turn. I am so proud to be a Washington University and Brown School graduate. So to me, a gift to Washington University was a perfect fit.” Picture perfect.

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**ABOUT BONNIE ORKOW:** Bonnie got her start as a staff social worker but quickly advanced into an administrative role, later running Colorado’s Medicaid and child welfare programs. She has also served as the U.S. representative on social welfare policy to the Soviet Union. She has taught at the University of Denver and the University of Colorado at Denver.

### CONNECTING CULTURES

MSW student Upama Malla and friends perform a traditional Nepalese dance celebrating the country's unique style of music and dance. Nepal was one of 14 different countries represented at the Brown School's annual International Festival.



Photo by Geoff Story



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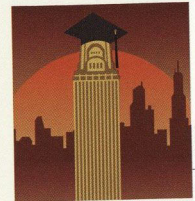
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**Brown School Fast Facts**

**220**

Number of social work doctoral degrees conferred by the Brown School since the program's inception in 1954



**80**

Number of applications received by the Brown School's doctoral program each year



STUDENTS ACCEPTED

**10**

Percentage of applicants accepted each year to the doctoral program

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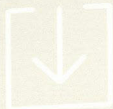
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