

Korean Connection

Creating a New Infrastructure for Social Work Education

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Violence, Trauma & Youth

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- **A New Map of the South Side**
- **SSA's 2009 Honor Roll**

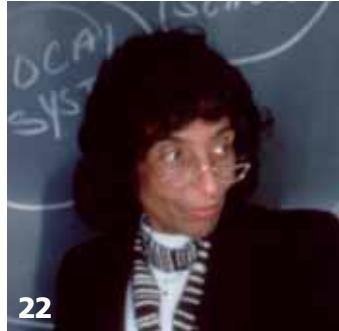




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Jeanne C. Marsh

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WRITER

Samuel Barrett

DESIGN

Anne Boyle, Boyle Design Associates

PHOTOGRAPHY

Children's Memorial Hospital,

Audio/Visual

Christina Cole

Lloyd DeGrane

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THE SCHOOL OF SOCIAL SERVICE ADMINISTRATION

The University of Chicago

969 E. 60th St., Chicago, IL 60637

P 773.702.1168

F 773.702.7222

www.ssa.uchicago.edu



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IT'S ALWAYS GOOD TO MAKE DECISIONS WITH FACTS. That might seem self-evident. However, when the decisions are for a very large and complex institution, or when the issue at hand is complicated or difficult to measure, facts can be hard to come by. In many instances, decisionmakers are so used to being unable to get much useful data that the standard operating procedure is to proceed on the basis of experience.

My career has been primarily in the business world, where the advent of the computer has made data dramatically more usable and accessible than ever before. I've worked to build systems that collect and translate this data into information ready for analysis. And I've seen the dramatic effect it can have on focusing efforts, making improvements and measuring results.

When I began working with the Chicago Public Schools, one of my contributions was to apply my experience in transforming and managing large organizations through the use of information. CPS had warehouses full of data. Unfortunately, in warehouses it was inaccessible and therefore almost useless. I think one of my most significant accomplishments at CPS was building a technology infrastructure that allows for ready access to and the use of data.

Melissa Roderick, SSA's Hermon Dunlap Smith Professor, has been at the forefront of showing how the information that's now available at CPS can help us make better decisions about public education in Chicago. Her study of high school dropouts as the co-director at the Consortium on Chicago School Research, for example, found that statistically, if a student finished freshman year, they were much more likely to graduate high school. Those findings had a significant impact on CPS strategies, from the introduction of the Freshman Connection program to intense efforts to guide students through that first critical freshman year.

This approach to research—to find the real story in the data, to test assumptions, to use information to create evidence-based practice—is part of the strength and innovation at SSA. Faculty at the School are combing through data to find new, better information about everything from stopping gun violence to building better substance abuse treatment programs.

“Bottom line” can sound like a harsh term when it comes to social services and social justice—but it can mean more than just judging fiscal costs. It can also mean a thorough, scientific look at conditions and results in the real world. In the very best sense of the term, SSA gets to the bottom line of the policies and practices in place to solve society's toughest, most important issues. I am consistently impressed with the work going on at the School to use data—facts—to help shape the effectiveness of policies that improve our society.



David Vitale

David Vitale
Chair of SSA's Visiting Committee

Engagement and

The work of SSA is an important expression of the University of Chicago's deep engagement in the world,

in confronting the world's most pressing problems. It is from this engagement that we derive our eminence as one of the top schools of social work. When our founding mothers collaborated with University leadership to join the School of Civics and Philanthropy with the University of Chicago to create SSA, they brought significant expertise and deep dedication to advancing knowledge in, for and with the community.

In the fifteen years I have spent as Dean, I have been continuously impressed with the trajectory of SSA's engagement—in research, in fieldwork and in collaborations with the people and communities of Chicago and the world. At SSA, engagement is fundamental to our mission "to work toward a more just and humane society through research, teaching and service to the community." We are constantly raising expectations for ourselves and the University in the depth and significance of our involvement. By raising the bar, the eminence of SSA and the University are enhanced and, as indicated in the second half of the University's motto, "human life is enriched."

This magazine provides rich examples of how faculty research is put into practice to create innovative social programs and policies. You can read more in this issue about several faculty research studies and student engagement, but I'd like to highlight some other stories about work from additional faculty members—including our newest faculty member—and our SSA University of Chicago Human Rights Interns:

■ **Hermon Dunlap Smith Professor Melissa Roderick's new research** focuses on understanding the relationship between high school students' preparation for college, their college selection choices and their post-secondary outcomes. Her work is being conducted through a joint project between the Chicago Public Schools and the Consortium on Chicago School Research, of which she is a co-director. Professor Roderick is also the principal investigator for the Network for College Success (NCS), which applies the research of the Consortium to develop high quality leadership and student performance. This year, NCS received grants from the J. P.

Eminence

Morgan Chase, Polk Brothers, and Spencer foundations and has also received funding from the Chicago Public Schools to start a one year post-Master's program that will certify principals and train leadership teams for the complex job of improving large, comprehensive public high schools. The program will begin in July 2010 and will recruit participants from traditional and non-traditional pools of talent, including SSA, Harris School and Booth alumni.

■ **2008-09 Russell Sage Visiting Scholar and Assistant Professor Virginia Parks** (with Dorian Warren at Columbia University) examined local political responses by communities of color to economic inequality and the plight of low-wage work through a comparative case study of anti-Wal-Mart campaigns in Chicago and Inglewood/Los Angeles, Calif. These cases reveal how, when and with what success ordinary people can exercise their political voice to influence urban economic development and the new Wal-Mart economy of low-wage work.

■ **Associate Professor Scott Allard is organizing a conference on the 2010 Census** on Friday, February 26, 2010 at SSA. Entitled "Understanding a Dynamic Decade: Population Trends, Public Policy and the 2010 Census in Chicago," the event will feature keynote speaker Alex Kotlowitz and presenters Nancy Potok, the deputy undersecretary of the Economics and Statistics Administration at the Department of Commerce, as well as Stanley Moore, the regional director of the Census Bureau. Provost Thomas Rosenbaum will provide the Welcome.

■ **Our newest faculty member, Assistant Professor Alida Bouris, specializes on working with young people and their families** who are disproportionately impacted by the potential negative health consequences of risky sexual behavior, namely pregnant and parenting Latino adolescents and young adults, and young men of color having sex with men (MSM). She is interested in utilizing her research to inform and develop interventions and practice recommendations to help parents of these at-risk adolescents and young adults.

■ **Five SSA students received Human Rights Internships this summer.** Erica Koegler, A.M. '10, worked with Amnesty International in their Midwest Regional Office and Kafi Moragne,



Jeanne C. Marsh

We are constantly raising expectations for ourselves and the University in the **depth and significance of our involvement.**

A.M. '10, worked with the Southwest Youth Collaborative, both in Chicago. Cliff Bersamira, A.M. '10, worked with the Small Island Institute (for Transformation and Empowerment) in the Seychelles, Maddy Brigell, A.M. '10, worked with the Centro Bartolome de Las Casas in El Salvador, and Bruce Thao, A.M. '10, Ph.D., with Radion International in Thailand.

This academic year will be my last as the Dean of SSA and it has been a privilege to support the tradition of engagement and eminence established by our founding mothers. I was especially pleased to lead the School as we celebrated our Centennial year—a year of resounding successes, particularly in alumni and donor engagement. At the back of this issue you will find an Honor Roll listing those who keep our engagements—our promises—alive. These gifts enable SSA and its faculty, students, alumni and staff to continue the traditions of combining rigor with relevance and insure we will continue as one of the great research institutions in the world.

I sincerely thank you.

Jeanne C. Marsh, Ph.D., is the Dean and George Herbert Jones Professor of the School of Social Service Administration.

We welcome letters to the editor. Please send your submissions to julie.jung@uchicago.edu.

Baby Talk

Sydney Hans and Karen Freel have been part of a revolution. Over the past 30 odd years, our understanding of early childhood development has been turned upside down, as social science and neuroscience have given researchers a much richer picture of the importance of the first years of an infant's life. Both women have been involved in this work over the last three decades.

Hans, the Samuel Deutsch Professor at SSA, has conducted studies focusing on the development of young children whose parents use illicit substances, suffer from major mental disorders, have experienced traumatic events, and/or live in conditions of extreme poverty. She is particularly interested in using research to develop interventions and public policy that will benefit infants, young children and their families.

Freel is the vice president for research and evaluation for the Ounce of Prevention Fund, a partnership between private donors and the state of Illinois to give children who are born into poverty a chance for success in school and in life. She oversees the organization's evaluation activities and leads the Ounce's efforts to build an early childhood mental health system in Illinois.

In September, the pair sat down to talk about Freel's work as a graduate assistant on the groundbreaking work of SSA's Samuel Deutsch Professor Emerita Dodie Norton, what infants need from their parents, how early development policies can make a difference, and more.

>>> • <<<

Freel: We know each other's work pretty well. I don't know that I have a question for you. [laughs]

Hans: Karen and I have worked together since she was a graduate student here at the University, which is how I met her. And you met Dodie Norton as well around that time, too, I think, right after she came to the University. I can remember you talking in those days about what you were observing in the Infant Development Project.

Freel: We wanted to see what the natural environment for a baby looked like. We started out videotaping the mother with the baby in the hospital right after the baby was born, and we went back to the home every six weeks. We told the mother you just do

whatever you do. We were there for four hours. People can't pretend for four hours, so we really did start to see the natural environment. I was learning how to be a researcher, and so I was out there listening to babies cry and not picking them up. That was really hard. But I did my job: We just watched what was going on.

Hans: And you produced all this data on how many hours a day children are sitting in front of the television screen and how many hours sleeping, documenting what really happens in the life of a child.

Freel: Right, and then Dodie and the people on our team needed to figure out what to focus on with all this information. She eventually landed on language: what's the language like

and what kind of language is the baby hearing, and how is that going to be related to later school success or later outcomes. And Dodie was also one of the first to recognize it is terribly important how families think about routine and time.

Hans: Dodie was really one of the pioneer scholars to take seriously

parents were to them when they were young children. We were kind of blown away by this actually. It fit very well with our theories about development and intervention, but after ten years, we didn't expect to see such strong effects.

Freel: I think people thought that the drug effects would be the deciding



Experiences during the first years of life

what kinds of environments babies are exposed to. Her work is a part of a bigger body of research showing that experiences during the first years of life have implications for how well kids are doing in school and how resilient they will be to a variety of life stressors later on.

In the research Karen and I did together, we learned from mothers who were in treatment for substance abuse. It was one of the very first studies to examine the implications of mother drug use on children's longer-term development. We followed those kids from before birth until early adolescence. When the children were ten years old, we were looking at which children had mental health problems, which children were engaging in disruptive behavior. The one thing that was most strongly predictive was not their parents' history of drug use. It was how responsive their

factor in those kids' lives. But it wasn't. It was whether when the baby cried, the mother picked it up. It was whether when the baby was interested in something, the mother followed that child's interest and affirmed what the child was all about.

Hans: There's a wonderful quote from William James—one of the founders of the field of psychology—about how babies process information. He said that they live in a "blooming, buzzing confusion," basically meaning that babies can't make sense out of anything. And if you truly believe that, what difference does it make what kind of experiences you provide babies with? But we've learned a lot in the last three decades about early childhood, and now we know it's amazing what babies learn and understand from birth.

In the late 1960s, early '70s, there was an explosion of techniques for studying young children. We learned how to get better information about what children were thinking by observing their attention and behavior in very careful ways, and by monitoring their physiological responses. There's just so much knowledge now about the importance for young babies to be in environments

important than those things is a solid socio-emotional grounding. Family support programs can help parents provide children with that foundation, help parents become more focused on their children's emotional needs. Early childhood education can help children learn to express their feelings appropriately and be curious and take pleasure in the learning process. That's been a real

child to feel safe and feel that someone's interested in them. As you're focusing on socio-emotional development, you can be very intentional about building language, about building numeracy. You want those kids to come into kindergarten and know what it means to sit still and to share, how to work independently, how to be curious and ask questions and wonder.

programs, although we think center-based programs are important too. In the pre-school age, other states have universal preschool programs, such as Georgia and Oklahoma. But we were the first one to say we're going to have universal preschool for 3, 4 and 5-year-olds. One year is really not enough.

Now, we're not serving all of the



have implications for how well kids are doing in school and how resilient they will be.

environments with adults who help them to feel safe and secure. If kids don't have an enriched and caring environment during those early years of life, it will be a challenge later.

Freel: Absolutely. There was a faculty member when I was at the University, Kenneth Kaye, who talked about the dance between mothers and babies and how important that was, how they learn conversation styles, and how the baby learned that "yes, I can communicate and somebody will listen to me and respond to me."

Hans: In those early days, we thought it was mostly about providing kids with cognitive stimulation—that they needed to have the right toys, they needed to learn their ABCs, they needed to learn their colors. But probably more

change in how we think about what's important in early development.

Freel: It really is. It's been amazing. And it's sometimes really hard to get that across to policymakers about how important socioemotional development is, because it's so soft and it sounds like something that just sort of happens naturally, but it really doesn't. It has to be encouraged and supported.

But certainly it is also true in early childhood that everything is so interconnected that it's really hard to separate it all out. So going back to language, if a parent is saying more words, they're having more interactions and there is more opportunity for the child and the mother to be looking at the same thing, talking about the same thing, and for that

Hans: And from an intervention perspective, it's best to give the kids what they need early on rather than to try to help them to catch up later on. We want our kids to be coming to school ready to participate in learning situations so that they can get the most out of those experiences.

Freel: We really do know a lot about what to do with children and what they need and how to help them develop. Illinois was the first state to take early childhood funds for preschool and set aside a percentage for infants and toddlers. This is critically important because we know from the literature that even by age 3, there's huge separation [in the capacities] of the kids who don't hear enough language. Most of Illinois' programs for infants and toddlers are home-visiting

3 and 4-year-olds in our state, but that's because of budget resources. It's unfortunate that our state had such difficulties with their budget this past year, and we will have another difficult budget process this next year. But you start with the policy and program model, and then you build up the resources over time.

To read more of this conversation, including a discussion of programs to help parents become involved in their children's education and SSA's Family Support program, visit ssa.uchicago.edu/publications.ssamag.shtml. And for more on the career of Dodie Norton, see "A Longitudinal Study," starting on page 22.

No Cost Care

Free clinics fill the gap in health care for the uninsured

AROUND IN ONE FORM OR ANOTHER for almost a century, free clinics have served many functions over the years, from dispensing medicine to the poor to providing substance abuse treatment in the 1960s. But few realize that free clinics' current role is primarily to help those not caught by public health safety nets.

New research by Julie Darnell for her doctoral dissertation at SSA provides the first comprehensive understanding of today's free clinics. She found a diverse set of 1,007 facilities in the U.S., most operated primarily by volunteer

staff who are motivated by a desire to focus on patient care but have little or no government funding. Unlike community health centers, whose fees are based on patients' household income, free clinics do not charge for their services.

Today, substance abuse treatment is usually provided by specialized clinics, and Federally Qualified Health Centers (FQHCs) typically provide primary health care services, mostly to those with insurance, primarily Medicaid. And when the uninsured need acute care, they generally head to emergency rooms.

But about half of poor patients are

not eligible for Medicaid. "If you're a single male or female with no children, part of a two-parent household, a legal or illegal immigrant, or not mentally or physically disabled, you're generally not eligible for Medicaid, no matter how low your income," says Darnell, now an assistant professor at the University of Illinois at Chicago. "And if you're unemployed, have a job with no insurance coverage, and do not qualify for Medicaid, your only options are self-pay or go without care."

And so free clinics, the majority of which provide some acute care, have stepped in as important providers of



basic primary care, chronic disease management and prescriptions for uninsured, non-elderly adults. Surprisingly, Darnell found that it is not necessarily the poorest communities that have the most free clinics. Rather, free clinics are more prevalent where there are a few alternatives for affordable primary care and an ample supply of physicians. Darnell found that free clinics serve about 10 percent of the



Charting a New Course

With an ambitious mapping project, researchers are mapping the way to better health on the South Side and beyond

IAST SUMMER, A GROUP OF UNIVERSITY OF CHICAGO STUDENTS went out in two-person teams, walking each city block in six South Side communities and marking down every business, social service organization, public agency, church and health care facility. The intensive project was the first step in creating detailed maps to assess the current and future state of the health of the neighborhoods' residents. The project's planners, however, hope that the benefits don't stop there.

The Resource Mapping Project is one part of a larger effort, the South Side Health and Vitality Studies. Coordinated by researchers at the University of Chicago in close conjunction with South Side leaders and community residents, the studies are aimed at improving health in the communities. The mapping project is focusing first on the East Side, Grand Boulevard, Hyde Park, Kenwood, Washington Park and Woodlawn communities—later the sur-

vey will expand to cover all 34 neighborhoods on the South Side.

"These maps will give us a way to compare health trends and disparities with the environment where people live," says project co-director Colleen Grogan, an associate professor at SSA. "We can also discover the assets and barriers to good health in each community and help the residents determine what to build on. People have assumptions of deprivation in a community like Washington Park, but there's strength in any community. You can see a lot of energy on these maps."

Staff from the map working group plan to work with local residents and students in the Graduate Program for Health Administration and Policy to continuously update the data. With the information, researchers can increase understanding of how environmental and social factors are a factor in the health of local residents. "We want to provide, to the best of our ability, an up-to-date mapping resource for com-

working-age uninsured adults who seek care, about 1.8 million adults per year.

Darnell also found that free clinics are a diverse lot. "If you've seen one free clinic...well, you've seen one free clinic," says Laura Michalski, associate executive director of CommunityHealth, a free clinic in Chicago. She says the vast majority of patients seen at CommunityHealth are between 25 and 65, mostly in for chronic conditions such as diabetes and hypertension, depression, thyroid issues and asthma. Darnell found that free clinics can be tiny operations only open on evenings and weekends (important for the working poor), or serve more

than 8,000 patients a year, as does CommunityHealth.

Michalski says that Darnell's study, which won awards for outstanding dissertation research from the Association for Research on Nonprofit Organizations and Voluntary Action and the Society for Social Work and Research, should help foster best practices in delivering efficient, quality health services. "Julie's research has given us a framework," Michalski says. "She's really started conversations between clinics to help us get perspective on what we're doing, and new ideas for what can work."

— Danielle L. Schultz



urse

researchers are learning building a new community asset

munity residents, community planners and researchers," Grogan says.

Vanessa Fabbre, a doctoral student at SSA who was the project coordinator for the mapping over the summer, says that the teams found more local businesses than expected. "There were commercial strips that we didn't have on record, and a lot of businesses in private homes—such as licensed day care and consulting businesses," she says.

The survey teams worked with handheld devices that updated the mapping software in real-time. An interactive mapping tool is now online (southsidehealth.org), giving residents a comprehensive view of their community. Researchers might be interested in a local auto repair shop because it shows jobs in the community, but for locals, it's useful to know where they can go to get their car fixed. Community advocates can also use information from the maps to improve their community, from economic development planning to lobbying for more clinics or better

grocery stores.

In the future, a wiki model of the maps will go online, which will allow users to add much more detailed information about the local institutions, including hours of operation and services offered at the site, and to update changes. The hope is to bring in funding for continuous updating through the project, as well. With the growth of hyperlocal information on the Web, such as reviews on Yelp! and data on EveryBlock, the Resource Mapping Project is part of a groundswell of Internet-based detailed local data.

"When you see a list of community agencies or businesses, it goes out of date very quickly. And if you're looking for, say a childcare center, that's not very useful," Grogan says. "This information is publicly available and free, and we're hoping that with consistent updating, it will be a resource for the communities. We've worked hard on the public engagement part of this project, and that's very important." — Carl Vogel

Foreclosure Relief How much is enough?

THE BURST HOUSING BUBBLE led directly to a foreclosure crisis, with boarded-up homes dotting block after block in low-income communities across the country. Homeowners may have breathed a sigh of relief when Congress passed the Housing and Economic Recovery Act of 2008, which provides funding to buy vacant, foreclosed homes, and the Home Affordable Modification Program (HAMP) earlier this year to give homeowners some breathing room in the face of foreclosure proceedings.

The City of Chicago used its \$55.2 million in federal funds for the city's Neighborhood Stabilization Program (NSP), choosing 25 neighborhoods based on factors such as area unemployment rate and percent of loans that are high cost. "It's just such a gargantuan problem, and difficult decisions had to be made to allocate the funds," says Erin Kelley, a recent SSA graduate and a former board member of the Community Economic Development Organization, a joint student organization between SSA and the Harris School of Public Policy Studies. In May, CEDO invited five panelists from different parts of the city to a discussion of foreclosure relief in Chicago.

Chicago's response to the crisis has been cited as a model for other cities, but the problem is far from over. For the first half of 2009, foreclosure filings in the city increased 10.3 percent compared to the same period from last year, according to the Woodstock Institute, and HAMP has been widely criticized as too weak. The nonprofit Neighborhood Housing Services of Chicago is advocating for loan modifications as opposed to foreclosures, making investor participation in loan modifications mandatory, and using more localized data to monitor the foreclosure rates in Chicago.

"The need for foreclosure counseling has increased across the city," says Kristen Komara, an SSA grad and the director of financial services for The Resurrection Project, a nonprofit based in Pilsen that develops affordable housing and provides financial counseling. "And banks are incredibly difficult to deal with." — Sam Barrett

Founded in 1927, *Social Service Review* is devoted to thought-provoking, original research on social welfare policy, organization, and practice.

Articles analyze issues from the points of view of various disciplines, theories, and methodological traditions, view critical problems in context, and carefully consider long-range solutions.

The *Review* is edited by SSA's Emily Klein Gidwitz Professor Michael R. Sosin and the faculty of SSA.

These are summaries of articles that appeared in the March 2009 issue.



Access Denied Service roadblocks without proper ID

NEW AND INCREASINGLY STIFF identification requirements for receiving public assistance—many in place since 9/11—make it difficult for some people to receive the help that they desperately need and that the law entitles them to.

Amy Blank Wilson, a researcher at the University of Pennsylvania, followed mentally ill men and women just released from jail as they tried to get food stamps, cash assistance to pay for housing, and medical care. Many leave jail with little more than a few dollars in their pocket. At least two-thirds had lost their identification—either they didn't have it when arrested or the authorities didn't properly keep track of it.

And so they found themselves caught in a bureaucratic loop worthy of Kafka, where to get any major form of government identification they needed to produce a major form of government identification. Eventually the people who Wilson followed were able to get the help they needed, but at the cost of time and frustration. The staff at one agency spent much of its time

helping clients fulfill basic needs like food and housing, rather than addressing their mental illnesses.

Workers at social service agencies sometimes have the discretion to accept the testimony of a third person to authenticate identity or accept unusual forms of identification. But such decisions depend heavily on the individual worker, and public assistance programs encourage erring on the side of stringency. "It's a pretty brutal process that discourages people from applying," Wilson says.

Research suggests that many other groups of people find it hard to meet identification requirements, including the poor, the elderly and victims of natural disasters. Wilson suggests that policymakers institute specific alternatives for people who have lost their identification. Other solutions often don't work. After her study was completed, the jail system in the city where she worked agreed to issue its own identification card to inmates. Unfortunately, none of the local social service agencies would recognize it.

Amy Blank Wilson. 2009. "It Takes ID to Get ID: The New Identity Politics in Services." *Social Service Review* 83, no. 1 (March): 111-32.

Staying Safe To avoid sexual violence at college parties women are careful— rather than demanding safety

DESPITE COLLEGES' WIDESPREAD EFFORTS, sexual violence on campuses has proved a difficult problem to solve. Some estimates suggest that as many as three in ten women are victims of an attempted rape sometime during their college years, and women on college campuses are three times as likely to experience sexual violence as women in other settings.

New research offers insights into the complicated ways that young women negotiate these risks, especially in the sexually charged atmosphere of college parties. Katherine Luke, a post-doctoral fellow at the University of Michigan, interviewed 31 heavy-drinking college women and found that they put a strong emphasis on personal responsibility at these events. She argued that the women's attitudes toward partying and sexual violence arise from "internalized technologies of gender" that, in effect, reproduce broader social attitudes.

When asked if partying could be made safer for women, the women in Luke's study expressed confidence that they could keep themselves safe by watching how much they drank, regulating their dress and using tactics like carrying pepper spray. "I know a lot of girls dress very provocatively, like, with the mini skirt and the low-cut tops, and they look like they're out for more than just drinking," said one woman. "And some girls maybe just want to look good. But I think because of that, they're more vulnerable if they've been drinking."

Almost all the women Luke talked to described also a sophisticated strategy that they and their friends used to watch

out for each other. In this informal "buddy system" women monitored whom their friends talked to and intervened if a friend left a party with someone they considered inappropriate.

Together, these tactics reflect what Luke identified as a popular attitude that "preventing sexual violence is the sole responsibility of the individual women at risk for sexual victimization." They also echo a message conveyed on many campuses, where anti-rape programs seek to empower women by suggesting ways that they can avoid sexual violence.

Luke examined the themes that emerged in the interviews in light of feminist and post-structural theories about power and sexuality. The women's insistence on individual responsibility and efforts to distance themselves from women they deemed careless or "slutty," Luke said, reflect "powerful social discourses" that female sexuality is shameful and that women bear the blame for sexual violence.

These tendencies also mask the idea that sexual violence is a collective problem and "something their communities or colleges should have responsibility for preventing," Luke said. "[P]revention programs that aim to alter individual attitudes, without addressing the power, complexity and deep cultural entrenchment of the discourses behind these attitudes, are insufficient for preventing sexual violence."

In September, Katherine Luke died of cancer. She was 35.

Katherine P. Luke. 2009. "Sexual Violence Prevention and Technologies of Gender among Heavy-Drinking College Women." *Social Service Review* 83, no. 1 (March): 79-109.



Translating Transitions

**At Children's Memorial Hospital,
a variety of programs help patients and their
families prepare for a longer life**

BY JULIE JUNG



Social workers Sandy Rubovits (left) and Hazel Vespa have helped create Children's Memorial Hospital's transitions programs.

MOST PEOPLE in the United States transition from a pediatrician to an adult care internist around their teen years. But for children who have grown up with chronic illness, it's not so easy.

It's not that internists do not want to help these patients. But many simply don't have the experience or training with adults with these illnesses. Until fairly recently, most children with chronic diseases such as spina bifida or cystic fibrosis did not live through puberty, let alone into their teen years and beyond. Certain illnesses that lead to retardation, such as phenylketonuria (PKU), were recognized as early as 1930, but until the 1960s there was no effective prenatal testing and accurate preventative care.

Recent significant advances in medicine, prevention, and genetic testing have allowed an entirely new group of patients with a variety of illnesses to

survive to adulthood, where patients have to learn how to navigate issues such as managing their health in school and/or in the workplace. Children's Memorial Hospital in Chicago has been a trailblazer and is one of a handful of hospitals that are responding to this growing need with the development of transition programs for children aging out of pediatric care.

Hazel Vespa and Sandy Rubovits, both alumnae of SSA's master's program, Class of 1968, are among the doctors, nurses, nutritionists, and therapists who have helped create Children's transitions programs. With intensive training in long-term counseling for chronic illness, they have helped hundreds of patients and their families meet the challenges of finding adult-level care and social supports.

"As social workers, we are learning how to build bridges for children who grow up and have to work with an adult doctor," Rubovits says. "At

Hospital social workers guide families through both practical and psychosocial issues during the process of critical care. They do intake and discharge planning, provide psychosocial services, arrange for language translators, help families navigate the labyrinth of insurance and disability forms, and provide a constant, friendly face for families who often see many different doctors. "Social workers help families to cope as best they can," Vespa says.

During her master's fieldwork at the Jewish Family and Community Services, Vespa wrote her first research paper for a class taught by Professor Mary Lou Somers that framed the family unit as a small group—a unique perspective for its time. She says that this early research enabled her to later develop Children's programs for patients with PKU, a genetic condition where children cannot metabolize the protein phenylalanine. Treatment is entirely diet modification.

Division of Cardiology in conjunction with the American Heart Association. She helps parent support group leaders to secure speakers such as psychologists, cardiologists, and therapists to talk to patients and families facing organ transplantation. Groups such as Mended Little Heart give families the opportunities to build and provide a network of support.

Rubovits says that Children's legacy of hospital social work is due to its decades of field placement programs and student interns from schools such as SSA and hospital social work pioneers, including Betty Butler, Bernece Simon, Karen Teigiser, Shelton Key and Phyllis Wexler—SSA graduates and instructors during the 1940s through the 1970s. SSA has provided particularly strong consultation and direct field instruction to the student unit. "It has been a wonderful opportunity for students to learn—and to the benefit of the patients," Rubovits says.

Rubovits' own internship was at Children's, working with the "caring

children's, our patients have a social worker, a nutritionist, a genetic counselor, but working with an adult doctor, they probably won't have that team of people working on their case anymore."

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WHEN TALKING ABOUT hospital social workers, Vespa likes to cite Richard Cabot, a progressive doctor and medical reformer from the early twentieth century, who said that their role is "a translator and communicator between two sides with differing perspectives."

Based on her research and case experience, Vespa created the first family intake evaluation for PKU at Children's in the early 1970s. Now a senior social worker in the Division of Genetics, Birth Defects and Metabolism, and Family Services, Vespa sees newly diagnosed PKU and rare metabolic patients. One of her patients dubbed her "the grandmother of PKU," an honor she clearly enjoys.

Rubovits, a cardiology/heart transplant social worker, works with the Mended Little Heart Support Group at Children's, a program sponsored by the

and insightful" Betty Butler. "We did groups on the medical floors with patients in ward service, at times with a mixture of medical diagnoses. First- and second-year SSA students attempted to help patients express their feelings and responses about medical procedures, isolation of hospitalization, and fears evoked by their respective illnesses," she says.

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RUBOVITS' INITIAL TRANSITION PROGRAM, which she led for five years,

Children's is developing transition programs across the multiple specialties of chronic diseases, including liver transplant programs, Marfan syndrome (a genetic disorder that affects the connective tissue), epilepsy, juvenile rheumatoid arthritis, spina bifida and PKU.

"By empowering patients during adolescence, we believe that they will be set up for success in managing their condition not only in the adult medical care setting but also in real life situations," says Sarah Ahlm, the program manager in the hospital's Epilepsy Center and a 1999 SSA graduate.

a patient who's been through this can relate to others in the same position. My job is to bring these people together so that they feel as if they have a community and a circle of support," Rubovits says.

Rubovits says her job provides enormous satisfaction, such as when a former heart patient came back to Children's to mentor and support younger patients. Now seventeen, the young man wrote a letter about how he was thankful for his care and that because his younger brothers had been tested, they did not have to endure what he did.

Vespa, whose PKU parent group held their 40th annual meeting this year, also says that watching her patients become part of the hospital's family is part of what she enjoys about the work. Her oldest PKU patient is in their 50s now, and she has watched many grow up to have their own children.

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LAUREN LEVITON MANAGES the Adult PKU Outreach Program for individuals living with PKU at Children's, which was funded by a grant from BioMarin Pharmaceuticals Inc. Initiated by Dr. Barbara Burton, M.D., the program's goals include educating adult patients about the neurocognitive and psychiatric consequences of elevated blood phenylalanine levels, sharing new treatment information, providing referrals to comprehensive medical care and linking patients to networking opportunities with other adults with PKU. So far, the clinic has connected with 59 patients previously lost to follow up care.

Last year, Vespa and Leviton co-wrote a supplemental grant request to the PKU Organization of Illinois. As a result, the hospital has been able to support payment for medical services for some of the most vulnerable patients in the program—those in their 20s who are not insured, either because they've aged-out of state insurance or

are no longer eligible to be on their parents' insurance plan.

Leviton, who graduated from SSA with a master's in 2008, is one of a small army of social workers trained by Vespa and Rubovits over the years. "People really need to have first-hand experience with patients as there are so many things that play into critical care," says Leviton, who also credits Assistant Professor Malitta Engstrom's Family Systems: Health and Mental Health class for providing a framework in how the course of illness applies to living with a diagnosis.

Leviton says she would like to see the PKU program evolve by creating separate meeting tracks for patients who learned they had PKU as a result of available newborn screening and for families of individuals who were diagnosed with PKU before newborn screening was available because some of their concerns and perceptions about their disease are different. She also believes that giving pre-adolescents opportunities to meet one-on-one with their doctors (and without their parents) will help them to take further ownership of their own health care.

Family-centered care, new innovations in counseling and a more evolved understanding about how to deliver chronic care has altered the domain of hospital social work. Vespa says that in training younger social workers, for example, she's finding that she can build on their Internet savvy and strengths in social networking to optimize the one-on-one social worker to patient relationship. This is particularly important because insurance companies are either severely restricting or do not allow for long-term counseling for chronic care.

"As social workers, we are able to give parents and children comprehensive care and help families to feel not so helpless," Rubovits says. It seems that hope, in the absence of a cure, is one of the best medicines. ■



was a group for heart transplant patients who were graduating from high school. Starting in 1999, Rubovits helped the members of her group explore what their next steps could be in job training settings, in finding employment and in peer-group self reflection, with the focus on what was to be expected as an emerging adult needing continual care of a transplant-ed organ.

Building from the heart-transplant group and other similar programs, Children's has instituted an institutional dictum over the last decade to prepare all patients early for transition in care. These transitions programs specifically aid patients in their move to adulthood and in dealing with adult self-care issues, such as cooking for themselves if a patient has special dietary needs.

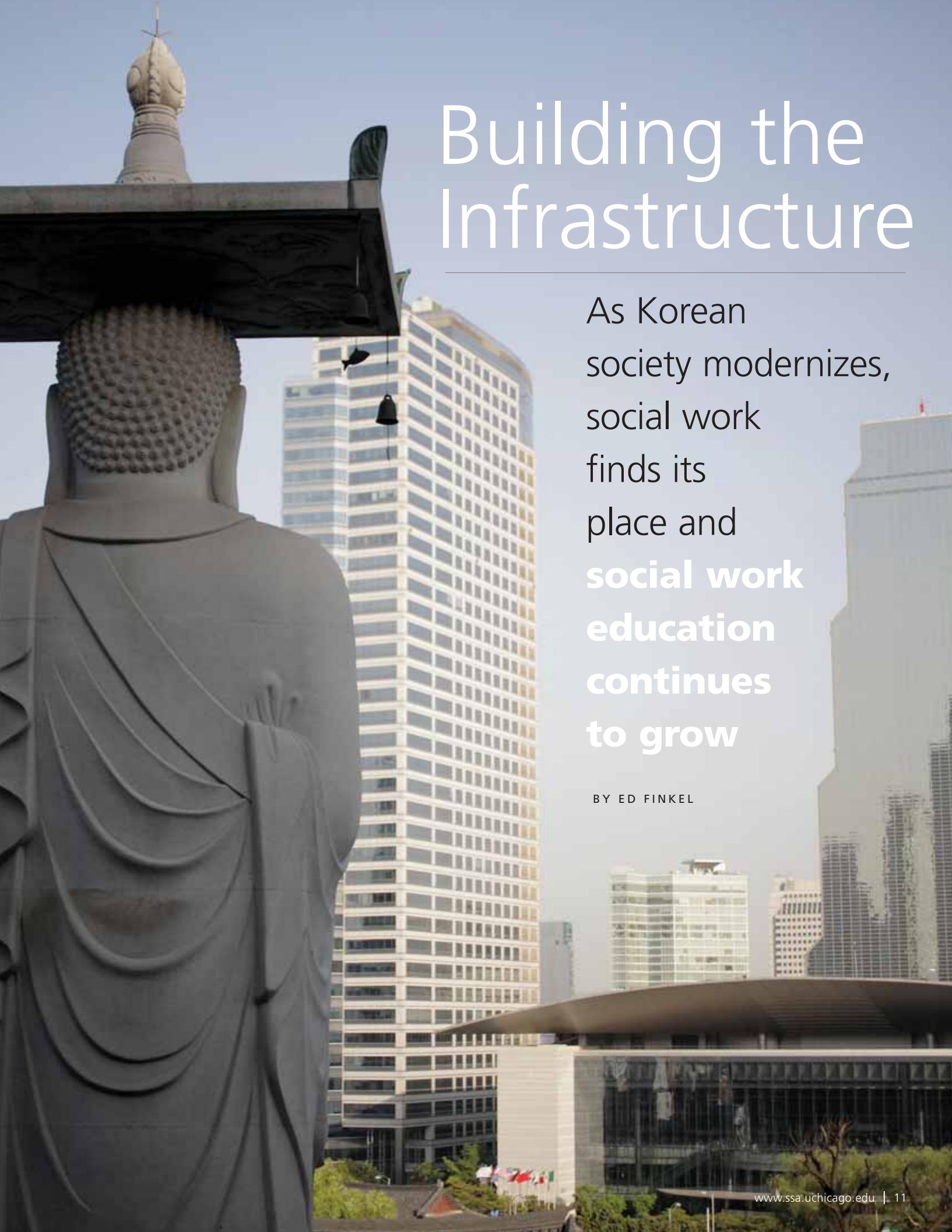
A patient starts and may utilize a transition program at different times depending on their particular developmental needs. The program for a disease such as PKU starts early, initially teaching parents how to properly feed their newborns and later teaching pre-adolescents (ages 11-13) how to make healthy choices on their own. In contrast, an adult PKU patient who was not diagnosed early and faces cognitive problems will need ongoing counseling to address at-home care and employment or disability options.

Social workers also help parents deal with chronic grief. Some of this work is done in transition program forums of support for families and patients during diagnosis and treatment, such as Children's all-volunteer ParentWISE program. "Only a parent or

Building the Infrastructure

As Korean society modernizes, social work finds its place and **social work education continues to grow**

BY ED FINKEL





South Korea has been transformed in the past half century.

While absolute poverty has decreased over time, **increase in inequality** is a social problem.

A country that had regained its independence after WWII and then suffered through the Korean War now has the 14th largest economy in the world. The Korean economy's size as measured by GDP has risen from \$2.3 billion in 1962 to \$264 billion in 1990 to \$970 billion in 2007. Annual income in South Korea has gone from barely over one hundred dollars per capita in the early 1960s to more than \$24,000 in 2007.

But with this growth have come social dislocations. "While absolute poverty has decreased over time, increase in inequality is a social problem," says Jae Yop Kim, dean of the School of Social Welfare at Yonsei University, the oldest university in Korea. "[We also have] changes in family structure from large families to nuclear families, increase in divorce, more working mothers, and urbanization with weakened community ties."

A half-century ago, social welfare spending from international social welfare agencies outpaced that of the South Korean government. However, the country's response to societal changes has grown as the country has developed. Korean social welfare spending has increased from 5 percent of GDP in 1990 to 10 percent today, shooting up particularly under the administration of Roh Moo-hyun, who served as president from 2003-08, says Bong Joo Lee, a professor of social welfare at Seoul National University.

Like Kim, Lee is a graduate of SSA's doctoral program, part of a significant coterie of SSA alumni in South Korea. As the profession of social work grows in South Korea to respond to the needs of a changing, industrial society, the educational infrastructure to support the field of social work is also being built. American social work university programs like SSA are partnering with South Korean universities in creating a system that has the rigor, capacity and cultural relevance to serve South Korea's increasing need for social welfare programs.

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EVERY SOCIETY HAS ITS PROBLEMS. Before its rapid development, Koreans dealt with issues like poverty, poor nutrition and the need to improve education. In an article published in the April 6, 2009 issue of *Research on Social Work Practice*, Yojin Kim, a post-doctoral researcher at Yonsei (and also a Ph.D. from SSA) and her co-authors detail how South Korea's fast economic growth has created a new set of issues, including integrating immigrant labor (more than 400,000 workers in the country today are from outside of Korea, nearly half of them illegal), more multicultural families, a burgeoning elderly population, unemployment and the financial instability of the national pension system.



"As Korea made substantial economic achievements, people started to pay more attention to quality of life, as well as helping those who are disadvantaged," says SSA Assistant Professor Jung-Hwa Ha, who emigrated from Korea in 1999 to begin her graduate education in the U.S. "With such changes in perspective, social workers started to play an important role."

In the last 40 years, there has been a steady, strong growth in the field of social work education in Korea. For example, Yonsei University's social work school, one of the top in the country, began with an academically oriented social work department for undergraduates in 1981, with a graduate program coming two years later. In 2001, Yonsei opened the first U.S. style school of social welfare in Korea, and now has about 120 students working toward a B.A., another 120 master's students, including those taking evening classes, and 40 doctoral students.

There are now more than 369 university-based social work programs training students in South Korea, according to the Korean Academy of Social Welfare, with more than 45,000 new social workers licensed in 2007 under a system that began in the 1980s. Bong Joo Lee estimates there are 200,000 licensed social workers in the country; Jae Yop Kim thinks it might be closer to 320,000, which he says puts Korea behind only the U.S. in the world for the total number of social workers.

Yojin Kim's paper notes that the curricula at these schools have been strongly affected by U.S. social work education programs, especially since many pioneering Korean faculty were trained in

the United States. "They learned about how social workers in the states take care of marginalized people in society," says Youseung Kim, currently a Ph.D. student at SSA. "Those professors went back to Korea, and they thought, 'If we had that kind of independent school of social work, we could train and educate more professionalized social workers to take care of those people.' Rapid economic growth does not solve every problem in society."

Lee estimates that about 20 SSA Ph.D.s work in the social welfare education in Korea and says they've played a significant role in developing social welfare theories and practices in the country. "I think that the strong tradition of interdisciplinary study at SSA greatly affected my research and teaching," he says. "Also, the hands-on research experiences I gained through working as a research assistant during my Ph.D. program has been an asset for my research career."

At the School of Social Welfare at Yonsei, Jae Yop Kim says three of his 20 faculty members are SSA graduates. "We are proud of them taking a leading role in the field of social work in Korea and Asia, especially in the universities," he says.

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SSA'S ROLE AS A RESOURCE is not limited to having Korean students return to their country with an SSA education. A decade ago, for example, in a joint effort with the university's Center for East Asian Studies, the School was working on an international program in advanced clinical social work for Korean social workers. The 10-day summer



With changes in perspective, social workers started to play an important role."

Yoonsun Choi





When we work with Korean partners, we want to respond to the complexity and the inter-connections.

program, funded through the Samsung Welfare Foundation, was designed to serve about 15 practitioners per year. Unfortunately, funding was cut before the program launched, due to the Asian economic crisis.

Since that time, SSA graduates have returned to the School, and faculty from SSA have also visited Korea. Five years ago, SSA's dean and George Herbert Jones Distinguished Service Professor Jeanne C. Marsh visited public agencies such as the Korean Hospital Social Workers Association, as well as faculty from Yonsei and Seoul National universities, where she talked about empirically based practice and building academic infrastructure on the clinical side. "We talked about how we might collaborate and how we can learn from another," she says.

SSA Associate Professor Yoonsun Choi traveled to South Korea last summer to visit several universities, including Catholic University, Seoul National, Yonsei University and Ewha Womans University, which has also recently started a graduate school of social work. Her lectures on the benefits of multiculturalism and her research on multi-racial identity are an example of the opportunities and the limits of importing U.S. models.

"[The U.S.] is a country of immigration, and we've done a lot of theory building and intervention building around those issues," Choi says. "Korea has been more homogenous. But in recent years, as migrant workers and foreign brides have come to the country, they've had a huge increase in the multi-racial population and in multicultural families. And at the same time, those born outside the country are filling jobs that native Koreans

don't want, but they're not always treated fairly."

While in Korea, Choi spoke about how the U.S. experience can serve as a shortcut to avoid mistakes we've discovered around these issues, such as the negative consequences of imposing a mainstream identity (i.e., "Korean-only") on multicultural children. But she is keenly aware that with different economic, social and cultural contexts, the country's social workers can't just replicate what's been created in the U.S.

"The social welfare system is different, policies are different, the way it's implemented is different, everything at the macro level is different," Choi says. "Plus, they're not starting from ground zero. When we work with them, we want to respond to the complexity and the interconnections."

And at the micro level, social intervention models in the field and contents for curricula in the classroom might not translate perfectly, either. "Cross-cultural studies inform not only our intervention practices but strengthen our understanding of theory," Choi says. "The direct application of each other's model might or might not work, but still, there's much we can learn."

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WHILE THE ACADEMIC INFRASTRUCTURE to support South Korea's burgeoning social work field has grown tremendously in the past 30 years, there still is room for growth. Yonsei is considering how to build a global education network that could partner with overseas partners, for example. Choi notes that social work education in Korea is mostly at the undergraduate level, as a social science dis-

A Summer Abroad

A number of SSA students are interested in working overseas, and the School has a broad set of programs to internationalize the educational experience, including course content on comparative social welfare and field experiences and a student organization designed to support work internationally. This year, five SSA students were accepted into the University of Chicago's Human Rights Internship Program, which offers qualified students significant financial support to craft internships that allow them to learn the skills and understand the difficulties inherent in putting human rights into practice. *SSA Magazine* spoke with one of the participants, master's student Maddy Brigell, about her experience with the Centro Bartolome de las Casas (CBC) in El Salvador.

SSA: What did you do in San Salvador?

Brigell: I worked with CBC's Mental Health and Living Memory program, helping to plan and facilitate workshops with survivors of war atrocities in Arcatao, near the Honduran border in northern El Salvador. The goal is to research the impacts of religion and gender on the resiliency of trauma survivors while involving them in a process of healing and sharing of collective memories. I found myself very emotionally affected and incredibly inspired by the stories of this

cipline. And of the 11 peer-reviewed journals that are Korean citation indexed and exclusively social work-oriented, the majority are small and publish unfunded studies.

“Less than 2 percent of the research articles are related to effectiveness studies on what works, under what circumstances, and for whom,” according to Yojin Kim’s *Research on Social Work Practice* article. “Moreover, in terms of authorship, little participation by practitioners in writing publications and a lack of collaboration between scholars and field practitioners were identified.”

SSA’s experience in the country is a rich resource for continued collaboration to develop Korea’s academic social work infrastructure. Jung-Hwa Ha cites many opportunities for the School to provide insight, including theory-based interventions, development of programs for underserved city-dwellers, effective coordination of field education, and collaborative work with other professions.

“One of the things we’re trying to do there is to strengthen a set of institutional relationships with peers—faculty exchanges around teaching and research and student exchanges, as well,” says SSA Associate Professor Robert Chaskin, who leads the school’s international efforts. “We’re thinking about what contribution we might offer to international social work students at the master’s level, as well as forums for research exchanges.”

The school’s Strategic Initiatives Committee last year put forth a memo outlining a more formalized structure for an international program at SSA, including a structured curriculum that would include international field placements and study-abroad opportunities, as well as an international

visiting faculty program that will enable scholars to spend three to six months at the School. SSA is also watching with interest as the University of Chicago develops centers for education and research in China and, in the near future, India.

SSA has been involved with social work education in India in the past as well, and the parallels and differences with the U.S. provide another fascinating opportunity for the School. While India has a different culture and history, both countries are large democracies with a notable percentage of the population living in poverty, large government bureaucracies and a growing NGO sector involved in social welfare provision. “It’s a very diverse place, with rural and urban populations, and complex dynamics of religion, class and caste. And the country is undergoing rapid change,” says Chaskin. “It’s very interesting to compare to the U.S.”

Choi mentions other Asian nations in which the challenges facing social workers have changed in recent decades, as well: China’s wraparound government safety net has frayed, Vietnam’s economy has begun to emerge and grow in a similar way to Korea’s, Japan’s aging population has strained its social safety net and created the need to import workers as Korea has, creating similar multicultural challenges.

“This international initiative is, in many ways, a culmination of interactions that the school has had in Korea and other countries around the world,” Marsh says. “The School has always had a strong international reach. In the last few years, we have developed a more coherent set of steps in terms of what we want to do.”

group of mostly elderly men and women.

I also helped with evaluation and research for CBC’s “Masculinities” program, which works intensively with groups of men to explore what it means to be a man in their society, the origins of conflicts, sexuality, relationships and self-care. I was really really impressed by CBC’s holistic approach to working with these groups for both the prevention and treatment of violence. Their use of cooperative games, participatory theater,

meditation and dance therapy address both the physical and psychological affects of trauma and is innovative and culturally appropriate.

SSA: When did you become interested in international social work?

Brigell: I have been involved in work with international non-government organizations since college. I studied for a year in Dakar, Senegal, working with a microfinance NGO in the fishing industry, returning in 2003 to

facilitate popular education workshops with rural women. Right before starting my master’s program, I worked in Managua, Nicaragua with at-risk youth in a very poor neighborhood.

SSA: Do you see a lot of interest among your fellow SSA students in international social work?

Brigell: I do. I’ve met many other students who have volunteered abroad or who work with immigrants and refugees in the U.S. I think it’s important for social workers to have an international perspective, not only to



We’re trying to strengthen a set of institutional relationships with peers.”

work in other countries, but to be able to address the needs of diverse populations in our own cities. I hope that master’s programs such as the one here at SSA will continue to respond to this interest by increasing the course selections and field placement options.

For additional Web-only SSA Magazine articles, please visit www.ssa.uchicago.edu/publications/ssamag.shtml

Bearing Witness

Studies show that adolescents' exposure to community violence

BY CARL VOGEL

CHICAGOANS FOLLOWED IN DISMAY last year as the *Chicago Tribune* kept a careful tally of each homicide of a Chicago Public School student—by the end of 2008, the number stood at 34. For students at Gage Park High School on the city's Southwest Side, each death was more than a story in the newspaper.

“Every time a CPS student was killed, our students were affected,” says Marion Fletcher, the CPS social worker assigned to the high school. “Our students might have been friends or cousins, or they attended school with the student before coming here.”

Fletcher, an SSA graduate who has been a school social worker for 20 years and at Gage Park for more than a decade, has seen the impact of violence in the community again and again. “Right up front, there’s crying and signs of trauma. Later on, the reactions may vary, depending on the student. But for every child I’ve worked with, the violence has had an effect on their

school work. It’s not human to just become used to it,” she says.

Fletcher helps students through a wide variety of issues every day that stem from troubles in the community, from a lack of economic opportunities to eviction and homelessness to parental stress, and she understands the role these kind of factors play in creating violence in the neighborhood. But she also sees the toll it takes on students when they witness community violence—loosely defined as an act of violence outside the home, including robberies, muggings, gang-related fights or





Violence can cause trauma and lead to destructive behaviors.

homicides. Exposure can include being an eyewitness to the incident, seeing the victim afterward and even hearing about it from a neighbor or friend.

"I hear about it so often," she says. "Students are absent because, while many feel safe here in the school, they are anxious about traveling the route from home to school. Some become withdrawn and can't concentrate when they're here. Or they become angry with the situation, make comments like, 'I think I'm going to go off' and become aggressive themselves."

In the early 1990s, a growing number of researchers began looking at the prevalence of community violence. Then, as the scope of the problem became better documented, there were more studies on its effects on mental health, especially to youth, finding that exposure brings greater risk for aggression, depression, anxiety and post-traumatic stress symptoms or disorders. What is only

now becoming more apparent, however, is the wider effects that extend into areas such as delinquency and risky sexual behaviors.

"Violence has an impact beyond the victim and the family. There's a ripple effect in the lives of young people who are exposed as witnesses and live in those communities, and we're just beginning to figure how the multiple negative problems associated with such exposure are interrelated," says Dexter Voisin, an associate professor at SSA. "Many clinicians, teachers and service providers working with these youths understand such connections. Research is now making the empirical links."

Neil Guterman, the School's Mose and Sylvia Firestone Professor, argues that we are dramatically underestimating the impact of exposure to community violence on young people, and that social workers and social welfare institutions should be much more aware of

So why aren't we doing more about it?

the problem. “In comparison to the problem of violence inside the home—child abuse and domestic violence, for example—we’re decades behind in what we know, agreed upon service strategies, dedicated service systems and resources to address the problem,” he says.

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MURDER MAKES THE HEADLINES—and is a shocking, tragic event—but gauging how much violence young people encounter by keeping an eye only on the murder rate is vastly underestimating the problem. One study in 1997 estimated that for every homicide, there are 100 nonfatal assaults, and the National Crime Survey has counted more than a million crimes of violence against adolescents that go unreported each year.

For minorities and those living in low-income communities, the statistics are more grim. African-American youth are eight times more likely to be victims of homicides compared to white youth, according to the Centers for Disease Control, and a 1993 study of African-American children at three elementary schools in Chicago found that one in four had witnessed a shooting, and one-third had seen a stabbing.

In a study by Voisin and other researchers of more than 500 youth in detention centers in Georgia published in *Social Work Research* last year, more than three-quarter of those surveyed had witnessed one or more types of violence in the past 12 months. Of that group, 20 percent had a family member robbed or attacked and more than half had seen someone beaten, shot or seriously hurt by someone.

Yet community violence is not only a problem in distressed communities. “There are a growing number of studies that find community violence is a problem that transcends geographic, ethnic and class lines, and even national borders. The problem is often portrayed in the media as solely an urban or African-American one, but it’s not,” Guterman says.

The National Child Traumatic Stress Network cites exposure to community violence incidents such as gang-related violence in the community and school shootings as acute traumatic events. In an article last year in the journal *Residential Treatment for Children & Youth*, the researchers cite a strong linear relationship between more traumatic experiences and an increased level of

high-risk behaviors of children in foster care.

“Exposure to community violence can be one type of these traumatic experiences,” says one of the study’s authors, Gene Griffin, the clinical director of the Illinois Childhood Trauma Coalition and an assistant professor at Northwestern University’s Department of Psychiatry and Behavioral Sciences. “We found that the more categories a child fell under, the more likely they would have disrupted development.” Another study co-authored by Voisin found that of multi-ethnic youth who had witnessed community violence in the past 12 months, 76 percent reported more than one type of exposure.

Individuals process trauma differently, and an event or series of events that causes post-traumatic stress disorder (PTSD) in one teen can be responded to differently by another. “About 8 percent of men and 20 percent of women exposed to a traumatic event develop PTSD, however, the rates can be higher for various types of traumas,” says SSA Assistant Professor Malitta Engstrom. In the wake of community violence exposure, studies have found that girls are more likely to isolate themselves and be depressed, while boys are more likely to act out or be aggressive.

Voisin’s research is part of a movement that is exploring how community violence’s influence goes even deeper. For example, in his study of multi-ethnic youth, Voisin found that those exposed to community violence were almost four times more likely to have had sex without condoms, engaged in sex while using drugs or alcohol, or engaged in group sex. Another study of urban African-American adolescents in middle and high school found that exposure to community violence is associated with increased rates of alcohol and marijuana use, and other findings have linked exposure to poorer academic outcomes.

In a paper published in *African-American Research Perspectives*, Voisin and Vincent Guilamo-Ramos, an associate professor at the Columbia University School of Social Work, begin to tease out the indirect factors that may be causing these behaviors. Seeing violence in the community may lead to expectations for a shorter life expectancy, for instance, which makes careful decisions about behavior seem less important. Risk desensitization may mean that adolescents are less able to discern the potential harm of risky behavior. And social control theory would argue that common violence weakens the authority of institutions and conventional values against these activities.

“I think there is a web of connections that we really haven’t fully explored yet around community violence and negative outcomes,” Voisin says. “When kids are afraid to go to school, it means they’re probably unsupervised at



A study of multi-ethnic youth found that, of those who had witnessed community violence in the last 12 months, **76 percent** reported more than one type of exposure.



Violence-Induced Trauma: A Primer

A PERSON WHO HAS BEEN TRAUMATIZED may experience anxiety, terror, shock and/or an emotional numbness. In the month following the end of the event, he or she may have feelings of unreality, intrusive thoughts and images, and anxiety—these are signs of acute stress disorder (ASD). If these feelings persist, the diagnosis can be post-traumatic stress disorder (PTSD).

With exposure to violence an all-too-common part of life for many young people, it is important that those who work with adolescents have a handle on how to help someone who has witnessed a violent act—particularly in distressed communities where crime and violence can occur more frequently. Yet teachers, after-school personnel, guidance counselors and staff at institutions like a substance-abuse treatment center may have little or no training in trauma. “Even basic psychological first aid can really make a difference when talking with someone who has been exposed to traumatic events,” says Malitta Engstrom, an assistant professor at SSA.

A modified version of the evidence-informed practice of Psychological First Aid that was created by researchers from the School of Public Health at UCLA a few years ago may be helpful in the wake of traumatic events. The model includes five components: listen, protect, connect—model and teach. First, listen nonintrusively to what the person wants to say, following his or her lead. Second, take steps to help the person feel safe—from attending to his or her physical comfort to avoiding reliving the event by watching media coverage. Connect the person to supportive people. It helps to return to a predictable routine and positive activities with others.

“Teaching about and modeling coping in the face of trauma can be useful, too. People can get really afraid of how they’re responding,” Engstrom says. “So it can be helpful to provide information about how people tend to react to these kinds of events. Intense feelings are common, and understanding that can help.”





Stop the Violence

Two promising programs to reduce youth violence were unveiled in Chicago this fall

A TEEN CAN'T BE TRAUMATIZED by seeing an act of violence if the act never occurs in the first place. As the costs of community violence, especially among adolescents, become more and more clear, policymakers are intensifying their search for ways to stop what has become an epidemic.

One of the biggest new programs in Chicago is an initiative at the Chicago Public Schools launched by CEO Ron Huberman shortly after the school year began. With an analysis of the hundreds of students who have been shot over the last few years, a team at CPS has built a \$30 million program that will provide an array of supports for 1,200 students who are most likely to be killed, including a paid job and an adult advocate on call 24 hours a day, all in the cause of keeping them away from trouble. Another 10,000 students will be targeted for intervention, and CPS is providing resources such as extra social workers and security guards to the 38 schools where 80 percent of the students who have been shot attended.

The program is costly and as of yet untested—although its design

was deeply informed with data about best-practices of violence prevention around the country. Supporters say that, considering the depth of the problem in Chicago and a relatively poor track record for approaches to date, the plan is a good one. "I think it's one of the most remarkable public policy decisions I've seen. It's a prototypical SSA response to an issue, using data and analytics to arrive at a solution, and an ability to see where theory and good practice happen," says SSA's Hermon Dunlap Smith Professor Melissa Roderick (Huberman is an alumni of the School).

This fall, the University of Chicago Crime Lab and community partners also announced a new program designed to help CPS students between the ages of 12 to 16 avoid conflict. "Becoming A Man—Sports Edition" is a youth intervention that uses cognitive behavior therapy (CBT) to teach at-risk young men, many of whom lack positive male role models, emotional self-regulation and social skill development, building on student strengths.

The BAM program has been successfully implemented at Clemente

High School since 2001 by Youth Guidance, one of Chicago's oldest and most established social service agencies. Groups of 15 to 20 boys meet once a week for a period throughout the school year, with one-on-one counseling and mentoring as well. "It's a place for them to come in and check in; most youth at these schools don't have that opportunity. And once they break through their defenses, they can talk about what they're thinking, what it takes to be a man," says Anthony Di Vittorio, the BAM program manager for Youth Guidance.

In the expanded version at 15 schools, participants will also be involved after school with a package of Olympic

sports—including archery, boxing, judo, team handball, wrestling, rugby and weightlifting—developed by the nonprofit World Sport Chicago. Providing a safe environment during a potentially risk-filled time of the day, the programs will be directed by coaches trained in the basics of the BAM program, reinforcing its messages and values.

As with all Crime Lab programs, "Becoming A Man—Sports Edition" will be evaluated with rigorous standards and scientific protocols akin to a clinical trial in medicine. The outcomes for its 550 participants will be compared to a similar group of students who are not enrolled in the program, and researchers will look at the program's cost-effectiveness, as well.

"Violence prevention and the criminal justice response have cost billions over the years, but we really don't know what is most effective," says Harold Pollack, who, along with fellow SSA professor Jens Ludwig, co-directs the Crime Lab. "We'd never tolerate that level of a lack of evidence in clinical health care. This program is an attempt to change that."

Roseanna Ander, the Crime Lab's executive director, points out that, although CBT has been widely studied, this program will be the first large-scale, clinical trial of the therapy in a school-based setting. "This particular intervention—the BAM Sports model—is immensely scalable, and that's one reason we chose it to study. If this is shown to make a difference, it is something that can be replicated not just at CPS, but at schools and other youth serving organizations across the country."

Above: Students in an earlier BAM program warm up with sit-ups. Below: Anthony Di Vittorio (left) teaches boxing techniques.





home, which is one of the greatest risk factors for sexual risk taking. And of course, being out of school affects academic performance. If a male adolescent is being aggressive, studies have shown that he's less likely to be positively evaluated by teachers—and that affects academics too. What is unfortunate is that many of these males are manifesting untreated symptoms of trauma exposure."

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NTHE AFTERMATH OF THE SHOOTINGS at Columbine High School, the student witnesses were provided with mental health counseling, as is typically done in these kinds of horrific situations. And for youth who experience or are exposed to violence inside the home, there are service systems in place to protect them, both physically and mentally—along with professional journals, conferences, funding streams and organizations dedicated to the cause.

"The equivalent does not exist for violence when it occurs outside the home," Guterman notes. "For example, social workers don't face a specific mandate like child abuse reporting when they know that someone has experienced or eyewitnessed violence outside the home. Yet we know the psychosocial consequences are parallel to violence exposure inside the home, and there are more reported deaths every year from violence outside the home."

Absent a system to provide support to those exposed to community violence, most adolescents do not get mental health services after experiencing it. In fact, Guterman has found in research of a nationwide sample that, after accounting for common behavioral difficulties, adolescents who are victimized hold a significantly lower likelihood of receiving mental health services than those who are not. "Some of this problem lies at the clinical level—you can't do something about a problem if you don't know it's there. But social workers and health care professionals don't routinely screen for violence exposure outside the home," he says.

In a study at residential treatment centers outside New York City, published in the *American Journal of Orthopsychiatry*, Guterman and his colleagues found that 23 percent of the children reported witnessing a murder—but not a single social worker at the facilities knew that fact about their clients. Similarly, more than 40 percent of the youth had seen someone shot, yet only 5 percent of the therapists knew that their clients had that experience. And, as Guterman notes, "these were kids who had been at a

long-term treatment facility for weeks and weeks."

Guterman labels the condition a "don't ask, don't tell" situation, where social workers and clients both remain mum about the reality of community violence with a lack of training, policy mandates and clinical procedures abetting the silence. "Clinicians generally don't know what to do with the problem when they find it, and that appears to be one of the reasons they overlook it," Guterman notes (for more, see "Behind the Numbers" on page 44).

Although the systemic changes that Guterman envisions are not on the horizon at this time, there are promising signs that key institutions are beginning to take the issues of exposure to community violence seriously. For example, last year the Chicago Public Schools instituted a program, "Cognitive Behavioral Intervention for Trauma in Schools" (CBITS), that was developed for the Los Angeles Unified School District in conjunction with the University of California, Los Angeles and the RAND Corp.

A skills-based, group intervention, CBITS consists of 12 weekly group sessions during the school day, where students learn skills in relaxation, challenging upsetting thoughts and processing traumatic memories and grief. During this school year, CPS will institute the program at approximately 90 schools. Two other programs, "Second Step" and "Lion's Quest," are being implemented at another set of schools, determined by a metric of academic achievement, attendance and disruptive behavior.

"We're highly invested in a multi-tiered strategy that works to prevent violence by building coping and problem-solving skills. But we know, as much as we're working to prevent violence, kids are going to encounter it at times in the community, and we're very interested in reducing the impact of that exposure on their success in school," says Jennifer Loudon, the CPS manager of coordinated school health and an alumna of SSA.

For Dexter Voisin, the next step in his work is clear: He wants to begin working in schools to bring more clinical interventions to the students who have been exposed to community violence. "We have to move beyond assessing this problem," he says. "That is important, but we know this is affecting our children. We have to talk about how to help them cope and help them relieve these pressures and ensure that such efforts are routinely incorporated into the programmatic efforts of schools in high violence communities." ■

In a study at residential treatment centers, **23 percent of the children reported witnessing a murder—but not a single social worker at the facilities knew that fact.**



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think I was always interested in babies and small children,"

says Dolores "Dodie" Norton, SSA's Samuel Deutsch Professor, Emerita.

"I wanted to find out what influences contributed to whether they became successful or not successful in their own society. How specifically do they learn the norms, language and behavior that are associated with success or failure?"

That fascination with children has led Norton on a lifelong quest to unearth some of the keys to the ecology of human development and parenting. Retired this September, Norton's 40-year career as a scholar, teacher and social worker has been defined by a crowning achievement, "Children at Risk: The Infant Child Development Project," her groundbreaking longitudinal study of 39 children from low-income families on the South Side of Chicago whom Norton

and her research assistants tracked from birth through age 19.

For each of the children, a member of Norton's team arrived the second day after birth, capturing the interaction of mother and baby in the hospital for 30 minutes on videotape. Six weeks later, they filmed the mother and child interacting at home for four hours. After that, for nearly two decades, Norton's videographers visited the families every six weeks the first year; every three months until age three; and then every six months, to age 20. They taped in whatever setting they happened to find the children: at home, on the way to school, in the playground, and for some, at their proms.

Though she is still in the throes of coding tapes and analyzing data from this exhaustive and intensive study, Norton's research has had an impact, both for its innovation in methodology and her findings. "Dodie was ahead of her time in terms of recognizing the role parenting styles play in influencing development in the critical early years of life," says Matthew Melmed, executive director of Zero to Three, a national nonprofit organization in Washington, D.C. that promotes the health and development of infants and toddlers.

gitudinal Study

BY CHARLES WHITAKER

Dodie Norton's 19-year record of a group of children growing up on Chicago's South Side has been a landmark in understanding **how parental interaction impacts childhood development**

(Norton serves on its board of directors).

"Research on young children has traditionally ignored the very specific day-to-day experiences of babies and toddlers from minority families and families living in poverty," says Alicia F. Lieberman, the Irving B. Harris Endowed Chair in Infant Mental Health in the Department of Psychiatry at the University of California, San Francisco. "Dr. Norton's original conceptualizations and exquisite observations of the influences that shape the sense of self and community-belonging in very young African-American children are a unique contribution."

"As recently as 10 years ago, there was not a general awareness of the importance of the years from birth to three in laying the foundation for who we become as adults. Now I think there is a general understanding of that importance," Melmed says. "There is no question that Dodie was one of the pioneers of that movement."

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HE CHILDREN AT RISK STUDY was conceived out of Norton's concern about statistics showing that a disproportionate number of inner-city African-American children living in poverty begin to fail in third and fourth grade, and that early school failure correlates highly with dropping out of high school. She wondered what preschool and home environmental factors might be

associated with successful academic outcomes.

"Although we need to focus on economics, racism and poor quality schools, we also need to understand how children's early home and neighborhood experiences relate to their success in school," Norton says. "Certainly, we know that some children from lower socioeconomic, inner-city African-American families achieve very well. I wanted to know what made the difference." The plan was to uncover information that holds implications for designing preventive, interventive and policy approaches for children and families through preschool, parenting, child care and early school programs.

When the study began in early 1982, Norton solicited participants who gave birth at one of two local hospitals during a three-month period. To secure children at the highest environmental risk in their development, Norton culled her subjects, who were paid to participate, from South Side census tracts that were below the Chicago median in per capita income and housing values, and above in rates of housing density, transience, vacant housing, crime and neo-natal mortality. The mothers could not have education levels above high school and could not live with a mother or grandmother who might also provide "parenting."

Odd as it may seem today, with the omnipresence of video cameras, Norton's decision to tape hours of mother/child interactions was an unusual call at the time, when most social science ethnographies were based on observations and field notes of the researchers. Videotape was being used by developmental psychologists of that period, but the studies were often task-based, where subjects were asked to perform certain functions, usually in a clinical setting. Norton wanted to capture interactions that were naturalistic in the home. The trick was to develop methodology that would give the research scientific validity.

"We had to figure out how to move from videotapes to more acceptable quantitative data in the scientific world," Norton says. She developed criteria and set up codes that would translate the interactions she captured into data that could be analyzed using quantitative methods. She gave her videographers—most of them graduate students—strict instructions to be "a fly on the wall." They were not to intervene unless they witnessed abuse or danger, which they were to report immediately to Norton and the authorities.

Fortunately, during their 19 years of taping, Norton and her team came across no abuse, though videographers at times yearned to step in with advice. During one episode early in the study, for instance, a young mother allows her newborn to cry relentlessly for 18 minutes. The mother, playing cards with friends, finally approaches the baby with a bottle, which she props in the child's mouth with the help of a rolled-up blanket.

"At a very young age, this baby is missing the nurturing holding of the caregiver and being able to learn that his cries brought the bottle and the comforting cradling of his feeding," Norton says. "But if he just cries and cries and nothing happens, already he may be developing an early sense that he and his efforts cannot make a difference in his environment."

At intervals throughout the study, the children were tested to establish baselines in their intellectual development, and Norton consulted and collaborated with her colleagues at the University of Chicago in multiple disciplines—from psychologists and neuroscientists to sociologists and economists—to help develop the theoretical frameworks for analyzing the taped interactions. Grants

from foundations and corporations interested in the development of children have supported Norton's work, including the Irving B. Harris Foundation, the Spencer Foundation, Childhelp, the Schnadig Foundation, the University of Chicago's Women's Board and the Washington National Insurance Company.

Through the years, patterns emerged that have formed the backbone of Norton's findings. One child who tested the most brilliant at age 3 was a single mother and high school dropout, testing at almost borderline capacity on standardized intelligence tests at age 16. Another child who was merely average at age 3 and only a few points higher at age 16, ultimately graduated from the University of Illinois at Urbana-Champaign by age 21. The difference, Norton found, was often in the early mother/child interactions, language exchange and nurturing styles.

"You'd find the mother of the child who graduated from college holding the baby, listening to her sounds and pointing out objects with explanations," Norton recalls. "But the mother of the child who tested so well earlier seldom held the child and was very staccato and sparing in her language to him. She did not engage in much warm, nurturing behavior."

In a number of papers, notably for the journal of *Zero to Three*, Norton has recounted her findings. She noted how the children in her study—who grew up in unstructured homes where adults rarely talked to them about time or set limits—had difficulty adjusting to the highly structured environment of a classroom and performed poorly in school as early as kindergarten. Much of her published findings to date have been about the function of language in early child development. Talking to infants and asking them questions in a certain manner, she argues, does not just give information. It stimulates their young brains, stirs their imaginations and prepares them to be lifelong learners, just as good teachers do.

"We now have data from many studies showing that the sheer number of words young children hear is related to how well they do at school and their verbal intelligence. But I think Dodie was unusual in that she was really looking at *what* mothers were saying to their babies and *how* they said it, not just how much language there was," says Sydney Hans, the current Samuel Deutsch Professor at SSA (for more of Hans' thoughts on early childhood development, see "Baby Talk" on page 4).

Norton's research has had an impact for decades. She has presented her findings to school social workers, child care workers, policy makers and at local and national conferences on early development. Nationally she has served on many boards of organizations concerned with children and child development and has presented before groups as varied as the Home and Aid Society of Illinois and a national Summit on America's Children convened by

**We know that
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inner-city
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I wanted to
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U.S. Speaker of the House Nancy Pelosi.

Interest in her work has also come from corporate entities interested in the capabilities of future employees. In 1988, at an invitation of the Chamber of Commerce in Tulsa, Okla., for instance, Norton spoke to an unusual gathering of local leaders and residents who were collaborating to develop what they called “a world-class early intervention program” in preparation for school success, with an eye toward having “capable” future employees as the city diversified its economic base beyond the production of crude oil.

In February 1989, an article appeared in *TIME* magazine’s “Behavior” section describing Norton’s research and some of its early findings on temporal development in children, and in 2001 a Kartemquin Films producer who had learned about the research selected one of the children as one of five adolescent girls whose lives were portrayed in the PBS documentary *5 Girls*.

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NORTON FIRST ARRIVED AT SSA IN THE EARLY 1970s as part of an accreditation team for the Council on Social Work Education. She so impressed Harold Richman, then the dean of SSA, that he invited her to take part in a cross-disciplinary study on diversity and children in development, in part a surreptitious effort to lure her from Bryn Mawr College, where she was a faculty member. In 1977, she joined SSA’s faculty outright, becoming the University of Chicago’s first tenured African-American woman on the faculty.

Norton has been a favorite professor in the classroom; she was awarded SSA’s Excellence in Teaching award in 1997 and the NASW Mentor Award in 2007. “She really has had a great impact on my approach to child welfare,” says SSA graduate Erwin McEwen, director of the Illinois Department of Children and Family Services. “She has always been a proponent of a model of supporting children that is based on strengthening and supporting families. When she talked about that in the classes I had with her, it really resonated with me, and I’ve put it at the forefront of my thinking throughout my career.”

“Anyone who has been in close proximity to Dodie can talk incessantly about her warmth, thoughtfulness and selflessness as a teacher and mentor,” says SSA Associate Professor Waldo E. Johnson, Jr. Norton served as one of Johnson’s doctoral advisors when he was a Ph.D. student at SSA and served on his dissertation committee. “She was particularly supportive in terms of helping me chart my own area of study on fatherhood and to fully embrace the multidisciplinary nature of the work I am pursuing.”

Norton has served in many capacities at the University of Chicago and SSA. President Hanna Gray appointed her Chair of the University Faculty Committee on Minority Concerns,

which produced a three-year study known as the Norton Report in 1985. The report, which reviewed minority enrollment across the University, had a large impact, including the establishment of the University’s Coordinating Council for Minority Issues, which has become the current Office of Multicultural Student Affairs.

Norton was also a core faculty member of the Center for Early Childhood Research, which conducted interdisciplinary studies on the development of children. She was one of the co-investigators working with noted sociologist William J. Wilson on a three-year interdisciplinary study of blacks, whites and Latinos living in urban poverty in Chicago, and presented the 408th University of Chicago Convocation in Rockefeller Chapel in 1988—the first African-American woman faculty member to do so. At SSA, along with Visiting Committee member Bernice Weissbourd, Norton created the SSA Family Support Program and curriculum, and she was the first director of the SSA Extended Evening Program.

Yet Norton is notoriously reserved and shrinks from attention for anything other than her work. “She avoids the spotlight like the plague,” says E. Aracelis Francis, director emerita of the Minority Fellowship Program at the Council on Social Work Education, and a friend and collaborator of Norton’s who received her master’s degree from SSA in 1964. “With Dodie, it’s all about the work. She has high expectations for herself, high expectations for her students, and she makes those clear. But she absolutely hates the spotlight.”

This aversion is clearly evidenced by the fact that Norton has forbade any celebration of her retirement with the usual festschrift or any other recognition, despite the protests of Dean Jeanne Marsh and others. “I could not live through it,” Norton says. “Tell those who really wish to honor me to do so in a way that I would dearly appreciate—contribute to SSA for my research fund, so I can continue to support the wonderful graduate students who serve as my research assistants and continue my work.”

With such support, Norton plans to spend her so-called retirement coding, analyzing and writing about the data gleaned from the longitudinal study. She admits that she would have liked to have published more over the past 20 years, but the work preparing the videotapes is labor and time intensive. “I’m looking forward to spending my time just on this and getting the findings out there,” she says, adding that she is also looking forward to spending more time with her family—two sons and a new grandson, whom she refers to as “the male cubs,” and her daughter-in-law.

She hopes to layer her findings over those from other studies with larger data sets to look at the intersection between successful children from poor minority communities and successful children from middle-class communities to look for commonalities between language use, learning, home atmosphere and parental/child interaction. For Norton, these aren’t just academic issues. Her work is always aimed to inform the practice and policy of social work.

“We have a responsibility to translate our research into practices and policies to eventually give every child the opportunity to grow to their maximum potential,” she says. “It is a far-away dream, but we have to keep working collaboratively.”



Civic Gala Celebrates SSA Centennial

Nearly 200 people gathered for the Civic Gala on June 4 at the Palmer House Hilton in Chicago as the crowning celebration of 100 years of SSA and the School's contributions to the social and human service infrastructure of Chicago and the nation. Co-chairs of the event were **David Vitale**, chairman of the Visiting Committee, **John Rogers**, a member of the Centennial Committee, and **Brian Simmons**, a member of the Visiting Committee.

For his long-standing support of Chicago schoolchildren's education and for research programs at SSA, **Frank Clark**, chairman and CEO of ComEd and Visiting Committee member, received the first Julius Rosenwald Award for Distinguished Civic Leadership. In addition, **Ron Huberman, A.M. '00**, CEO of Chicago Public Schools was congratu-

lated with a special citation for his public service. **Renee Ferguson**, formerly a reporter at NBC Chicago, was the master of ceremonies, and guests were treated to performances by the Chicago Children's Choir, the South Shore Drill Team and Ariel Capital Scholars. Proceeds from the event were used to support a wave of new collaborations to combat social problems and re- fortify families for years to come.

Two New Academic Programs Come to SSA

SSA has introduced two new academic programs. The 15-month Accelerated Program is for exceptional students who have graduated from an accredited bachelors social work program within the past five years. The BA/MA Program is for qualified University of Chicago college students who wish to pursue a joint bachelor's degree and master's

degree in social work at the School of Social Service Administration. Students complete both degrees in five years.

Presenting to the Congressional Black Caucus

At the annual conference for the Congressional Black Caucus in Washington, D.C., held September 23-26, fourth-year doctoral student **Dirk Butler** and his wife, **Akilah**, were panelists for "Mind Readers: Mental Health, Wellness and Self-Help" and presented their new book titled, *The Love Ethic: The Reason Why You Can't Find and Keep Beautiful Black Love*.

Cafferty Lecture Discusses Immigration

The 2009 Pastora San Juan Cafferty Lecture was held on October 1 at the University of Chicago Gleacher Center

in downtown Chicago. **Wayne A. Cornelius**, the Theodore E. Gildred Distinguished Professor of Political Science and U.S.-Mexican Relations, Emeritus at the University of California, San Diego, presented, "Toward a Smarter and More Just U.S. Immigration Policy: What Mexican Migrants Can Tell Us." Established in 2005, the Cafferty Lecture is a forum for prominent social theorists, business executives, community leaders, philanthropists and politicians to discuss the issues critical to a well-functioning society.

U of C hosts "Chicago Contributes"

The University of Chicago hosted "Chicago Contributes," in Washington, D.C., a day-long dialogue on federal and local efforts to expand access to health care and improve student performance in urban schools. The education panel, "The Role of Higher Education



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in Improving Urban Schools" featured Frank P. Hixon Professor **Charles Payne** and **Tim Knowles**, director of the Urban Education Institute.

SSA Hosts Math Camp

The Urban Education Institute sponsored the third Summer Accelerated Math Camp at SSA, a month-long day camp for Chicago charter high school students centered on the study of mathematics and economics.

Visiting Committee and Volunteering at U of C Anniversary

In conjunction with the University's 500th Convocation, members of the SSA Visiting Committee from New York and California joined their local peers in examining the School's strategic initiatives, fundraising and new program developments on October 9. The next

day, SSA Alumni Board members joined hundreds of University volunteers in workshops, roundtable discussions and presentations to learn about University initiatives and volunteering. SSA Dean **Jeanne Marsh** led a session summarizing her priorities in her final year as dean, hosted by the Alumni Association Board President **Jinnie English**.

SSA at the NASW-IL Statewide Conference

At the Illinois Statewide Conference for the National Association of Social Workers on September 9, Assistant Professor **Jennifer Bellamy** and Senior Lecturer **Stanley G. McCracken** presented an intensive workshop, "Evidence-Based Practice and Evidence-Supported Interventions and What They Can Offer Your Practice." On September 10, Associate Professor **Scott W. Allard** presented a workshop on the findings in his new book,

Out of Reach: Place, Poverty, and the New American Welfare State. The workshop centered on the changes to the provision of the social safety net to the poor over the past few decades.

Student Awards for 2009

During the June 11th Hooding ceremony for the graduating class of 2009, SSA presented its annual student awards. The Wilma Walker Honor Award was presented to **Madeline I. Brigell**, **Ashley E. Cureton** and **Alejandra Ros** for outstanding work in the first year master's program and promise for future achievements in social work. The Sonia Berz Honor Award was given to graduating master's degree student **Nicole Emily Seyller** for outstanding work and promise in the field of aging. The Evelyn Harris Ginsburg Memorial Prize was awarded to graduating master's

Scenes from SSA's Centennial Gala

- 1 : After the presentation of the Julius Rosenwald Award (from left): David Vitale, Jeanne C. Marsh, Frank Clark and John W. Rogers, Jr.
- 2 : University President Robert J. Zimmer addresses the Gala attendees
- 3 : The South Shore Drill Team performs
- 4 : John W. Rogers, Jr. (far right) with his Ariel Capital Scholars
- 5 : Wayne A. Cornelius gives the 2009 fall Cafferty Lecture
- 6 : Ron Huberman, A.M. '00 (second from right), with his family and Professor Emerita Pastora San Juan Cafferty (center) after receiving SSA's citation for public service
- 7 : Renee Ferguson, master of ceremonies

degree student **Faiza Sara Omer** for outstanding work and promise for work in schools. The Solomon O. Lichter Memorial Prize was presented to graduating master's degree students **Christina L. Beatty** and **Alexis M. Paz** for scholarship and professional leadership.

Special Series Events Close Out Centennial

SSA's wide-ranging set of symposia and lectures that marked the School's 100th anniversary ran through the spring.

Frank P. Hixon Professor **Charles Payne** organized a special two-day symposium for students May 26-28, "I Want to Be Your Friend, You Black Idiot!!: The Dynamics of Majority Involvement in Minority Movements," that examined interracial relationships in the contexts of 1960s social justice movements to prod participants to think about parallel issues in their lives. Panelists included **Howard Machtlinger** from the Weathermen and **Fannie Rushing, Gwendolyn Zoharah Simmons, Susan Thrasher** and **Bob Zellner** of the Student Nonviolent Coordinating Committee.

"The City Revisited: Community and Community Action in the 21st Century" was held at the Chicago Cultural Center on May 8. Organized by Associate Professor **Robert Chaskin**, the symposium reviewed the nature and importance of community in urban life and ways to think about strategic intervention to address social problems within the urban landscape.

As part of the Harper Lecture series, Chaskin presented "Revisiting the City: What the History of Community Development and Organizing Says About its Future" in Beverly Hills, Calif. on May 17. The lecture examined how previous assumptions about community, community development and community organiz-

ing shaped policy and actions over the last century and continues to shape recommendations in the present.

On April 22, Assistant Professor **Michael Woolley** organized a panel, "Improving Urban Education: Building Bridges from Research to Practice, Social Work to Education, Chicago to New York," that examined the relationships between community school programs in Chicago and New York City, as well as a new research center in New York City modeled on the successful Consortium for Chicago School Research.

On April 24-25 at the University of Chicago's Paris Center, Assistant Professor **Robert Fairbanks**, II hosted a symposium, "Welfare State Transformation Since 1970: Comparative International Perspectives," with Professor **Fabian Kessl** of the University Duisburg-Essen in Germany. Panelists provided a comparative analysis of welfare states to illuminate the extent and consequences of globalization on social policy and direct practice.

On May 15, Associate Professor **Evelyn Brodkin** presented "Welfare States in Transition: Social Policy Transformation in Organizational Practice at SSA," which examined welfare transformation, not only as enacted in law, but as enacted in practice. Researchers from the Reform of Employment Services Quorum and others discussed welfare-to-work as a global policy trend and new public management as a global administrative trend.

The David and Mary Winton Green Professor **Tina Rzepnicki**, Senior Lecturer **Stanley McCracken**, and Professor **Harold Briggs** of Portland State University's School of Social Work presented the last Centennial symposium, "From the Task-Centered Approach to Evidence-Based and Integrative Practice," on June 5. They examined how evidence-based practice is being implemented to facilitate the development of a learning organization in a state agency and in community programs. ♦





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Closing Out the Centennial with Special Series Events

1 : 2009 Hooding and awards ceremony

2 : Stan McCracken (second from right) talks with symposium participants

3 : Panelists and audience members talk during a break during the "Welfare States in Transition" symposium

4 : Evelyn Brodkin, far right, bottom, and her symposium panelists

5 : Jeanne Marsh in NYC at the Improving Education panel with attendees

6 : At the NYC Education panel (from left): event organizers Jane Quinn, A.M. '69, of The Children's Aid Society, NYC and Wilbur Weder, A.M. '70, with James Kemple and Michael Woolley

7 : The NYC education panel

8 : Robert Chaskin at "The City Revisited" symposium

9 : Tina Rzepnicki at her symposium reception talking with students

10 : Jens Ludwig at "The City Revisited" symposium

11 : Ric Estrada A.M. '93, at "The City Revisited" symposium

12 : Virginia Parks at "The City Revisited" symposium

13 : Charles Payne speaks in Washington, D.C., during "Chicago Contributes" about urban education reform



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Pollack Promoted to Professor

Harold Pollack has been promoted to full professor. Pollack is faculty chair of the Center for Health Administration Studies and co-director of The University of Chicago Crime Lab. His recent research concerns HIV and hepatitis prevention efforts for injection drug users, drug abuse and dependence among welfare recipients and pregnant women, infant mortality prevention, and child health.



Harold Pollack

At SSA's June Hooding ceremony, Pollack received the Valerie Jarrett Award for Faculty Leadership and Mentoring. The award is presented to a faculty member who has demonstrated distinguished leadership that has contributed to the development and enrichment of the faculty, their research, the recruitment and retention of exceptional scholars, and the greater good of the School.

Hans Named Samuel Deutsch Professor

Professor **Sydney Hans** has been named to the Samuel Deutsch Professorship. She studies early life experiences, particularly the relationship between mother and infant, and how those experiences influence development at later ages. She has conducted studies focusing on the development of young



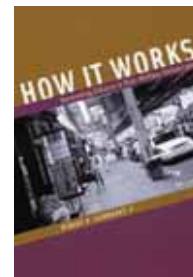
Sydney Hans

children whose parents use illicit substances, suffer from major mental disorders, have experienced traumatic events, and/or live in conditions of extreme poverty. She is currently implementing and evaluating intervention programs in which paraprofessional "doulas" provide childbirth education and support to adolescent mothers.

New Book from Fairbanks

Assistant Professor **Robert Fairbanks, II** has a new book

published by the University of Chicago Press. *How it Works: Recovering*



Citizens in Post-Welfare Philadelphia examines the phenomena of Philadelphia's recovery house movement in the Kensington neighborhood and its place in the new urban order wrought by welfare reform.

Faculty Speaking

In March and April, **Charles Payne**, Frank P. Hixon Distinguished Service Professor at SSA, presented four lectures at the 2009 Race, Education, and Democracy Lectures, sponsored by Simmons College and Beacon



Charles Payne

Press. Each year the series brings a nationally recognized education scholar to Simmons' campus in Boston to deliver several lectures, followed by discussions among education and civic leaders.

In July, Associate Professor

Susan Lambert served as a panelist for the New American Foundation conference "Flexible Work Arrangements and Low-Wage Work." The five panelists presented research on scheduling challenges faced by low-wage workers, highlighted com-



Susan Lambert

mon-sense solutions that have been implemented by businesses, and discussed how public policy can enhance access to FWAs for low-wage workers.

Dean and George Herbert Jones Distinguished Service Professor



Jeanne C. Marsh

Jeanne C. Marsh gave the Pims Lecture at the

Bouris Joins SSA

Alida M. Bouris became an assistant professor at SSA this fall. She joins the School from the Columbia University School of Social Work, where she served as a post-doctoral research scientist. Her research interest is the identification of parental influences on adolescent and young adult sexual behavior and health, particularly helping parents prevent sexually transmitted infections, HIV infection and unplanned pregnancies among their adolescent and young adult children.



Alida M. Bouris

Bouris specializes on working with pregnant and parenting Latino adolescents and young adults, and young men having sex with men of color—young people and their families who are disproportionately impacted by the potential negative health consequences of risky sexual behavior. Nationwide, Latinos bear the highest burden of unintended pregnancies in adolescence and early adulthood.

Bouris received her Ph.D., M.Phil., and M.S.W from the Columbia University School of Social Work and her B.A. in Women's Studies from the University of California at Berkeley. She has served as a social worker on a number of family-based research projects working with parents and adolescents in New York City, providing clinical, psychosocial and intervention services to parents, as well as working with the National Campaign to Prevent Teen and Unplanned Pregnancy to develop a guide to support effective parent-adolescent communication in Latino families.

The End of an Era

Jeanne Marsh will step down as dean in 2010

The academic year at the University of Chicago School of Social Service Administration will begin next fall without Jeanne C. Marsh as the dean.

Marsh, who will remain SSA's George Herbert Jones Distinguished Service Professor, will end her second stint as dean of SSA on June 30, 2010, having also served as the leader of the School from 1988 to 1998.

"Jeanne's commitment to the School and to its scholarship is recognized by everybody," says David Vitale, the chair of SSA's Visiting Committee. "But I've always also been impressed by her leadership in terms of bringing in the resources that have allowed the School to be successful. She's done an incredible job; it's been extraordinary."

A magna cum laude graduate with a B.A. in Psychology from Michigan State University, Marsh received her M.S.W. and Ph.D. in Social Work and Psychology from the University of Michigan. She joined the University of Chicago faculty in 1978 and held appointments in both the School of Social Service Administration and the Committee on Public Policy Studies. She has also served as Visiting Professor at the London School of Economics and at Clare Hall, Cambridge University.

Dean since 2005, Marsh has presided over an increase in research grants among faculty, the refurbishment of the School's beloved Mies van der Rohe-designed building, growth in areas such as urban education and international social welfare, an ambitious and successful Centennial Celebration, the relaunch of *SSA Magazine* as a way to heighten the School's profile, and the start of a campaign to build a new Research Pavilion. Add in the changes at the School during her first deanship—including establishing the Center for Health Administration Studies at SSA, the School's first capital campaign, and the birth of *Advocates' Forum*—and it is clear that Marsh has had enormous influence on the continued success and momentum of SSA.

"I think I'm proudest that the School has been able to recruit and support such a remarkable group of faculty members," Marsh says of her time as dean. "The faculty of the School are the most distinguished in the world of graduate social work education, and they provide outstanding leadership for SSA, the University and the profession. All the accomplishments during the last five years are the accomplishments of the faculty."

Marsh has also worked passionately to ensure that SSA continues to attract and admit students of the highest caliber. "At orientation every year, I look out at the incoming class, and feel humbled by the caliber and deep commitment of the individuals who have chosen SSA for their graduate educations. I know they are extraordinarily talented and come from such diverse backgrounds and experiences. This ensures a great classroom experience for everyone—a learning environment for faculty and students," she says. A focus on ensuring that sufficient financial aid is available to support incoming students dedicated to social justice has been a priority for Marsh as dean.

As is the tradition for outgoing deans at the University of Chicago, Marsh will take a one-year sabbatical at this end of the school year, with plans to work in an international context. Principal investigator on a NIDA-funded study of gender differences in the impact of substance abuse treatment services, she has published broadly on these issues and evaluation of social work interventions and has received a number of awards and honors. When returning to SSA for the start of the school year in 2011, she will resume her research and teaching.

"I'm very much looking forward to it," Marsh says. "I've always been an admirer and advocate of this institution and the historical and current contributions of the people involved with it. It's been a privilege to be on the faculty and to have been able to serve it as the dean. At 100 years, SSA is in excellent shape, and I'm enormously proud to have been able to be a part of the faculty, staff, students, alumni, friends and supporters who have made that possible."

The process of launching a comprehensive and international search for Marsh's replacement as dean is already underway. Associate Professor Waldo E. Johnson, Jr. and David and Mary Winton Green Professor Tina L. Rzepnicki are co-chairing a faculty search committee, assisted by an executive search firm based in New York and the president and provost offices of the University of Chicago.

To celebrate and honor Dean Jeanne Marsh's impressive legacy, the School is also planning events in Chicago and other cities later this year. Information will be disseminated to the SSA community and posted on SSA's website during the 2009-2010 academic year.

"On behalf of the University, we are grateful to Jeanne Marsh for her years of service in her second occasion as Dean of the School of Social Service Administration," says University of Chicago President Robert J. Zimmer. "She has stewarded SSA through a time of great change, and her experience and leadership have allowed the school to advance its research interests, scholarly agenda and community engagement. We are delighted that she will remain with us as a distinguished faculty member and look forward to her contributions to SSA in the future."



Paul Baerwald School of Social Work and Social Welfare at the Hebrew University of Jerusalem titled "The Idea of Social Work Education and Research." The talk explored the connections between the founding of SSA in the United States and the founding of the Paul Baerwald School in Israel 50 years later. Professor **Gail Auslander**, A.M.'74, hosted Dean Marsh.

Hermon Dunlap Smith Professor **Melissa Roderick** participated in "Education, Democracy, and Justice," a workshop in the Dewey Seminar at the Institute for Advanced Study at Princeton University. The workshop's cross-disciplinary engagement created ongoing conversations between normative and empirical approaches to the study of education.

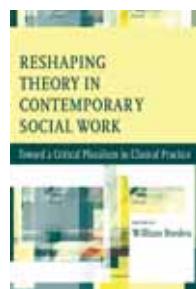
George Herbert Jones Professor Emeritus **Irving Spergel** gave a lecture "Collaboration of Social Development and Suppression Strategies on the Reduction of Gang Crime" to the Center on Race and Social Problems, University of Pittsburgh in October.



Irving Spergel

Essay Collection from Borden

Senior Lecturer **William Borden**'s new collection of essays, *Reshaping Theory in Contemporary Social Work: Toward a Critical Pluralism in Clinical Practice*, shows how different theoretical models, therapeutic languages



and modes of intervention strengthen integrative approaches to intervention. The book's essays by scholars and practitioners explore essential concerns in contemporary social work, reflecting the creativity of theorizing in our time. The book was published by the Columbia University Press.

Voisin's Research Influences Legislation

Research conducted by Associate Professor **Dexter Voisin** influenced legislation that formed a new



Dexter Voisin

Illinois advisory council to help develop effective HIV/AIDS prevention messages targeting youth. Voisin found that a variety of populations reported a significant reduction in the intensity, range and the length of media messages on HIV prevention and testing over the last five years. He also found that young blacks and Latinos in Chicago tend to distrust most sources of government information on HIV/AIDS prevention and that young Latina women in Chicago fear getting an HIV/AIDS test out of concern that they may be labeled negatively.

Roderick Receives Policy Award

In April, at the annual American Educational Research Association's conference held in San Diego, Calif., Herman Dunlap Smith Professor **Melissa Roderick** received the Division H Award for Outstanding Planning, Policy or Management Research Study for her report, "From High School to the Future: Potholes on the Road to College."



Melissa Roderick

Roderick serves as co-director at the Consortium on Chicago School Research, which published the paper. She

is an expert in urban school reform, high stakes testing, minority adolescent development and school transitions.

SSA Teaching Award to Lambert and McCracken

Senior Lecturer **Stan McCracken** and Associate Professor **Susan Lambert** received the William Pollak Faculty Award for Teaching Excellence. Lambert focuses on the "work" side of work-life issues, primarily studying low-skilled, hourly jobs. McCracken's interests are focused in the areas of mental health,

substance abuse, co-occurring disorders, behavioral pharmacology, multicultural mental health, aging, and dissemination and implementation of evidence-based practice. Since 2003, the award has been presented every other year to a member, or members, of the SSA faculty for exemplary teaching.



Stan McCracken



Susan Lambert

New Faculty Grants

In 2009, SSA's faculty have received a number of new research and program grants:

Associate Professor **Robert Chaskin**, for "Building Mixed-Income Communities: Documenting the Experience in Chicago," John D. and Catherine T. MacArthur Foundation

Assistant Professor **Malitta Engstrom**, for "Family Therapy Development for Incarcerated Mothers with Substance Use," National Institutes of Health

Assistant Professor **Jung-Hwa Ha**, for "Impact of Health Decline on Older Adults Social Relationships," Gerontological Society of America

Associate Professor **Susan Lambert**, for "The Scheduling Intervention Study: Readying Workplaces to Distribute Social Benefits," Ford Foundation

McCormick Foundation Professor of Social Service, Law, and Public Policy **Jens Ludwig**, for "Crime Lab," Joyce Foundation, for "Chicago Public-Private Experimental Partnerships to Reduce Youth Violence," National Institutes of Health, for "Chicago Youth Gun Violence Initiative," Spencer Foundation, and for "Benefit-Cost Analysis of Juvenile Versus Adult Justice System Processing," John D. and Catherine T. MacArthur Foundation/Temple University

Professor **Harold Pollack**, for "National Dentist Survey About HIV Testing in Dental Settings," National Institutes of Health/University of Miami

Hermon Dunlap Smith Professor **Melissa Roderick**, for "Network for College Success," Chicago Community Trust and McDougal Foundation, for "Network for College Success Freshmen Success Project," McDougal Foundation, for "Illinois State Action for Education Leadership Project," Wallace Foundation/Illinois State University, for "High School Leadership Certification Program," Spencer Foundation, and for "Strengthening Leadership and Science Education in Chicago Public High Schools," JP Morgan Chase



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Back on Campus for Alumni Weekend

ON JUNE 5, more than 100 alumni enjoyed the Centennial year SSA Nite! at SSA. **Robyn Golden, A.M. '81**, was presented the Edith Abbott Award which recognizes lifetime career achievement in the social service field, and **Joe Loundy, A.M. '69**, was given the University of Chicago Alumni Service Citation at the Alumni Convocation on June 6, for outstanding volunteer work on behalf of the University through service in alumni programs, on advisory committees, or through efforts made to ensure the welfare of the institution. In addition, the new SSA Alumni Association Board members were introduced. Saturday morning, the 50+ Luncheon was held in honor of alumni who graduated in 1959 and earlier.

To round out the weekend's events, the annual Alumni and Students of Color Awards Dinner was held on June 6. The African American Students Association (AASA) and the Latino Students Association (LSA) awarded **Dorothy B. Holley-Turner, AM '73** with the Alumni of Color Award of Distinction. This event is hosted jointly by the AASA and LSA and the Minorities in Public Policy Studies (MIPPS) student organization of the Harris School of Public Policy. 🎉

1 : Enjoying SSA Nite! (from left to right) **Viola Baecher, A.M. '78, Charles Turner, Dorothy B. Holley-Turner, A.M. '73, Dr. Frederick Martin and Louise Doss-Martin, A.M. '63**

2 : Dean Jeanne Marsh talks with Barbara Jackson, A.M. '69, and other alumni at SSA Nite!

3 : Joe Loundy, A.M. '69, is showered with applause after the announcement of his service citation.

4 : Dorothy B. Holley-Turner, A.M. '73, thanks the crowd

5 : Robyn Golden, A.M. '81 (center), received her award from Annie Rosenthal, A.M. '98, and Thomas Wedekind, A.M. '73

6 : Waldo E. Johnson, Jr. (center) enjoyed the Alumni of Color Summer Networking Event with alumni

7 : SSA Nite!



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Dorothy B. Holley-Turner, SSA A.M. '73 (center, in red blouse) and Sylvia Puente, Harris A.M. '90, received awards during the Alumni and Students of Color Awards ceremony hosted by the African American Students Association (AASA) and Latinos Students Association (LSA) at SSA and the Minorities in Public Policy Students (MIPPS) at the Harris School of Public Policy during Alumni Weekend.

Alumni Updates

Stretched Thin: Poor Families, Welfare Workers, and Welfare Reform, written by **Joan Acker, A.M. '48**, Sandra Morgen and Jill Weigt is being released at the end of 2009. Published by Cornell University Press, the book reports a four-year, multi-method study of welfare reform in Oregon from the perspectives of welfare clients, agency workers and agency administrators. Acker is a professor emerita at the department of sociology at the University of Oregon.

Robert H. Mann, A.M. '67, is a therapist at Casa Raphael/Alpha Project, a 140-bed residential facility for adult males with substance abuse addictions in Vista, Calif. In partnership with the San Diego County Library, Mann has pioneered a small-group approach to adult literacy conducted in a residential agency, which helps to improve low reading ability due to a difficulty with comprehension, dyslexia or deficient literacy skills.

Lynn Vogel, A.M. '69, Ph.D.'78, is vice president and chief information officer and associate professor of Bioinformatics and Computational Biology at The University of Texas M. D. Anderson Cancer Center in Houston, Texas. His wife, **Lynn Carter, A.M.'77**, divides her time between Houston and Ridgewood, N.J., where she volunteers for the local Meals on Wheels program.

Readers of *Travel + Leisure* magazine chose Austin-Lehman Adventures, owned by **Paul Lehman, A.M. '75**, as the World's Best Tour Operator in the magazine's 2009 *World's Best Awards* readers' survey.

Lynn Videka, A.M. '76, Ph.D. '81, has been appointed dean of the Silver School of Social Work at New York University. Videka, whose research interests include vulnerable children and families receiving child welfare and mental health services, is currently vice president for research at the State University of New York at Albany and a Distinguished Service Professor. From 1989 to 1999, Videka was dean of the School of Social Welfare at SUNY-Albany, and she has served in many leadership positions in the field, including president of the National Association of Deans and Directors of Social Work, vice president of the Society for Social Work and Research, and commissioner of Accreditation and Treasurer of the Council on Social Work Education.

During SSA Nite!, the SSA Alumni Association presented **Robyn Golden, A.M. '81**, with the Edith Abbott Award, which is given semi-annually to recognize a graduate for distinguished service and outstanding professional contributions. Golden is currently the director of older adult programs at Rush University Medical

Center. Her work on aging has been published extensively, and she has served as the chair of the American Society on Aging, co-founded the National Coalition on Care Coordination and has been appointed to several national organizations.

Routledge recently published *Queer Political Performance and Protest: Play, Pleasure, and Social Movement*, written by **Benjamin Shepard, A.M. '97**, an assistant professor of human services at New York City College of Technology. The book explores the role of creativity and play in social movements, especially the theatrical approach to protest and community building in the gay liberation movement.

In May 2008, **Jennifer B. Afdahl Rice, A.M. '02**, was named vice president of business development at NCB Capital Impact. NCB is a national nonprofit organization that provides access to capital and technical assistance for low- and moderate-income communities.

Alice Kim, A.M. '02, and filmmaker Cindy Fang have been awarded a \$15,000 grant from the California Civil Liberties Public Education Program to make a short film titled, *A Crossroad Called Manzanar*. Inspired by a 1941 *LIFE* magazine article, "How to Tell Japs From the

Chinese," the film examines the complex tensions that arose between Asian-American communities in Los Angeles shortly after the bombing of Pearl Harbor. Filming is scheduled to begin in December.

As an administrator for the Health Care and Human Services Policy and Oversight Committee of the Minnesota House of Representatives, **Kate Perushek, A.M. '07**, is working with the committee chair, Representative Paul Thissen, on a bill that would allow laid off workers who cannot afford COBRA coverage to access Minnesota health care programs.

Caroline Ryan, A.M. '07, received a fellowship from the Practice Change Fellows, which builds leadership capacity among nurses, physicians and social workers who have operational responsibility for geriatric care. Ryan's project, through the Southwest Suburban Center on Aging, is named "Safe Discharge Home: A Community Response to Rapid Re-Integration of Observation Patients." Practice Change Fellows receive \$90,000 and the support of mentors to develop leadership skills and complete a project that implements a new geriatric service line or aging program. 

In February, **Michael Quiggin, A.M. '68**, died. A clinician and community developer, Quiggin served as the executive director of the Ontario Association of Social Workers. He is survived by his wife, **Dorothy Quiggin, A.M. '65**.

Arthur Schwartz, who taught at SSA for 16 years, died in April. From 1998 to the spring of 2009, he was a lecturer at the University of Pennsylvania School of Social Policy and Practice. In addition to teaching, Schwartz was a consultant to several mental health organizations. He is survived by his wife, **Ruth Schwartz, A.M. '75**, with whom he published a book in 1963 titled, *Depression, Theories and Treatment: Psychological, Biological and Social Perspectives*.

Edwina T. Leon, A.M. '47, died on March 22, 2009 at the age 84. She was a pioneering professor in the School of Social Work at California State University, Sacramento and an inspired social worker who reached out to underserved communities. In 1982, Leon founded Visions Unlimited, Inc., which offers culturally sensitive programs to low-income families, seniors, people of color and others who have difficulty obtaining services due to mental illness.

Friend of the School **Sylvia Firestone** died on September 29, 2009. A graduate of Hunter College, Columbia University and the University of Pennsylvania, Sylvia was a psychiatric case social worker in California and a board member of the Los Angeles Child Development Center. Her husband, **Mose Firestone, A.M. '43** is widely credited as a pioneer in psychiatric social work, including identifying and treating what is now known as post-traumatic stress disorder in combat veterans. In 1995, the Firestone's established the Mose and Sylvia Firestone Professorship, an appointment presently held by Professor Neil Guterman. 

Harold A. Richman

Harold A. Richman, former dean at SSA, a distinguished scholar and a national leader in social policy, died at the age of 72 on July 30, 2009. "Harold Richman was a researcher, teacher, mentor and supporter of leaders in children's policy research," says Jeanne C. Marsh, SSA's Dean and George Herbert Jones Distinguished Service Professor.

Richman received a bachelor's degree in American history and literature from Harvard in 1959 and a Ph.D. in social welfare policy in 1969 from the University of Chicago. He was a White House Fellow and special assistant to the Secretary of Labor from 1965 to 1967. He became an assistant professor at the School of Social Service Administration in 1967 and was named Dean and Hermon Dunlap Smith Professor of Social Welfare Policy at SSA in 1969.

As a young academic Richman opened The Center for the Study of Social Policy for SSA in Washington D.C., which he co-founded in 1968 with Tom Joe and Margaret Rosenheim, who would later also serve as dean at SSA. Now known as the Center for the Study of Social Policy, the institution provides analysis of policy issues and hands-on technical assistance. It is no longer affiliated with the University.

During his tenure as dean, from 1969 to 1978, Richman secured a U.S. Department of Health Education and Welfare experimental grant that consolidated government support. Renewed annually, it permitted him to expand SSA's curriculum and offer more student aid, fostering diversity. Under his leadership, the Committee on Public Policy Studies was created at the University of Chicago, which in 1974 began granting graduate degrees. The Committee was transformed in 1989 to become the Harris School of Public Policy Studies.

In 1985, Harold Richman led the board of Chapin Hall Center for Children, a residential home providing direct service to children, to become Chapin Hall at the University of Chicago, with a mission to conduct research that informs child policy and practice. During Professor Richman's tenure as director, Chapin Hall grew from five researchers to a staff of more than one hundred. He retired as director in 2001, but continued at Chapin Hall as a research fellow and advised on research and programs.

Richman was the author and co-author of numerous books, journal articles and reports on child welfare, community initiatives for children and other social policy issues. He served on a multitude of boards nationally and locally, including as chair of the Center for the Study of Social Policy and co-chair of the Roundtable on Comprehensive Community Initiatives for Children and Families at the National Academy of Sciences.

"Harold Richman was one of the most influential people in the world of children's and family policy over the past forty years, and his impact was felt nationally and internationally. Yet he always found time for the personal touch upon which so many of his colleagues relied. He mentored literally hundreds of people in his field and taught many more," says Frank Farrow, director of the Center for the Study of Social Policy.

Richman is survived by his wife, two sons and daughters-in-law, and four grandchildren.



Harold A. Richman



Memorial Service for Margaret Rosenheim

A special memorial service was held at Bond Chapel on June 7th for former SSA Dean **Margaret Rosenheim**. Friends and family gathered to reflect on her dedication to justice for children.

We are grateful to all who make contributions to SSA. Annual gifts are essential to SSA's mission. With 9 out of 10 students receiving financial support from the School to offset rising tuition, every gift, large and small, makes a difference.

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The names listed here recognize hundreds of individuals, foundations, and companies who gave to SSA between July 1, 2008 and June 30, 2009.

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Violence Shrouded

Why do so few youth turn to professional helpers like social workers after being exposed to violence?

THE VIDEOTAPED MURDER of Derrion Albert on the South Side of Chicago in September merely brought to the public eye what has been a decades-long problem of devastating magnitude: the victimization of our youngest citizens. The total number of American soldiers killed in both the Iraq and Afghanistan wars since 2001 presently hovers around 5,000. Almost triple that number of children and youths—about 15,000—have been murdered here in the streets of America during that same period.

While these numbers are staggering, they in fact represent only a very small proportion of the 60 percent of American children recently estimated by the U.S. Department of Justice as direct victims or eyewitnesses to violence every year in the United States. Given the magnitude of the problem, why is it that children's exposure to community violence has remained so shrouded from public concern, and most especially from the vantage point of professional social work services, which may provide ameliorative or preventive support in the face of such experiences?

My earlier research troublingly found that victimized adolescents hold a lower likelihood than non-victimized adolescents of receiving professional mental health supports subsequent to their victimization, and that even when providing mental health services, clinical social workers commonly overlook their young clients' violence exposure when it occurs outside the home. Some researchers have reported that authorities who commonly mediate children's

access to professional mental health services—parents or teachers, for example—may not define the problem of victimization outside the home as one requiring professional services,

experiences with violence over the past year. And yet only 11 percent of Arab adolescents and only 4 percent of Jewish adolescents exposed to violence sought out a mental health professional like a social worker to help them cope with the aftermath of such experiences. Indeed, we found that only one out of three Arab and one out of four Jewish adolescents told anyone about their victimization experiences afterward.

When we asked what internal barriers stood in the way of reaching out for help, adolescents across both ethnic/national groups most commonly

our findings seem to strongly reinforce the reality that social workers and victimized adolescents can engage in a "don't ask, don't tell" pattern that can obstruct bringing to light young people's victimization in order to provide potentially helpful assistance.

Taken as a whole, our findings indicate that the very widespread problem of youth victimization and exposure to violence outside the home is sorely underaddressed by professionals, not clearly defined as a problem to engage a professional-

55,000
Number of children and underage youth murdered in the U. S. since 1980

suggesting that there are significant external obstacles to receiving help in the wake of violence exposure.

Recently, my colleague Muhammad Haj-Yahia of the Hebrew University in Jerusalem and I undertook a study to ask victimized adolescents about the internal obstacles they may face in reaching out for help from others, particularly from mental health professionals like social workers. We surveyed almost 2,000 Israeli Jewish and Arab adolescents, asking them specifically about their experiences with community violence and whom they may have told if they did experience some violence outside the home.

In this study, now in press in the *Journal of Child and Family Studies*, we found that, similar to studies conducted in American urban settings, approximately 90 percent of both Arab and Jewish adolescents reported significant direct or eyewitnessed

reported that they tried to avoid thinking about the experiences. Although this "cognitive minimization" strategy may have temporarily helped by pushing such painful experiences out of awareness, it dually served to inhibit the opportunity to receive any ameliorative support in the coping process. Adolescents also frequently told us that they often deliberately kept such experiences secret out of fear of further danger by divulging to others, and they also commonly said they felt they could handle the experience on their own, perhaps as a part of their burgeoning sense of autonomy, which developmental theory would predict.

Especially troubling for professional social workers, almost half of the adolescents exposed to violence across both ethnic/national groups also stated that they did not believe that telling someone about the experiences would in any way help them. Across studies,

ized service system, and remains largely shrouded from view. Yet from our experience with other forms of violence, such as domestic violence or child abuse, we know that until such problems are brought out into daylight and dealt with by practitioners, policymakers and the broader public, they tend to fester and purvey their own downward spiral of damage. Indeed, a growing body of findings continues to point out that violent victimization is one of the strongest predictors of future violent perpetration. Clearly we face a crossroads and urgent professional obligation to forge substantive progress in attending to youth victimization, both locally and beyond. ■

Neil Guterman is the Mose and Sylvia Firestone Professor at the School of Social Service Administration.

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