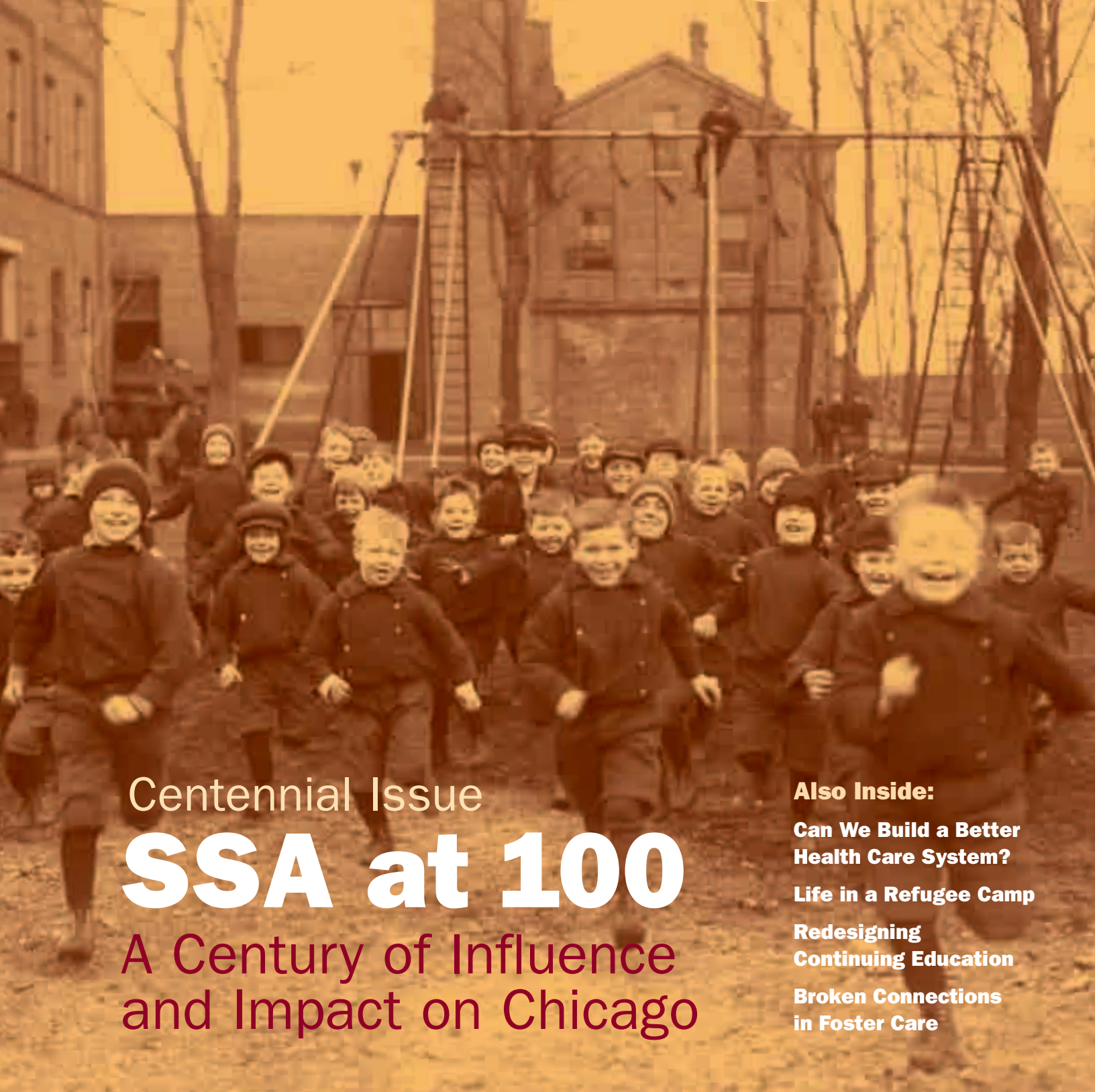


THE UNIVERSITY OF CHICAGO

SSA magazine

A PUBLICATION OF THE SCHOOL OF SOCIAL SERVICE ADMINISTRATION VOLUME 15 ■ ISSUE 2 ■ FALL 2008



Centennial Issue

SSA at 100

A Century of Influence
and Impact on Chicago

Also Inside:

**Can We Build a Better
Health Care System?**

Life in a Refugee Camp

**Redesigning
Continuing Education**

**Broken Connections
in Foster Care**

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SSA magazine

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AS I WRITE THIS, ANOTHER ACADEMIC YEAR IS STARTING in Hyde Park, with that annual mix of excitement and purpose. I think most of us approach the start of classes with the same sense of renewal as resetting the calendar on January 1st. For some faculty and students, it's the first year at a new school, for others, it's a fresh beginning after the pause of summer vacation.

There's another way to think about the start of a new school year, however. It's also the culmination of all that has come before. Each new year, students build on what they've learned in previous classes, using their past work as a platform to reach this year's challenges. The energy of the fresh beginning is fueled by the experience of the past.

During this Centennial year of the School of Social Service Administration, we are building on SSA's rich tradition. After 100 years of impressive accomplishments, we will take the time to reflect on the students, faculty, and staff who have built this remarkable institution and the numerous ways their work and dedication has shaped individuals' lives and institutions in the city and the world.

The same dynamic that makes the new school year so intriguing—new horizons made possible by hard won experience—should be acknowledged and embraced during SSA's Centennial, as well. This is not a retirement party, after all. SSA is more important than ever to Chicago, the country, and the field of social work, and the start of our new century has the same vibrant promise as the start of the academic year.

There is no greater symbol of this exciting future than the plans underway for SSA's new research and civic collaboration pavilion, where University researchers from many disciplines will be able to collaborate with practitioners to tackle complex social problems. As planned, the pavilion will be a state-of-the-art facility, where academic, community, and civic leadership can develop research, advance tested interventions, and gather to learn and share their experiences.

Today's SSA is at the forefront of untangling root causes and envisioning evidence-based solutions to crucial issues, from gun violence to blighted neighborhoods, from school reform to preventing child abuse. I am very excited by the work being done every day at SSA, and I am as excited by the opportunities to expand and improve the School's capacities with the research and civic collaboration pavilion. Please join me in celebrating SSA this Centennial year in part by helping the School build for the next 100 years.

Sincerely,

David Vitale
Chair of SSA's Visiting Committee

Building for the

This is an exciting time for the School of Social Service Administration. As we celebrate our first century, we have many exciting events planned for this school year, and I hope you will join us for as many as you are able.

I am also pleased to present this special Centennial issue of *SSA Magazine*. It provides strong evidence of SSA's disproportionate, positive impact on the field of social service, the City of Chicago, the country, and the world for the last one hundred years—an impact that will continue for the next one hundred.

The numbers tell the story: SSA partners with more than 600 public and nonprofit agencies, allowing our students to spend 225,000 hours in the field each year bringing expertise to and gaining knowledge in the community. SSA has 8,000 living alumni of our 10,000 graduates overall, and of these, more than 3,000 have stayed in Chicago. Thirty-six faculty members teach and share research with our 400 students. The cover story in this issue of the *SSA Magazine* is designed to feature current and past faculty and alumni who have defined the field of social work and social welfare.

One hundred years ago was a busy time in the City of Chicago, and SSA shares its birthday with other important social institutions. One hundred years ago, another social pioneer, Daniel Burnham, developed the Burnham Plan to lay out the physical and social attributes for our city. He famously stated that one “must make no little plans; they have no magic to stir men’s blood.” SSA has bold, big plans for the future—and they include the expansion of our facilities and programs.

The first step towards this expansion is to build a research and civic collaboration pavilion next door to our current home in the Mies building. A new building will allow the University and SSA to bring its best ideas, research, analysis, and problem-solving to collaborations with public and nonprofit organizations and institutions.



Jeanne C. Marsh

Future

Ultimately, SSA seeks to continue its impact on the world by **inviting the world to campus**, continuing our tradition of collaborating directly with the populations that we seek to help.

The pavilion will be a powerful instrument for SSA and our research colleagues across the University, providing a centralized space for interdisciplinary research teams to collaborate on addressing pressing social issues—positioning SSA as the central hub for social work and social policy in areas of education, health, mental health, child and family welfare, poverty, and inequality.

Through the new pavilion, SSA will support the development and leadership of social agency leaders, practitioners, and policy makers to access the latest research and insights, and experiment with intervention models and collaborations involving services, research studies, and social support systems design. And the planned size of this “green” space will be comparable to that of large social service agencies.

Ultimately, SSA seeks to continue its impact on the world by inviting the world to campus, continuing our tradition of collaborating directly with the populations that we seek to help. Winston Churchill once stated, “We shape our buildings, and afterwards our buildings shape us.” The new pavilion will support



Conceptual rendering of the School of Social Service Administration's research and civic collaboration pavilion.

the pioneering ideas and shape the discoveries that will contribute to more effective and efficient public policies, programs, and practices.

In these challenging economic times, an investment in social welfare is a long-term investment in our city and nation. The University and SSA are committed to the community of Chicago and to alleviating social inequities and human suffering. We ask that you join us in making this investment. There are many ways one can participate as an alumnus, a friend of the School, or as a concerned citizen. I invite you to participate by visiting: <http://ssacentennial.uchicago.edu/participate> to learn more and to be active in celebrating SSA's past, present, and future. 🍷

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

We welcome letters to the editor. Please send your submissions to ssamagazine@ssa.uchicago.edu.

Getting Healthy

The pressure to fix the U.S. health care system continues to grow as employers and individuals grapple with the increased cost and complexity of health care and health insurance policies, and as society grapples with rising numbers of individuals who lack health insurance coverage.

For this issue's Conversation, we looked

at which crucial issues for low-income communities should be addressed in health care policy discussions for the new administration soon to begin in Washington.

SSA Associate Professor **Harold Pollack** is a deputy dean at the School and faculty chair of the University of Chicago's Center for Health Administration Studies. He has published widely at the interface between poverty policy and public health and has been appointed to two committees of the National Academy of Sciences' Institute of Medicine. Dr. **Tariq Butt** is the deputy medical officer of Access Community Health Network, the nation's largest network of community health centers, which serves 215,000 individuals annually in underserved neighborhoods throughout the Chicago region. He is a family physician with teaching appointments at several local medical schools and serves on the Board of the Chicago Public Schools. Pollack and Butt sat down to talk in mid-September, before the election results.



“One of the real challenges we have in health policies is that

Pollack: I think our health system has several major problems, and we're under a huge amount of pressure in the political process to claim that we are going to solve them all at the same time.

At last count, we're spending \$2.1 trillion on health care in this country. Yet we have 45 million uninsured people and 78 million with significant financial issues around medical billing and medical debt. So protecting patients against catastrophic financial risks is something we're not doing very well, despite enormous expenditures. In terms of quality and cost effectiveness, we're falling far short, particularly in urban communities that are often overwhelmed. People in Chicago are fortunate to have an organization like Access, which I think provides a high quality of care in a very difficult environment. Yet you have 215,000

patients. We've got about a million uninsured people in Chicago who need similar quality services.

If you project out into the future, Medicare and Medicaid expenses are destroying state and local budgets and are putting big strains on the federal budget. If we cannot somehow either restrain the cost growth of medical care or find a different way to pay for the medical care that we demand, we've got serious problems looking forward. On the other hand, health care seems incredibly overpriced right up until the moment that you have a chest pain. As Americans, we know we get many good things in our health care that we don't want to put at risk. We want to maintain incentives for innovation. And so that's a further complication.

In America, we spend the most by far per capita on health care, but look

at our infant mortality rate and virtually every other public measure. We're doing worse than countries that have half the per capita income we do and spend a lot less on health care.

Butt: I agree with you on these points. It's all true. I face these things as a provider in the most challenged neighborhoods in Chicago. And if you look at Access Community Health Network's

room, people who lack coverage—but there's also another set of issues. Across the country, public officials are tempted to cut corners so they can get the money to respond to that public demand above the line. Everyone wants us to cover as many kids as we can, for example, which is incredibly important. But if you cover all the kids and provide low reimbursement rates to providers,

spread of health centers, which are not all in urban settings—we are in Chicago Heights, Blue Island, Des Plaines, Addison, and other areas, including DuPage County—all these communities are facing these same issues.

Consider a pregnant mother who's unemployed or has a husband who may be under- or uninsured. The types of insurance that she and her family have can make her situation much more complex. If she has private insurance, she naturally will be accepted by most providers. If she has Medicaid, she may be treated as if she's an uninsured patient—she may not find a local provider who accepts Medicaid because of its low level of reimbursement.

Pollack: Let me jump in on the reimbursement issue. We have a series of above-the-waterline issues that the average citizen sees—a crowded emergency

you are going to create tremendous problems for those patients and for the people who take care of those patients.

Butt: At Access, we are committed to our mission of providing health care services to all who walk through our doors, regardless of that patient's ability to pay. We have developed a model that is payer blind. We pay [our doctors] based on quality and for the number of medical visits they provide, so our physicians are highly motivated to take care of the patient and they never have to look at the insurance. That's the kind of model I would like to see as a national health care model, one that has equity in terms of resources and access for patients.

Pollack: I think it's going to be a big challenge to achieve that, but I think it's a very reasonable standard. The func-

tion of public policy is to make sure that a model like yours is viable and can be expanded to reach the people who need it. One of the real challenges we have in health policies, though, is that health care is the most complicated ecosystem. It's one-seventh of our economy, and growing. All these pieces have to work together. Politically speaking, health care touches nearly every impor-

many of our employees from the communities that we serve. This helps us link patients to resources right in their neighborhoods.

Pollack: Health care providers are a place where low-income patients can talk to a professional that they trust and get access to information. Where else in these men and women's lives are they getting that?

Illinois Breast and Cervical Cancer Program and the statewide Stand Against Cancer Program, Access was able to provide timely care and link them to hospital resources.

Pollack: That abnormal Pap smear that takes an incredibly long time to respond to, that's a symptom of the stress that's on that system. If [Cook County's] Stroger Hospital is facing a huge

primary care visits in our system as provided by Cook County. It's great that we are able to provide quality, affordable medical care to patients in need. Yet so much more is needed if we are really going to address the needs of everyone in the area.

Pollack: Right. When we listen to the political health care debate, one might think we are debating whether or not



health care is the most complicated ecosystem.

tant interest group in America.

Butt: No one can do it alone. We have to really link to other organizations. We have partnered with the University of Chicago Medical Center, the Sinai Health System, and Northwest Community Hospital in Arlington Heights. We are also working with the Chicago Department of Public Health, the Chicago Public Schools, and the DuPage County Health Department, among other groups.

We try to create relationships and linkages to figure out ways to address these challenges. We see patients in the context of their whole lives: When a patient walks in and, as you look at their high blood pressure, you may find they need more than just medical help. They may also need a job. In these cases, our staff do all they can to link patients to local resources. We also hire

Another part is down in Springfield, where they have a big role to play in making sure that we have an economic model that works.

Butt: Yes, absolutely. For example, Illinois offers the same Medicaid reimbursement for the specialists who work in our network, which is discouraging because the average specialist encounter costs more. So we have discussed setting an adequate [reimbursement] level with various state agencies.

But on the other hand, there are some state programs that have been very beneficial. For example, recently we learned about 250 women who had abnormal Pap smears, and their wait for Cook County services would have been prolonged and have possibly caused risk to the patient. But thanks to the

burden of taking care of hundreds of thousands of uninsured people who otherwise have no other place to go, they're not going to have the resources that they need to get the right care to those women. Another example: We would like to see more public health screening done. It's very hard for providers to do that right now because they are crushed under the burden of so many underinsured or uninsured patients.

Butt: Absolutely. Cook County was able to take care of a lot of uninsured patients in the past, but now, because of tough economic times, their resources are scarce. From the patients' perspective, they walk in and they don't know whether they'll get the care they need in a timely fashion or if they may have to seek other resources. At Access, we now offer the same number of pri-

to enact a National Health Service along the lines they had in Great Britain circa 1952. That's not what anybody wants in America, and I think probably rightfully so.

The composition of the insured population in America, though, is shifting more and more towards the public sector as the ultimate payer. Forty years from now, the private health care system in its current form will probably not exist. It is rapidly losing public legitimacy, and it's not designed to handle what's being asked of it. What is this going to transmute into? I think health care is so complicated that it's going to take us many, many generations to figure it out. Reforming health care is like trying to fix a ship that's cruising across the ocean. You have to fix some big holes without sinking the ship. That's a big challenge. ■

Keeping a Relationship Emotionally Safe

IF A COUPLE'S RELATIONSHIP IS "EMOTIONALLY SAFE," then it's well-prepared to overcome an onslaught of difficulties, while an emotionally unsafe relationship will often flounder on even innocuous comments or circumstances. This model, created by SSA adjunct faculty member Don Catherall, is at the core of his course at the School and outlined in his latest book, *Emotional Safety*.

When couples achieve emotional safety, Catherall says, "One partner can say something stupid, and the other person ignores it or doesn't look at it as significant. There's a level of trust. But when they lose that safety, everything has the potential to flare up. They stop taking things at face value or giving each other the benefit of the doubt. Under those circumstances, it's very difficult to make progress on issues in the relationship."

Catherall, a clinical psychologist and professor of clinical psychiatry in the Feinberg School of Medicine at Northwestern University, specializes in both couples therapy and the treatment of trauma disorders. In *Emotional Safety*, he draws from modern affect

theory, which illuminates the role of shame in relationships, and attachment theory, which uses research on how infants attach to their parents to understand the fundamental emotional connection between adults in an intimate relationship.

Catherall's background in the treatment of trauma disorders influ-

encing the other partner: 'You never come home on time,' rather than, 'I really miss you.' If that [dynamic] goes too far, a partner could detach, which can cause a lot of damage to a relationship."

To this dynamic, he adds the shame factor: "Your partner has a much greater capacity to stimulate your

tends to stir up your shame, even though you probably don't recognize your feeling as shame."

The dynamic between these two factors can move a relationship into unsafe waters. "The main reason relationships go into downward spirals is because of the maladaptive reactions so many people manifest in response to their perception of threat," Catherall explains. "If you criticize me, I'm likely to feel threatened and move farther away. Then you feel the relationship is threatened and become critical. We go back and forth because your reaction threatens me, and my reaction threatens you."

In Catherall's view, the line between emotional safety and an eroding relationship isn't hard to cross—which means it's also possible to help a couple move back into a healthier frame of mind as a foundation to solve other issues. "The mark of a successful relationship is not that it never leaves the safe zone," he concludes. "Rather, people in successful relationships can repair momentary lapses in safety and get back into the safe zone."

— Ed Finkel



Stress and shame can corrode communication and trust between partners

enced him to think in terms of safety and to recognize the role of perceived threats. "When a spouse feels there's a threat to the attachment, they become very upset. They protest," he says. "Too often, their protest takes the form of

shame both because she or he knows you better than anyone else and because you care more about what they think of you. When you get a sense that your partner's view of you is negative—'you were selfish'—that

When and why do African-American men who have sex with men talk about HIV?

THE HIV/AIDS CRISIS affects blacks more than other Americans, and black men having sex with men (MSM) the most of any other subgroup. Nearly half of the 139,000 African-American men living with AIDS in 2005 carried the disease as a result of male-to-male sexual contact, according to the Centers for Disease Control and Prevention.

SSA doctoral student Jason Bird is investigating one potent prevention vector: whether and how these men disclose their HIV status to a potential partner prior to sex. The roots of Bird's research

come from his experience doing prevention work among HIV-positive individuals. A man who reveals his status risks stigma, especially in the black community, due to cultural factors from family structures to religious strictures. Bird realized that unspoken assumptions made by both HIV-negative and HIV-positive MSM about each other could lead to misunderstandings and miscommunications.

"The positive guys said their assumptions were that someone willing to engage in sexual risk must be positive, so anybody who was willing to take a risk they

assumed to be positive," Bird explains. "But the negative guys thought a partner willing to engage in risk must be negative, because how would someone who's positive put someone at risk?"

To date, Bird has interviewed 20 MSM to examine how they balance thoughts, feelings, and experiences about their HIV-positive identity during sexual encounters. Using a grounded-theory approach, which focuses on the meanings individuals attach to phenomenon, he hopes to build a theory about how these men cal-

culate the costs and benefits of disclosing their HIV-positive status.

Bird says that, at first, he expected the men might wish to avoid the subject of disclosure, feel defensive about their choices, or find his questions judgmental. The opposite turned out to be the case: Interviews he hoped would run two hours each ended up lasting closer to two and a half. "Even though they'd not talked about disclosure, it was clearly not the first time they had thought about what it meant to disclose or not to disclose," he says. "This is something they deal with every day." — Gordon Mayer



Making Connections, Building Family

A new study looks at the sense of **ambiguous loss and relationships among youth aging out of foster care**

YOUNG PEOPLE WHO ARE AGING OUT OF FOSTER CARE typically face a number of risks to their adulthood success, and recent research has shown high levels of homelessness, poverty, incarceration, early pregnancy, and unemployment in this population. Add to that list “ambiguous loss” in their emotional life, according to Gina Miranda Samuels, assistant professor at SSA and a Chapin Hall faculty associate. “Ambiguous loss is a useful frame-

work for youth leaving foster care because it helps to explain how chronic and irresolvable their losses are. It also helps to underscore that being removed from one’s family of origin, even when it is absolutely necessary and in the child’s best interest, is a profound loss—a loss of one’s sense of home and family,” Samuels says.

Samuels explores the concept in a paper she released this summer, “A Reason, a Season, or a Lifetime: Relational Permanence Among Young

Adults with Foster Care Backgrounds.” To gain a better understanding of support networks and examine how foster care might constrain or facilitate supportive relationships into adulthood, she conducted in-depth interviews with 29 young adults nationwide.

Children in foster care are often moved from one foster care setting or group home to another and cycle through many different caseworkers and counselors. Because much of their interpersonal lives have been out of their hands, some young adults with a foster care background view the course of a relationship as something largely beyond their control. The lack of a permanent family raises questions about how foster youth navigate family membership and ties, who they form supportive relationships with, and how their experiences in foster care shape their relationships.

“We, as a child welfare system, were not able to rehabilitate their biological nuclear families to reunify them with their parents, and we failed to find an adoptive family who could provide permanent familial stability,” Samuels says. “It seems important to figure out how they do or do not access that relational permanence and understand the important role biological parents, foster parents, siblings, and caseworkers play while in care and into their early adult years.”

Looking at her findings, Samuels found a strong match with the concept of ambiguous loss, Pauline Boss’ model of coming to terms with the end of a relationship with no explicit closure and no rituals for grieving or recognizing what is lost. Many participants in Samuels’ study experienced parents, caseworkers and other professionals, and foster parents traveling in and out of their world, often without a clear or acknowledged reason for the change. All of the participants had expectations, fears, and hopes about the permanence of their relationships.

Samuels’ study is part of a growing body of research looking at the transition to adulthood for those in foster care, although she is among a

Children are
**often moved from
one foster care
setting to another
and cycle through
many different
caseworkers.**

smaller cohort who are interested in examining their relational, socio-emotional health. “I think it can be the lynchpin of everything else,” she says. “If a young person is depressed, he’s going to have a harder time finding a job. If she isn’t connecting with foster parents or other students, it can impact her performance at school.”

Alfred Pérez, a doctoral student at SSA who himself grew up in foster care, is working with Samuels and SSA Associate Professor Julia Henly on research around the relationships between caseworkers and children in foster care, and how those connections have an impact as the youth leave the system. “There’s this notion that when they’re emancipated, they leave the system and it’s almost like they didn’t have any relationships with the people they’ve known for a number of years,” he says. “But I believe that young people rely heavily on their social workers and their caseworkers.”

Each year approximately 20,000 young people enter adulthood directly from foster care, and the work of researchers like Samuels and Perez may help make that transition successful. “I think a lot can be done both structurally and how we work one-on-one with kids,” Samuels says. “Even when necessary, removal should be acknowledged as disruptive to their primary relationship, and that may need repairing over time. We can think about how placement moves are handled, the role of adults in helping kids to process these transitions, and whether we can create a system where caseworkers come in and out of a child’s life less frequently.”

— Chelan David

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 three articles that appeared in the June 2008 issue.



The Power of Paperwork

JESSICA, A 33-YEAR-OLD MOTHER of three living in Suffolk County, N.Y., had been on welfare for a year. During the day she worked at a local social service agency, satisfying the welfare system's "work-first" requirement, and at night she went to school to become a medical assistant. It made for a long day. And yet when she missed a routine appointment at the local labor department office to take a test at school, welfare officials showed little sympathy. They punished her by taking away part of her welfare payment.

Jessica's story is part of "Welfare and Work Sanctions: Examining Discretion on the Front Lines." The article examines how sanctions that take

away all or part of an individual's welfare payment—widely thought to be effective in pushing recipients into self-sufficiency—may be too blunt of an instrument. The research suggests that welfare agencies may be hassling too much and helping too little, in some cases undermining the genuine efforts of women like Jessica to become self-sufficient and working against the goals of welfare reform.

"It's become more a clerical or paper-processing act. There's not an attempt to look at the entire person," says Vicki Lens, an associate professor of social work at Columbia University and the author of the article. Lens interviewed Jessica—a pseudonym—and other welfare recipients who had

Husband and Strife

A shortage of good partners undermines policies that promote marriage for

PUBLIC POLICY INCREASINGLY PROMOTES MARRIAGE as the answer to the growing number of children living in single parent families. The federal Healthy Marriage Initiative, for example, pays for training, advertising, and high school programs to encourage marriage.

But new research raises questions about whether marriage is really appropriate for many young single mothers. According to "Marriageability among the Partners of Young Mothers," most of the partners available to low-income women bring with them a variety of shortcomings, including high rates of substance abuse and incarceration.

"If your criteria for a husband are that he's not abusive, not involved in the criminal justice system, and has no history of involvement with illegal drugs, a lot of these men are not going to be very good partners," says

Leonard Lopoo, an assistant professor of public administration at Syracuse University who is also the study's lead author.

In recent years researchers have learned a great deal about the young women who become single mothers. They have spent far less time trying to learn about the partners of these young mothers, in part because the men are simply harder to find. In their article, Lopoo and Marcia Carlson, associate professor of sociology at the University of Wisconsin-Madison, try to fill this void, asserting that an understanding of these men is important in determining whether they may add to or subtract from the problems of young single mothers. Moreover, they point out, "The biological father is forever an important part of a child's life, even if absent."

The notion of "marriageability" dates to William Julius Wilson's 1987 book, *The Truly Disadvantaged: The*

Inner City, the Underclass, and Public Policy, which describes the declining number of educated and employable men available as marriage partners in poor urban areas. Lopoo and Carlson used data from the Fragile Families and Child Wellbeing study to look at the economic, social, and behavioral characteristics of the partners of young single mothers, comparing these men to the partners of married women and of older single mothers.

The results of Lopoo and Carlson's study were less than encouraging. The age difference between young married women and their partners was not substantially greater than the age difference in other categories, as is commonly assumed. However, the partners of young single women were more likely to be unemployed and out of school. They were also more likely to be physically violent, to suffer from substance abuse, and to have been incarcerated.



Welfare officers may be too quick to use sanctions

been sanctioned and studied decisions from sanction appeal hearings (she did not have access to welfare workers).

Lens found that officials often impose sanctions for merely technical violations, such as missed appointments or a lack of documentation. One woman was sanctioned after she missed a meeting because her young son had diarrhea and she failed to produce a doctor's note. Another was sanctioned several times because of conflicts that arose from a busy schedule that included a job as a hostess and classes at a local college to earn a degree in psychology.

"Yes, there are people who need the motivation," Lens says, citing as an example a woman she interviewed who cut back her work hours as a nurse's aide

in order to preserve her welfare benefits. But welfare officials "apply wholesale a policy that isn't applicable to a large group of people," Lens argues, contending that the misuse of sanctions not only is counterproductive and unnecessarily punitive but also violates legal provisions that allow sanctions only for "good cause" and for "willful" violations of the rules. By interpreting "good cause" narrowly and ignoring the law on "willful" violations, she says, "the bureaucracy expands by administrative means welfare reform's harshest provisions."

Lens's study portrays a bureaucracy that seems more preoccupied with enforcing its procedures than with helping single mothers find work, a long-standing problem, she says, that welfare

reform, for all its promise, has done little to change. Sanctions reflect an assumption in welfare policy that welfare recipients are trying to avoid work and that their problems are due entirely to personal flaws and not in part to circumstances like a poor labor market.

Lens does not consider these shortcomings inevitable. She contrasts the welfare bureaucracy with those that administer Medicare and Social Security. "You're treated more respectfully, like a citizen," she said. "In the welfare bureaucracy you're not really treated like a citizen. You're treated like a second-class person."

Vicki Lens. 2008. "Welfare and Work Sanctions: Examining Discretion on the Front Lines." *Social Service Review* 82 (2): 197-222.



young mothers

Lopoo and Carlson found that about a third of the partners of young single mothers did not suffer from such problems and seemed to pass the marriageability test. They suggest that marriage promotion efforts might target these men as suitable marriage partners.

The article also weighs in on the "marriage effect." This is the knotty question of whether marriage itself makes men more marriageable—whether marriage cultivates qualities that make men good fathers and husbands or simply selects for men who already possess those qualities. Most researchers think the truth lies somewhere in between: that marriage involves selection but also makes men better partners. But Lopoo and Carlson found little to support marriage effect. "We don't see a lot of evidence in our data," Lopoo says.

Leonard M. Lopoo and Marcia J. Carlson. 2008. "Marriageability among the Partners of Young Mothers." *Social Service Review* 82 (2): 253-71.

Help From My Friends

How social interactions impact mental health

WE KNOW THAT THE SUPPORT OF FAMILY AND FRIENDS can improve mental health—and that conflicts with them can erode it. A new study, "Personality, Negative Interactions, and Mental Health," presents evidence for a more complicated understanding of the links between personality, social relationships, and mental health. "You have to take into account social relationships," says the article's author, Karen Lincoln, an assistant professor of social work at the University of Southern California. "It isn't just personality. Both matter."

For social workers in clinical practice, this is a question of more than academic interest. How they understand the dynamics of personality, social relationships, and mental health can guide them in the strategies to help clients, including whether to focus on changing an individual's thinking, tinkering with social interactions, or

some combination of the two.

Lincoln uses two national data sets to show that social relationships are important even after considering the influence of personality. The data also show, she says, an asymmetry of influence. Negative interactions—conflicts, criticism, excessive demands—exert a much more powerful and lasting effect than positive interactions.

The study sheds light on different kinds of social support, suggesting, for example, that support from friends doesn't protect an individual from psychological distress, but that support from relatives does. Conversely, negative interactions with friends undermines mental health more than with relatives.

The two main personality traits that the study looks at are extroversion and neuroticism. Lincoln says that one surprise in her findings is that extroverts seem to have more negative social encounters than neurotics. "They

tend to be happy, the life of the party. But they also tend to be overexposed," she says. "In some instances, people who are happy and talkative can put themselves at risk of higher exposure to negative interactions."

Lincoln's study suggests that social workers might help extroverts apply greater discrimination in their social interactions and that neurotics can benefit from social support—even though encouraging positive interactions is more difficult with neurotics.

An assessment of an individual's social network "is a crucial beginning for social workers interested in protecting and promoting health by mobilizing social support," Lincoln writes. Social workers also need to recognize that this network "can, at different times and under different conditions, be sources of both help and stress."

Karen D. Lincoln. 2008. "Personality, Negative Interactions, and Mental Health." *Social Service Review* 82 (2): 223-52.

Camp Counselor

SSA alumna Abigail Erikson combats violence against women and girls in two Burmese refugee camps

BY CHARLES WHITAKER

issue. We work to rebuild social cohesion and promote healthy communities where people can live in peace.”

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THE TWO CAMPS IN WHICH ERIKSON works lay on the Thai/Burma border. The larger of the two—about an hour from Erikson’s home in the province’s largest community, also named Mae Hong Song—houses close to 21,000 refugees. The other, which is three hours away, is the home to another 4,000 Burmese. The living conditions

confining. Most of the refugees have no clear path to the future—no idea whether they will attempt to return to Burma or resettle to another country. It is an emotionally combustible state.

“These are long-term, closed refugee camps with high levels of stagnation, frustration, and hopelessness among the camp residents,” Erikson says. “It is certainly a context where it is quite easy for violence to happen.”

The larger camp has two Women’s Community Centers, which offer short-term shelter at any given time for a half dozen or so survivors of



MAE HONG SONG PROVINCE is a bucolic stretch of territory nestled in the mountains of Northwest Thailand on the border of Burma. Its gorgeous scenery and languid pace make it an attractive destination for tourists from all over Southeast Asia and beyond.

But it is not just tourists who flock to Mae Hong Song. The province is also the site of two refugee camps, home to nearly 25,000 Burmese natives who fled the violence and upheaval in their homeland for safe haven in Thailand. In these overcrowded settlements—where life is often difficult and the future uncertain—SSA alumna Abigail Erikson serves as a resource and a lifeline.

For the last year, as the gender-based violence (GBV) program

manager for the International Rescue Committee’s Thailand Country Program, Erikson shuttles between the two refugee camps, overseeing a program designed to directly meet the safety, health, psychosocial, and justice needs of women and girls who are the survivors of gender-based violence, as well as challenge beliefs, attitudes, and behaviors that perpetuate or condone violence against women.

“The GBV program is essential to ensuring the protection and increased well-being of women and girls by building the capacity of the community to meet the direct needs of women and girl survivors. Our work on responding to—and preventing—gender-based violence helps not only individual women and girls, but also families, and the community as a whole,” Erikson says. “Our idea is that when we work on gender-based violence, we are not just working on one

are cramped, made even more difficult by the storms that hit the area during the rainy season.

The refugees, by and large, come from Burma’s Karenni state, the victims of continued persecution by the country’s ruling military junta. The settlements are the second-longest-standing refugee camps in the world: Many of the residents fled as long ago as 1988, when the ruling junta cracked down on university students and Buddhist monks who were demonstrating against political oppression in the country.

Erikson is quick to point out that the Karenni refugees, who she describes as “incredibly resilient,” are no more prone to domestic violence or sexual assault than other people. Many of the women who seek her program’s treatment and counsel were the victims of violence as they fled Burma trying to get to the Thai border. But she also notes that life in the tightly packed camps is

domestic violence and their children. The GBV program’s 30 staff members based in and out of camp provide safety and psychosocial support to victims of rape or domestic abuse, referrals for health care and legal assistance, and formal and informal information exchanges to women and girls about the impacts of gender-based violence. The women’s centers also offer space for training in crafts that can help them economically, such as sewing and weaving.

Undergirding all of the work that Erikson and the International Rescue Committee are doing in Thailand is a commitment to capacity building in the community. As such, Erikson’s team also enlists men in the effort to curb gender-based violence and create a community that promotes nonviolence.

The “Men Involved in Peace” project runs workshops and discussion activities about gender, relationships,

and violence, provides regular trainings to leaders in the community, created a community theater group to explore issues through drama, and produced a short video on the positive role of men in stopping and responding to violence in the community. Over the four years the program has been running, it has reached more than 10,000 men.

“These are communities that were not necessarily exposed to the idea that violence against women is wrong,” says Erikson, who speaks Thai and is learning Burmese. “And that’s partly just because we’re working in a different

issues, whether it was the ache she felt when she saw homeless people on the streets of Portland as a small child or the outrage she felt when she learned about the brutally separatist apartheid system in South Africa.

Erikson’s interest in social issues only increased during her undergraduate years at Fort Lewis College in Durango, Colo. While studying for her bachelor’s degree in sociology, she had the opportunity to travel to Guatemala for a semester to meet with activists and human rights groups. It was a transformative experience. “When I got

international NGO, Health and Development Networks, on a project that linked more than 400 community-based organizations to advocate for comprehensive care and treatment options for people living with HIV. She fell in love with the region but also missed clinical work.

“I really enjoy working directly with people, and was particularly interested in gaining clinical skills to work with people who had experienced trauma, especially women. I decided to go back and do my master’s degree at the University of Chicago because I felt it’s

for the clinical work, for really understanding case management and psychosocial interventions for survivors of interpersonal violence.”

Having spent the bulk of the past six years in Thailand, Erikson says her affinity for the region, the work, and the people has deepened.

Though she is far too consumed by work to have to fend off any pangs of homesickness, occasionally she gets a twinge for some of the comforts of home.

“I miss my family. I miss being able to go to yoga class. I miss sushi,”



- 1 : Abigail Erikson at the program’s main center
- 2 : Erikson looks down at huts in the camp
- 3 : A refugee reads an anti-GBV poster
- 4 : Erikson and some of the program staff
- 5 : A refugee woman with one of the program’s brochures

culture, and they’re in a different place in terms of their own community development.”



ERIKSON’S WORK ROUTINELY has her working 14-hour days as she moves between the two camps, trains staff, manages budgets, and does clinical oversight. “I monitor all the cases that our staff respond to,” she says. Working on such difficult issues is hard in any circumstances, doing so in refugee camps, where her multi-ethnic staff speaks eight different languages (with English in common) is “definitely formidable,” she acknowledges.

Fortunately, Erikson’s training, interests, and experiences are perfect preparation for the work. She grew up in Cumberland, Maine, the younger of two children. She says she’s always had a profound interest in social justice

back from Guatemala, I had a better sense of the context for my interest in international social justice issues and peace issues,” she says.

Following college, Erikson began a career in social services/public health at Planned Parenthood of the Rocky Mountains, managing a small family planning clinic in Cortez, Colo. Frustrated by state and federal regulations, she moved to the policy side, working as a public affairs staff person for Planned Parenthood in six states, where she authored the first bill in Colorado that ultimately made emergency contraceptives available for rape survivors in all Colorado hospitals.

Wanting to combine her interests in reproductive health and international issues, she started on a master’s degree in public administration at the University of Colorado, where she was awarded an international travel-study grant to Thailand. She stayed on to work for an

really a versatile degree,” Erikson says. “It would allow me build on the rich experience in policy and advocacy work that I’d gained through Planned Parenthood at Health and Development Networks, but also hone my clinical skills, which I had developed working as a rape crisis counselor during college.”

Among the benefits of her SSA degree, she says, was that the training provided her with a solid grounding for work with survivors of violence. “I had some amazing professors at the University of Chicago who helped me develop a theoretical framework for working in violence—family violence, violence in communities,” she says. “The work I do in the refugee camps is incredibly multifaceted and requires managerial, administrative, advocacy, and political skills. The education and training that I had at the University of Chicago also helped me be prepared

she admits. “In my earlier years, I would work with vulnerable and poorer communities abroad and then I would come home [to the US] and have a lot of guilt around the fact that I could turn on the TV or go out and have a nice meal. But I’ve learned that I move through different realities and I can’t compare them. I can only be as present and as respectful as possible in the different situations.”

Erikson does not believe she will do international work forever. “I feel that I’ve got another three to four years before I really would want to come home and be closer to family.” In the meantime, she is enjoying her current reality. “I love my job,” she says. “I’m fulfilled even on my most difficult days. I have a very profound sense of appreciation for just having the opportunity to have this experience and work with the people I work with. They are my true teachers.”

The School of Social Service Administration has been a leader in social work for a century, with a **special relationship to the communities and people of Chicago**

Direct



University of Chicago/
Mary McDowell Settlement House

born from the ideals for change of the Progressive Era, the School of Social Service Administration has been an advocate and resource for

Chicagoans in need for 100 years. SSA has a history of impact on the issues that are central to the lives of the city's citizens, families, and neighborhoods: Poverty. Education. Family support. Mental illness. Crime. Urban development. Health care. Housing. Substance abuse. Child welfare. Employment. That legacy continues today.

"SSA is a unique institution. As you would expect from a school at the University of Chicago, the research and academics are as rigorous as any graduate school in the country. At SSA, all that intellectual energy—the research, the teaching, the service—is purpose-driven, though, to be a resource for improving the social welfare of individuals and communities," says Jeanne C. Marsh, SSA's Dean and George Herbert Jones Distinguished Service Professor. "And all this is occurring in Chicago, a great American city that allows us to serve and learn in our own backyard."

SSA's effect can be seen in the intervention models and theories from its faculty that have become state-of-the-art for practitioners in the field, and from the direct advice and insight faculty and

staff provide to the city's civic and nonprofit institutions. It certainly is felt by the organizations that work closely with SSA's students and those that are served or run by the School's graduates.

"Children's Memorial Hospital has had social workers here for almost a hundred years, and the history of our department and the history of SSA are very closely tied together. SSA has always had a strong impact on Children's, and I think over the years we have shaped each other," says Chris Haen, the manager of social work at Children's Memorial Hospital and an SSA graduate. "SSA has always been at the forefront of social work research, making certain that they're teaching not only what has been learned in the past, but creating the next generation of social work and improving the practice."

SSA has been, according to social work historian Patrick Selmi, a leading school in the field for a solid century. Selmi, associate professor at the School of Social Work at the University of Windsor in Ontario, Canada, and an SSA graduate, points to the School's "tremendous impact" on child welfare, gang violence, social policy, community organization, and social work theory as examples of its strengths. "SSA's extraordinary breadth and depth, as well its strong cross-disciplinary foundation," he says, "have set it apart from most other schools of social work throughout its history."

SSA Is Built for Change

From the beginning, SSA was a Chicago institution, designed to make a difference in people's lives.

BY CARL VOGEL

Additional research by Samuel Barrett, Anne Bostrum, Carol Coohy, Ed Finkel, Julie Jung, Sheridan Lardner, Chris Leiker, and Emily Stolarick



Impact



Founding mothers (left to right): Grace Abbott, Sophonisba Breckinridge with Marian Talbot, Edith Abbott, Julia Lathrop

Much of the early curriculum at the School pushed forward ideas of what social work could accomplish.



Reverend Graham Taylor

Reverend Graham Taylor, one of the leaders of the city’s turn of the century reform movement and the director of the Chicago Commons Settlement House, opened the Chicago School of Civics and Philanthropy in 1908 as part of his ongoing mission to provide training to the pioneers in the practice of providing aid in the city’s poorest neighborhoods, particularly to the most vulnerable residents.

Key faculty members at the Chicago School included Sophonisba Breckinridge, Edith Abbott, and Julia Lathrop. Together, these women and several others would become known as the “founding mothers” of the School when it changed its name to the School of Social Service Administration in 1920 and became a professional graduate school of the University of Chicago.

In particular, Breckinridge, the head of the School’s research department, and Abbott, SSA’s first dean, had an enormous effect on the direction of the School and Chicago. Abbott had a Ph.D. in economics from the University of Chicago, and Breckinridge was the first woman to receive a doctoral degree in political science from the University, going on to get a law degree as well. Like Taylor, they were also deeply embedded in the city’s settlement house movement—Breckinridge, Edith Abbott, and her sister Grace lived for a number of years at Jane Addams’ famous Hull House on the West Side.

“The Chicago School of Civics and Philanthropy was among the earliest schools of social work, founded during the first decade of the 20th century,” says Paul Stuart, professor and director at the Florida International University School of Social Work, who is working on a book on SSA’s intellectual history. “Unlike the other early schools, though, settlement house people, not charity

organizers or child savers, founded the Chicago School. The settlements, especially in Chicago, focused on achieving changes in the environment, not only on individual change.”

A mix of academic rigor and demand for improving conditions in the city was the motivating impetus at SSA from the start. For example, Addams credited Abbott and Breckinridge’s social investigations for the “best results” from Hull House, and the pair were at the forefront of those advocating for fair treatment of African Americans in Chicago, participating in many civic committees on the issue and conducting research to advance the cause. Grace Abbott, who taught at the School before and after serving as the head of the U.S. Children’s Bureau for more than a decade, pioneered the process of collecting and incorporating sociological data to support policy decisions around issues such as child labor and juvenile delinquency.

Much of the early curriculum at the School pushed forward ideas of what social work could accomplish—for instance, its course for playground supervisors, the first in the nation, attracted participants from around the country. SSA was a leader in academic innovations in the field, including psychiatric courses, case-method coursework, and an interdisciplinary approach that provided students with a wide range of perspectives. All in the service of making a difference.

“Abbott and Breckinridge sought to create a new setting within the university that would permit them to address public issues and advance social research. In so doing, they helped professionalize social work,” writes Ellen Fitzpatrick in her book *Endless Crusade: Women Social Scientists and*

child welfare

S SSA HAS HAD AN OUTSIZED IMPACT ON CHILD WELFARE issues in Chicago and throughout Illinois since the School was started. Members of SSA's faculty have used research, advocacy, expertise, and close connections to the institutions in the field to improve the foster care system—and even operated programs themselves.

Early research projects by Edith Abbott and Sophonisba Breckinridge on delinquent children, poverty, and education led the School to an interest in Chicago's system to house and nurture children whose parents were unfit or unable to care for them, which at the start of the last century was operated by privately run agencies dependant on charity. It was an era when the *Chicago Daily Tribune* could write a headline like "Orphans Receive New Shoes," as it did about "shoe day" at the Chicago Orphan Asylum in 1908.

The School worked closely with the Chicago Orphan Asylum, providing expertise for its operation and students for fieldwork. SSA Assistant Professor Ethel Verry had a dual appointment that allowed her to serve as the director of the asylum, and she also staffed the Chicago Council of Social Agencies, an umbrella institution that, like SSA, pushed to organize the private child welfare agencies into an interlocking network that shared expertise and standards.

During these years, SSA was also heavily involved with fighting racial segregation in the private foster care system, which left many African-American children without placement. Abbott and Breckinridge, armed with their studies showing the poor eco-

nomic and environmental conditions for Chicago's black population and sitting on numerous county, state, and private committees on children's issues, advocated against discrimination of African-American children and for a publicly run system, which they argued could be required to treat all children equally.

SSA took a direct hand in the issue in 1928 as a sponsor and the *de facto* manager of the Department of Child Placing for Negro Children, a progressive, public/private model to find better options for young black wards of the state. The program's first director, W.W. Burke, was a field instructor at SSA, most of the child welfare workers were students at the School, and Abbott and Breckinridge were key committee members. The program's success—and the steady advocacy of SSA's faculty and others—was a key factor when the State of Illinois assumed responsibility for child welfare during the Depression.

The child welfare system continued to be a focus of the School in the years that followed. Professor Don Pappenfort, for example, led a group of researchers in the late 1960s who conducted a massive national study of the programs offered by more than 2,000 public and private group-care institutions. Since that time, much of SSA's work around child welfare issues has been in partnership with the Chapin Hall Center for Children at the University of Chicago. Harold Richman, SSA's former dean and Hermon Dunlap Smith Professor, was the founding director of Chapin Hall, and many of its key researchers over the years have been SSA graduates or faculty members.

"Harold Richman had and continues to have a substantial influence on Chicago, both while at SSA and through



Chapin Hall," says John Schuerman, professor emeritus and former associate dean at SSA and faculty associate at Chapin. "SSA and Chapin Hall have been paired together for a long time."

In the early 1980s, for instance, Chapin Hall's Mark Testa, a former SSA faculty member, and SSA graduate Fred Wulczyn authored an influential study that helped refocus reform efforts on caseload overload at the Illinois Department of Children and Family Services (DCFS) by finding that length of stay for children in foster care was more of a factor than commonly blamed intake issues. Former SSA professor Mark Courtney was a strong bridge between SSA and Chapin Hall around research concerning foster care issues, as has been Gina Miranda Samuels, an assistant professor at the School.

DCFS has used SSA as a resource in other ways, as well. For example, in response to a DCFS edict in 1994 requiring all supervisors to hold a graduate degree, the School partnered with the department to offer a special program. "It was designed specifically for these supervisors, recognizing that they brought a lot of work experience," says Penny Johnson, SSA's dean of students. "I think it was really useful for DCFS, because the program allowed their supervisors to add this important knowledge in a way that worked with their practice backgrounds."

Tina Rzepnicki, the David and Mary Winton Green Professor at SSA, is one of a long line of faculty members who have worked closely with DCFS. For several years she has been a resource for the department's inspector general's office (run by SSA graduate Denise Kane), where she has collaborated with staff to develop more effective and ethical practices in child welfare. For example, one initiative focuses on improving supervisory and staff performance in programs that serve teen parents who are also wards of the state. Most recently, she has been helping define a new system to reduce errors among caseworkers and supervisors to improve practice, particularly in child protection investigations.

"Through systematic analysis, we have identified multi-level factors that contribute to these problems. Denise Kane presented the data to the state legislature, resulting in a new law that establishes an error reduction team in her office, which is now beginning to develop strategies to address weaknesses within the child welfare system in Chicago and across the state," Rzepnicki says. "My work now will be to determine how successful this effort is in improving staff performance. Of course, our hope is that ultimately, children and their families will experience better case decision making and increased levels of safety."



University of Chicago Settlement House hunger strike in 1932

employment and poverty

IT'S HARD TO PROVIDE FOR A FAMILY WITHOUT A JOB, and it's hard to build a better life without a good job. The importance of those basic facts was as apparent 100 years ago as it is today, and SSA's founding mothers knew that to improve the lives of the most vulnerable in society, they would have to address issues of employment and welfare.

Edith Abbott published *Women in Industry*, a powerful analysis of the evolution of women's industrial work, in 1909. "A groundbreaking study of sex differences in the workplace participation of women," writes Joanne L. Goodwin in *Gender and the Politics of Welfare Reform*. "It raised significant questions about occupational segregation, wage disparity, and what Abbott referred to as the 'industrial dependence' of unskilled women workers."

Abbott and Breckinridge used the book's findings and other reports from the School about the causes of delinquency in children to advocate for welfare payments to single mothers living in poverty, often working in conjunction with Julia Lathrop, who was then the head of the U.S. Children's Bureau. The women became known around policy and political circles in Chicago and

Springfield for their steadfast insistence on the establishment of "mother's pensions" by the state to cure many of the problems that affected the city's poorest neighborhoods.

SSA remained involved with the issue after the New Deal made national public assistance a reality during the Depression. In the 1930s, SSA created a special program with the American Public Welfare Association to train the many state welfare officers needed to meet the new demand, and SSA's Harrison Dobbs was named as a welfare commissioner in Illinois in 1943. During the tumultuous 1960s, Professor Alan Wade partnered with then State Senator Abner Mikva to lead a group of SSA students and welfare recipients to Springfield to talk with legislators about increased public assistance.

SSA continues to maintain a strong interest in poverty, employment, and welfare issues, and important research

by faculty members continues to have an impact. Associate Professor Evelyn Brodtkin is a well-regarded expert on the current state of welfare policy, particularly her research on how political and institutional factors influence the policy implementation process. Associate Professor Susan Lambert presents the findings of her research on low-wage work to both local and national business and advocacy groups interested in improving workplace practices. Associate Professor Julia Henly has published extensively on issues of childcare and work. Lambert and Henly are breaking new ground by bringing issues of low-wage work into discussions of work-life balance and by examining the intersection of low-wage work and public policy.

"In addition to my academic scholarship, I try to position my work to a policy and program audience as well. I think about how the research I do can be packaged in different ways to have

an impact at a policy level and at the program level," says Henly, who is in regular contact with groups such as Illinois Action for Children, a Chicago-based nonprofit with both advocacy and resource-and-referral missions that manages parts of the childcare system for the State of Illinois.

Together, Henly and Lambert are currently working on a field experiment at a major national retail chain to assess the effects on workers and stores of a workplace intervention intended to improve scheduling practices in entry-level jobs. Retailers are very interested in what the results will show, and Henly and Lambert have already presented data on scheduling practices to members of the National Retail Federation, as well as policy audiences.

"We don't do evaluations for a firm. We don't do consulting," Lambert says. "Instead, we provide hard evidence of the merits and potential drawbacks of innovative employer practices. We engage employers in discussion of new ways of conducting business that balance the goal of making a profit with that of making a living. We seek to develop knowledge that improves the prospects of low wage workers in Chicago and in the country."

Progressive Reform. “From the start, [they] drew inspiration for their intellectual and political work from the city of Chicago. Their scholarship and social activism were deeply influenced by the urban, industrial setting in which they lived.”

Many Factors, One Goal

During the first quarter century of SSA’s existence, the influence and mission of Taylor, Abbott, Breckinridge, and their counterparts laid an indelible stamp on the School. In the decades since, the School of Social Service Administration has maintained its commitment to harnessing the intellectual power of its faculty and students in the service of social change and improving the lives of the disenfranchised.

It can be difficult to tease out the exact source of SSA’s impact, because its influence is intertwined between social science research, consultation of the faculty and staff, day-to-day work of the students and graduates, and the interplay between these factors. Melissa Roderick, SSA’s Hermon Dunlap Smith Professor and a fixture in the school reform movement in Chicago and nationally, argues that SSA’s longstanding position in Chicago provides the feedback to be more effective.

“At SSA, we crunch the numbers and do the research, we train the people, and we have interaction with the people creating policies—and that combination is what makes SSA so different,” Roderick says. “We have long-term connections with people who run the agencies, people who are out there doing the work every day. In a lot of cases, those people are graduates. That type of connection, then, is invaluable for research and to know what’s going on in the communities.”

The best way to understand just how SSA has impacted Chicago over the last century is to stop and consider each factor in turn—the scholarship, the expertise, the students, and the alumni. The people and projects that illustrate SSA’s influence come from every decade, and for every example of an advance authored by the School’s current and past faculty or a noteworthy alumni, many more exist.

“To me, a central and defining feature of SSA is its remarkable consistency,” Selmi says. “When it opened, it was at the forefront of social work

education, and it has stayed at the forefront ever since.”

Research and Scholarship

Part of the legacy of the founding mothers is what could be called effective research. During their time at the School, Sophonisba Breckinridge and Edith Abbott produced groundbreaking reports on issues in Chicago ranging from working women to substandard housing, often at the request of local institutions looking for research to explain local conditions and measure their policies. Ceding nothing in balance and scientific rigor—in fact, SSA in many ways set the bar for research at a school of social work—the reports of Abbott, Breckinridge, and their peers were explicitly designed to provide the information needed to improve the lives of the city’s poor.

Over the years, producing research that is relevant, useful, and accessible has been a hallmark of SSA. Associate Professor Robert Chaskin recently co-edited a book, *Research for Action: Cross-National Perspectives on Connecting Knowledge, Policy, and Practice for Children*, that lays out how social science can and should affect policy. “Investigators have increasingly recognized and begun to map out the complexity of the processes that mediate the relationship between knowledge development and knowledge utilization,” he writes.

Research from SSA during the last century has been used countless times by the institutions that shape Chicago’s communities and by the practitioners who work with the city’s disadvantaged residents every day. With their scholarship, faculty at SSA have helped shape the state’s juvenile court and foster care systems, and their models have been adopted to stop gang violence and provide counseling to those suffering from mental illness.

“SSA is a very dynamic place. The way in



Sophonisba Breckinridge

“When it opened, SSA was at the forefront of social work education, and it has stayed at the forefront ever since.”

PATRICK SELMI

which scholars come here and move forward their research agenda is really kind of amazing,” says Waldo E. Johnson, Jr., an associate professor at SSA. “Being here in Chicago is wonderful because of the rich conditions of community-based research that are possible. You have connections to the practitioners at the ground level over the years.”

SSA’s impact is no accident, however. While it certainly is the case that premier graduate schools produce ground-breaking research, few are as committed to seeing the work make a difference. “One of the things I try to take into account as I think about an issue I want to explore is how relevant is it to the world today. At SSA, you can be engaged at the level where you’re doing serious thinking theoretically and conceptually, analyzing case studies, whether quantitatively or qualitatively. But you can also benefit from the opportunity to interact with problems as they’re evolving and manifesting themselves in the lives of people,” Johnson says.



Bernece Simon

“One of the things I try to take into account as I think about an issue I want to explore is how relevant is it to the world today.”

WALDO E. JOHNSON, JR.

Direct Involvement

Johnson, an expert on the physical and psychosocial health statuses of African-American males and their families, is also an example of how SSA faculty serve as a direct resource to those working in the field or creating policy. He is or has been involved as a consultant for a wide variety of programs, including the Illinois Department of Children and Family Services, the Chicago Community Trust, Manpower Development Research Corp., and the United Way of Metropolitan Chicago.

The link between SSA faculty and Chicago’s civic and policy institutions stretches back to the school’s start and provides a window into the broad range of issues with which it is involved. Samuel Deutsch Professor Emerita Bernece Simon supervised the field unit at the Michael Reese Hospital in the 1940s, for example, and over the last several decades, Professor Emerita Pastora San Juan Cafferty led graduate students in research and to develop solutions addressing racial, ethnic and community relations for the Ford Foundation, the Cook County board, local corporations, and the Chicago Project, a program in the 1980s that provided in-depth research on the civic life in the city.

“For a big part of my career, I’ve had the opportunity to be out in the community,” says Stan McCracken, a senior lecturer at SSA who has

advised state and local agencies on co-occurring mental health and substance-use disorders. “I’ve been able to consult with community agencies on program development, implementation of evidence-based practices, and outcome assessment. I’ve evaluated a number of clinical programs throughout Illinois and worked with advocacy and professional groups to influence state mental health and substance abuse policy. I love working with providers and programs to improve services, and the learning goes both ways. What I learn from them helps me keep my teaching grounded in real-world practice.”

In some cases, SSA faculty are the driving force on local projects. Professor Sydney Hans launched the University of Chicago Doula project several years ago, for example, as a platform to examine how visits by a doula to the home of new parents can improve outcomes such as the initiation of breastfeeding and instill coping strategies for stress. The project served more than 200 mothers, and initial research results show improvements in measures such as mother/infant interaction.

Helen Ross Professor Sarah Gehlert has ensured that community connections are part of her research on the relationship between African-American women living in a distressed community and high rates of a particularly lethal form of breast cancer. The project’s transdisciplinary team of researchers has brought in Chicago Public Schools high school students as “apprentices,” launched an outreach program on the South Side about breast cancer awareness, and created a video program on teen health that is now being used in many CPS high schools.

“We heard in focus groups that students were turned off by health class that just told them what not to do—don’t do drugs, don’t have sex. They’re not learning how to be the steward of their body, how to live a long life,” Gehlert says. “We created this DVD to talk about issues of wellness in an approachable, interesting way. Several high schools have used it in class, and now we’ve heard that CPS wants 400 copies to be used throughout its high schools.”

SSA itself has been involved with programs in Chicago, as well. In 1968, the School broke ground on the Woodlawn Social Services Center, a single place where residents of the distressed community could come for substance-abuse

mental health

GENERATIONS OF CLINICIANS have graduated from SSA to work in agencies around the Chicago area armed with state-of-the-art theories on what works best to help individuals in need. Many of those models were formulated at the School, where, at key moments in the evolution of thought on clinical practice in social work, SSA's faculty has been at the intellectual vanguard.

Some observers have identified a "Chicago School" of clinical social work that pushes against an overly psychological model of working with clients. But SSA's first landmark book on the issue, Professor Charlotte Towle's *Common Human Needs*, actually helped introduce psychotherapy to the profession of social work.

The book came close to having no impact at all. First published by the U.S. Printing Office in 1945, the book was the source of controversy a few years later during the burgeoning Red Scare, due to a few phrases that critics said were linked to "socialized content." The FSA stopped publication and destroyed the printing plates, and only the intervention of the American Association of Social Workers, which published the book in 1952, kept the text in circulation.

"She was one of the first to show the link between social realities and psychological states," says SSA's Helen Ross Professor Emerita Sharon Berlin. "It was an important step for the field, and her ideas had wide impact within SSA and the social work community."

Before long, the adoption of a psychotherapeutic perspective had

become ascendant in the field—too much so for SSA's Samuel Deutsch Distinguished Service Professor Helen Harris Perlman. In *Social Casework: A Problem-Solving Process*, she argued that in-depth study wasn't always necessary and could even impede progress. The core idea of Perlman's approach was that success could be achieved by separating a client's intertwined problems into manageable segments and focusing on one specific issue at a given time. The book, originally published in 1957, has sold nearly 200,000 copies and has been translated into more than ten languages.

Perlman's central insight was expanded and reworked in the 1970s in the task-centered model, a short-term, problem-solving approach to practice that was built from empirical studies of effectiveness at SSA by faculty members William J. Reid and Laura Epstein. "It's really the precursor to what we call today evidence-based practice," says SSA's David and Mary Winton Green Professor Tina Rzepnicki, who was one of the masters students testing the theory in their field placements when she herself attended the School. "Since the book was first published in 1972, it has remained influential in the shaping of contemporary practice."

The Chicago School continues today, as SSA faculty provide further guidance about how to match the insights of multiple theoretical perspectives to the needs of individual clients. Berlin, who retired from SSA a year ago after more than 40 years in the field, published *Clinical Social Work Practice: A Cognitive-Integrative Perspective* in 2002, which melds many complex theo-



Charlotte Towle

“I think SSA's legacy around these issues is the desire to develop frameworks that really connect with what practicing social workers need.”

SHARON BERLIN

ries in the service of finding the best approach for each client. Senior Lecturer William Borden has also published on the importance of a balanced, informed theory, most recently in *Contemporary Psychodynamic Theory and Practice*.

"I think SSA's legacy around these issues, even going back to Charlotte Towle, is the desire to develop frameworks that really connect with what practicing social workers need to provide the best

help to their clients, as well as the willingness to question the standard assumptions of the day," Berlin says. "Over the years, the progression of thought has always been guided by this spirit of pragmatism. SSA scholars have been willing to look far and wide to find theoretical perspectives that might open up different avenues for helping, but these various theories are only interesting if they actually connect with clients and provide traction to them."



Urban League-sponsored block cleanup, 1954



community organizing, planning, and development

SMALL, COMMUNITY-BASED ORGANIZATIONS have the passion to help residents in their low-income neighborhoods. What they're often missing, though, is the money, expertise, or administrative skills to prosper. For the first half of this decade, SSA and the University of Chicago provided technical assistance and professional development to give a boost to many local social service groups in the nearby Woodlawn neighborhood through the Community Outreach Partnership Center.

The Woodlawn program, supported by a federal grant, is just one part of a legacy at the School of a focus on the health of communities and local institutions. "Certainly these issues have been relevant to SSA for years, going back to the settlement house period," says Associate Professor Robert Chaskin.

There's a direct, if informal, line connecting Chaskin's current research on public housing transformation and mixed-income communities with *The Tenements of Chicago*, the 1936 book by Edith Abbott that extensively out-

lined the grim living conditions in many neighborhoods and the then-current strategies for "eradicating the slum." Began as the request of the city's chief sanitary inspector, its research was innovative in the use of statistics and field work and showed shortcomings that were already apparent in the execution of the public housing model.

Nearly a century later, one current model for improving distressed communities, removing the city's public housing towers and seeding mixed-income communities in their stead, is being closely watched by SSA researchers led by Chaskin and Mark Joseph, an assistant professor at Case Western University and a former post-doctoral scholar at SSA. New studies completed this year and next will cover a number of issues around Chicago's initiative, including social interactions at the sites and community-building efforts.

In addition to publishing the results in academic journals, Chaskin and his colleagues are working to ensure that the findings are accessible to relevant community stakeholders and policymakers through research briefs and presentations at community and

housing developer forums. It's similar to the outreach Chaskin does with his research with MDRC on the New Communities Program, a comprehensive community-building project in more than a dozen low-income Chicago neighborhoods.

For masters students interested in issues around community, the School's Community Organizing, Planning, and Development area of practice option offers a multi-disciplinary foundation that draws on political theory, sociology, and geography among other academic disciplines. The area is built and benefits from a range of innovative research around community issues from faculty including Chaskin, Virginia Parks' work on urban spatial environments, William Sites' research on economic and political structures, policymakers, and community action, and Robert Fairbanks' work on informal poverty survival mechanisms and urban political economy. Growing from a McCormick Tribune fellowship program earlier this decade, the area offers students cirrcular content, specific workshops, and field placements focused on community-building issues.



SSA students at the Brickyard Garden, a community garden project in Woodlawn, 2008

counseling, public assistance, childcare, healthcare, and more. For years, the center helped hundreds of local residents, with SSA faculty and students deeply involved with its administration and services. “The idea was that people shouldn’t have to go to six different places for social services,” Marsh says. “The center was an early manifestation of an idea that we’re still working on today in the field of social services in different forms with co-located services and integrated services.”

More recently, SSA has been a resource at the Gary Comer Youth Center and the Paul Revere Elementary School, a CPS community school in the evolving Greater Grand Crossing neighborhood. Working with the Comer Science and Education Foundation, which supports expanded programming at the two facilities, SSA’s Barbara Jackson trained and coached staff, designed the internship program, and facilitated the design of evaluation and tracking models.

Students and Alumni

SSA has had another impact on the Comer Center and Revere Elementary—masters students from the School provide counseling, youth development services, and administrative support through the School’s field placement program. SSA has always been a leader in establishing work in the field as part of the education for social work students, and that legacy has provided a small army of prepared, dedicated students to Chicago institutions.

Today, SSA’s Office of Field Education has developed partnerships with more than 600 agencies across the Chicago metropolitan area. SSA

students put in about 225,000 hours of work in the 2007-08 academic year, providing clinical and administrative expertise to agencies involved in everything from homelessness to criminal justice, from family services to mental health.

For example, at H.O.M.E., which provides low-income Chicago seniors with assistance to live independently, SSA students have worked directly with clients, handled administrative tasks from scheduling to budgeting, and developed a project plan to expand bus services for shopping, including a needs assessment and marketing materials. “In my first year here a few years ago, we had one student through the field placement program and it went quite well. This year we are going to have seven students,” says Executive Director Paul Dean, an SSA graduate. “They’re outstanding students. They have the ability to think critically and to problem solve.”

Susan Knight, the director of field education at SSA, says that a new aspect of the field placement program, the macro project, is providing another asset to the partners by requiring students to take the initiative on a “big picture” aspect of the agency, in addition to the day-to-day work. “The breadth of what students do in field placements has really grown,” she says. “We had a student at an agency that works with developmentally disabled adults revive an energy conservation plan and incorporate the residents so they can become involved. One student helped an organization prepare a transition plan because they were facing the retirement of a long-time executive director. Another wrote a grant that



Classrooms at SSA, left to right: Professor Wilma Walker in the 1940s, Jeanne Marsh in the 1980s, SSA students in the 1950s

Research from the School has been taught in social work programs throughout the country, helping untold thousands of practitioners, agency administrators, and policymakers.



Harold Richman

brought an agency \$50,000 in funding.”

The biggest impact that students provide, however, is when they become graduates, utilizing the top-notch preparation and education from the School for an entire career. With 100 years of alumni, SSA has provided the human infrastructure required to run hundreds of social service agencies, community-based organizations, advocacy groups, schools, and government agencies throughout Chicago and into the suburbs. As early as 1912, graduates were in management at institutions such as the Juvenile Protective Association, the United Charities, and the Immigrants Protective League—and SSA alumni have been an integral part of Chicago’s social welfare and policy world ever since.

“I rarely go to an agency where I don’t meet an SSA graduate who is working to help clients improve their lives,” McCracken says. “And there usually is an SSA graduate supervising program operations or in senior administration. When our faculty is out in the field, we’re always meeting former students.”

“SSA has a really good reputation in Chicago for producing ambitious, idealistic social workers who come with the policy, the administrative, and the clinical perspective,” says Bess Hart, an SSA alum and the counseling director of the Chicago’s Women’s Health Center. “By producing such professional and ambitious people, [SSA] goes a long way to influence agency policy, state policy, or federal policy.”

Catholic Charities, which operates more than 160 programs that impacts the lives of more than a million people throughout Cook and Lake counties annually, has had nearly two dozen SSA graduates on staff over the years, from counselors to senior managers. Rev. Roger Coughlin, who graduated

from SSA in 1964, served as the agency’s director of family and community services; one of his hires was Wendy Seifert, Class of 1971, who has worked for the agency for more than 30 years, currently as the division manager of senior social services and health care. “We always felt that SSA was a quality program,” says Don Kent, who served as Catholic Charity’s executive director from 1964 to 1997.

Social Work and National Policy

As a premier social work school, SSA’s impact goes far beyond the city limits, and it has been a defining force on the field of social work itself from the start.

“I doubt that there is a single history of social work that doesn’t place SSA at the early headwaters of social work education,” says Jerry Floersch, an associate professor at the Mandel School of Applied Social Sciences at Case Western Reserve University and a graduate of SSA. “And during all the eras of social work—when the profession was defining how you do social work with casework methods, when models were being tested, as more faculty today have research science degrees—SSA has been leading and influencing the field.”

Research from the School has been taught in social work programs throughout the country, helping untold thousands of practitioners, agency administrators, and policymakers do a better job helping distressed individuals and communities. Lillian Ripple’s *Motivation, Capacity, and Opportunity: Studies in Casework Theory and Practice*, which distilled many of the

criminal justice

PERHAPS NO RECENT FACULTY MEMBER at SSA is better known for having an impact on his or her field than George Herbert Jones Professor Emeritus Irving Spergel, whose comprehensive gang prevention, intervention, and suppression program has been endorsed by the U.S.

Department of Justice and used in cities across the country. Spergel's decades of work on the issue is part of a long history at SSA of involvement in the criminal justice system, particularly issues of juvenile justice.

At the turn of the last century, Illinois was the first state in the country to mandate a separate court for children, and the School did some of the first research of how the juvenile court was performing with *The Delinquent Child and the Home*, a massive study of nearly every child appearing before the court in Chicago between its founding in 1899 and 1909. "The book provided the intellectual underpinnings for a Progressive approach to juvenile delinquency," Ellen Fitzpatrick writes in *Endless Crusade* of the report's "painstaking social research."

With a reputation as experts in juvenile justice, Edith Abbott and other key faculty members became a source for research and recommendations to the criminal justice system. Harrison Dobbs, a professor at the School, was named as the commissioner of the Citizen's Advisory Committee on the Cook County Juvenile Detention Home in the 1920s, and he later authored the psychiatric treatment plan for the

juvenile detention home in St. Charles. The School itself also ran a demonstration project that supervised more than 160 juvenile offenders. The Wickersham Commission on Law Enforcement requested a wide ranging study on crime from SSA in the 1930s.

New faculty at SSA after WWII continued a focus on juvenile justice, probation, and incarceration. Margaret Rosenheim published extensively on the issues, and Charles Shireman was a leading scholar of juvenile delinquency, heading juvenile justice committees at the city and state level and serving as the director of the Correctional Outcomes Project, a joint effort between SSA and the Illinois Department of Corrections.

Spergel examined issues of community-based delinquency prevention programs, but his main focus was on gang violence, which arose from when he worked directly with gangs in New York in the late 1950s. "It seemed to me that the typical methods of dealing with gangs weren't working," he says. "Social organizations were pulling out of helping with the issue and the police were becoming more involved, but the gangs still existed, even after individuals were caught and jailed."

For four years in the late 1980s, Spergel and his team surveyed successful and unsuccessful anti-gang programs around the country, and from those findings arose the comprehensive gang model, also known as the Spergel model, a sophisticated mix of social intervention, educa-



Irving Spergel

tion and job-training opportunities for youth, suppression of violence by the police, youth outreach by social service agencies, and communication between all the parties involved. "All gang kids are not the same, and this model recognizes that and provides different solutions for different problems," Spergel says.

From 1992 through 1995, the Chicago Police Department ran the Spergel model in Chicago's Little Village neighborhood, and Spergel's team at SSA monitored the results. They found serious gang violence among the targeted gang members was lower than among members of comparable gangs in the area and that residents of the target area reported significantly greater improvement in community conditions and police effectiveness. In the years since, more than 20 cities around the country have adopted the model, from Mesa, Ariz., to Bloomington/Normal, Ill.—this April, Los Angeles Mayor Antonio

Villaraigosa announced a comprehensive gang reduction plan for his city—and it is the central component of the National Youth Gang Center.

Today, Jens Ludwig, the McCormick Foundation Professor of Social Service Administration, Law, and Public Policy, and Associate Professor Harold Pollack have launched an initiative in conjunction with the City of Chicago to help reduce gun violence among youth in the city. Announced in April at SSA, the program has hired an executive director and started research to determine who is involved with youth violence.

"Next, we'll be trying to launch some new pilot programs in ways that can be rigorously evaluated, with an emphasis on trying to prevent youth violence by promoting positive youth development," Ludwig says. SSA's tradition of research that protects kids from crime—and helps others from entering into a life of crime—continues.

education



Melissa Roderick

There is probably no time in SSA's history when public education has been as much a focus at the School as today.

PREPARING SOCIAL WORKERS who are interested in working in public schools has been part of SSA's mission since it began. Chicago Public Schools has also turned to the School as a resource for its research and service. In 1911, for instance, several CPS schools adopted a program devised by the School of Civics and Philanthropy that offered boys released from reform schools a mix of employment and classes. Five years later, Anne S. Davis, a graduate of the School, became the head of the newly formed bureau of vocational supervision in the Chicago Public Schools.

There is probably no time in SSA's history, however, when public education has been as much a focus at the School as today. Faculty members like Charles Payne, Dexter Voisin, and Michael Woolley are examining aspects of what helps student performance in urban schools, and many of SSA's masters students are working at CPS schools for their field placements. Half a dozen SSA students are placed at the selective enrollment high school Jones College

Prep this academic year, for example, and Jones just hired two recent SSA grads as the coordinator of its community schools initiative and the director of counseling.

"Every school day you'll find our students at both the masters and doctoral level working in CPS schools all around the city. When they graduate, they have the skills and knowledge to run programs in the building, to be leaders, to work with the kids, to see the whole picture—it's no wonder that SSA grads are in such demand by individual schools and by CPS as administrators," says Melissa Roderick, SSA's Hermon Dunlap Smith Professor.

Roderick founded and for two years served as the first director of CPS's department of planning and development, and, as the co-director at the University of Chicago's Consortium on Chicago School Research, she continues to have an enormous impact on policy in Chicago schools, particularly around issues of high school success. Her team has produced research that changed CPS's stance on grade retention, helped build an initiative around improving college-attendance rates, and put a floodlight on the importance of the transition to freshman year.

"CPS picked up on our findings about freshmen and introduced an on-track indicator for students, because success freshman year is so indicative of how students will do in high school—and whether they'll even finish," Roderick says. "This year, CPS has started a freshman lab at some high schools to create strategies to help new students. That's the explicit blueprint we're working from. We do the research to

see where things stand and work with CPS on how they can improve the challenges highlighted by our findings."

The research done by Roderick and her colleagues about Chicago's schools often garners attention nationwide. "The Consortium on Chicago School Research is the closest thing we have to a Manhattan Project on urban schools," says Payne, a nationally recognized expert on education reform. The Consortium's latest report on roadblocks for low-income students to apply to and be accepted into college was cited by Senator Dick Durbin in July in his introduction of the Pathways to College Act, legislation that would fund college assistance programming for low-income school districts.

SSA is also well-known nationally for its work promoting and supporting community schools, which provide extra services, classes, and programs to both students and parents during and outside of the school day, often in partnership with local agencies and organizations. More than 170,000 students attend nearly 300 community schools in Illinois. In addition to SSA's masters degree program in community schools, the School co-founded the Federation for Community Schools, which advocates for the schools at the local and federal level and provides technical assistance to its more than 700 members.

"SSA has worked in partnership with CPS on community schools and brought the focus to be more than just after-school programs," Roderick says. "Sarah Duncan [SSA's coordinator of community schools] and her team have helped define a community school as a place that is effective on many levels."

Charles Payne





SSA Class of 1934

lessons learned at the SSA Research Center in the 1950s, was a common text for many social work schools, for example, as was Helen Harris Perlman's *Casework: A Problem-Solving Process*.

More contemporary work, such as Mose and Sylvia Firestone Professor Emerita Froma Walsh's work on resilience-oriented family-centered therapy and William J. Reid and Laura Epstein's task-centered model, continue to be influential in the classroom. "[The task-centered model] has become a core or primary model that basically every student learns in one way or another during their training," notes Matthias Naleppa, an associate professor at the School of Social Work at Virginia Commonwealth University. "It's been applied to a whole range of client populations—anywhere from school-age children to the elderly—and to problems from substance abuse to family problems."

SSA's influence on social work started early, including publishing one of the first academic journals in the field, *Social Service Review*, which has been edited by faculty since its inception in 1927. Dean Edith Abbott was committed to spreading the School's graduate and research-based model of social work education throughout the U.S., a goal that began SSA's history of providing faculty and administrative leaders to schools of social work nationwide.

"When you look at the deans of social work and social welfare over the years, you'll see that SSA is a constant presence," says Dolores Norton, SSA's Samuel Deutsch Professor. The founder and first dean of the University of Kansas School of Social Welfare, Esther Twente, was an SSA graduate, for example, as was Elizabeth Wisner, the first female dean of the Tulane School of Social Work, and Lynn

Videka, the former dean and current vice-president for research at the School of Social Welfare at the University of Albany, SUNY.

The faculty at SSA have also been directly involved with influencing national policy. The most obvious early example is the School's relationship with the Children's Bureau of the U.S. Department of Labor, headed first by Chicago School of Civics and Philanthropy faculty member Julia Lathrop. Her replacement, Grace Abbott, who taught at the School while serving as the director of Chicago's Immigrants' Protective League, helped pass legislation that provided the first federal grants-in-aid for social welfare purposes, used film, radio, and publications to help mothers learn more about children's needs, and became the foremost advocate for federal aid for relief to destitute children during the Depression.

Like Lathrop, Grace Abbott also maintained a strong relationship with SSA during her time at the Children's Bureau, and her sister Edith's advice and support was instrumental in helping steer the bureau's unprecedented use of statistics and research into legislative policy-making. Under Grace Abbott's leadership, the bureau funded more than 100 social research investigations, many undertaken by SSA, on topics as varied as child labor, maternal mortality, and juvenile justice.

"Much that was going on in Washington on Monday had its influence on what was taught in the School of Social Service Administration on Tuesday, and the research that was going on in the School must have had its impact in Washington. The Abbott sisters were in close contact," wrote the *University of Chicago Magazine* in a November 1964 article about the Abbotts.



Authors of the task-centered model: Laura Epstein and William J. Reid



classes today



Gina Miranda Samuels

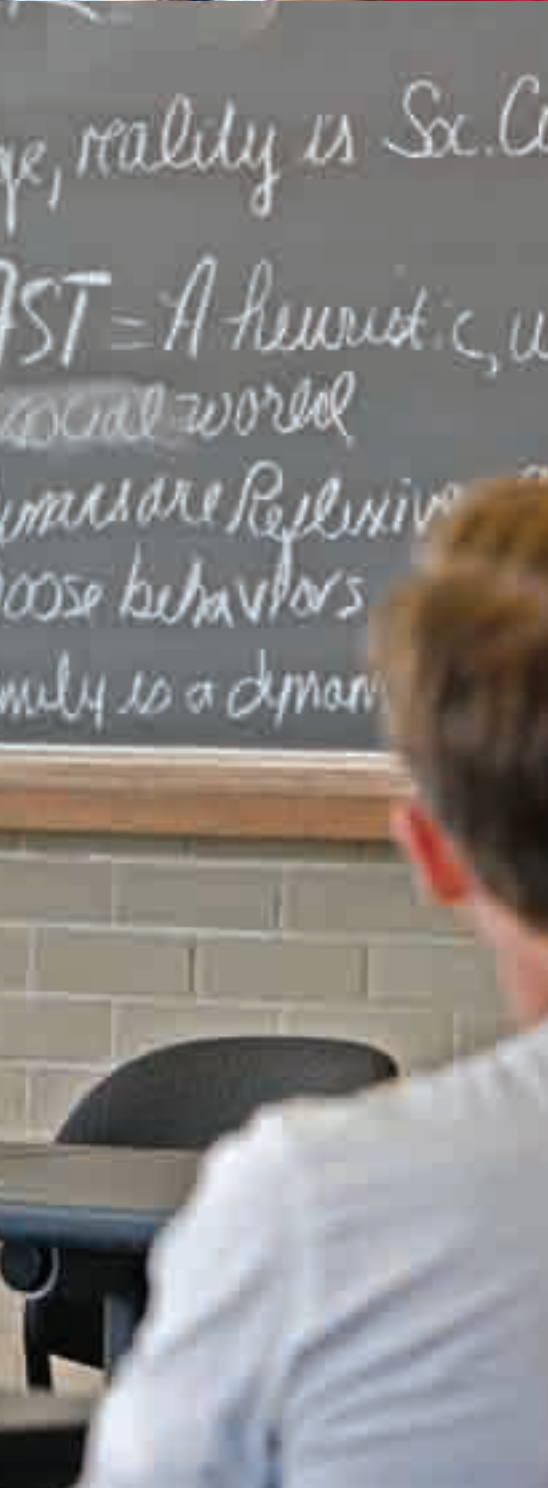
EVEN RECENT ALUMNI GLANCING THROUGH THE LIST OF AVAILABLE CLASSES at SSA this fall might not recognize many of the titles.

However, they probably won't be surprised to see so many new courses introduced since they were at the School. During its long history, SSA has consistently pushed to advance academic teaching in its curriculum.

"The one constant at SSA is that students in the classroom and in their field placements are working with cutting-edge theory and practice," says Karen Teigiser, the deputy dean for curriculum and a senior lecturer at SSA. "We strive to ensure students are getting both that foundation knowledge they need to succeed as well as the latest research, theories, and issues for working in today's world, be it for clinical work or administrative endeavors."

In the last year or so, SSA has added two new courses dealing with working with older adults and another two in group work. The School has also unveiled two new programs of study: Violence Prevention, and Poverty and Inequality, bringing the total up to seven. The school-based program of study is changing as well, integrating the traditional school social work approach with community school issues for all its students. "We've continued to expand and generate innovations in our programs of study, which we think offer a lot to students," Teigiser says. "The programs offer an opportunity to take a set of required courses, seminars, and field placements around a particular issue, allowing masters students to delve deeply into the topic."

For several years now, SSA has rotated a selection of diversity courses that students can choose from; new courses among the 18 available this year include "Social Meaning of Race" and "Spirituality and Social Work Practice." "Our faculty is richly diverse and has experience in and conducted research about so many aspects of social work," Teigiser says. "We're very fortunate to be able to bring that passion and expertise to the students who attend SSA."



Grace Abbott's time at the Children's Bureau also provided her with the reputation and connections to advise the U.S. Committee on Economic Security during the Depression and be instrumental in helping to draft key provisions of President Franklin Delano Roosevelt's Social Security Act. "Grace Abbott's contributions include the provisions of Title IV and Title V, which established the Aid to Dependent Children, Child Welfare, Maternal and Child Health, and Crippled Children's Service programs," Stuart says.

Today, SSA graduates are found throughout the policy, advocacy, and research establishment of Washington, including the recent head of the federal Department of Health and Human Services Substance Abuse and Mental Health Services Administration (SAMHSA), Charles Curie.

Despite SSA's national and international influence, it's the city that houses the School that has gained the most from its 100 years. "SSA has been both a critical and very positive force in the Chicago area. It's contributed in drawing a network of very strong social service executives and clinicians and social policy analysts to Chicago and training and supporting them once they were there. And it's been the source of a very powerful set of ideas that have influenced the city in positive ways," says Henry Webber, the executive vice chancellor for administration at Washington University in St. Louis, who served as vice president for community and government affairs at the University of Chicago for more than a decade.

"It is those roles of attracting people, training people, and then generating ideas that mark its contribution," Webber says. "And it's a big contribution." 🍷

SSA has been the source of a very powerful set of ideas that have influenced the city in positive ways.

HENRY WEBBER



For more on SSA's Centennial, including an interactive timeline, profiles of distinguished alumni and faculty, features on the School's history, and how to participate in SSA's future, visit our Centennial site at ssacentennial.uchicago.edu/history.

Grogan wins Valerie Jarrett Award

In recognition of her contributions to SSA, Associate Professor **Colleen Grogan** was given the inaugural Valerie Jarrett Faculty Leadership and Mentoring Award. The award honors Grogan's commitment to the School through her service as chair of the promotion, retention and tenure committee. "Colleen heads one of the most important faculty committees in the School that determines the quality, significance, and shape of the SSA faculty," says Jeanne C. Marsh, dean of SSA. "She is a faculty col-



Colleen Grogan

league who has earned the trust and respect of students, faculty, and staff."

The Jarrett Award, a tribute to the former chair of SSA's Visiting Committee, is presented to a member of the faculty who has showed distinguished leadership through contributions to the development and improvement of the faculty, their research, the recruitment and retention of outstanding scholars, and the greater good of the school. Grogan is a leading researcher in health policy and an expert on Medicaid and long-term care. She has also served as the director of the

Graduate Program of Health Administration and Policy since 2005.

New Book from Borden

SSA Senior Lecturer **William Borden** has authored a new book, *Contemporary Psychodynamic Theory & Practice*, which discusses the perspectives and clinical approaches of divergent theorists—from Freud, Jung, and Adler to Winnicott and Kohut—and shows how their ideas



broaden the understanding of the concerns in clinical practice. Borden serves as consulting editor of *Psychoanalytic Social Work*. His fields of special interest include contemporary psychodynamic theory and practice, comparative psychotherapy, integrative approaches to psychosocial intervention, neuroscience, developmental psychology, stress and coping, the psychology of religion, and the role of the humanities in social work education.

Marsh Symposium on Substance Abuse Treatment

Dean and George Herbert Jones Distinguished Service Professor

Four new professors join SSA's faculty this fall

Scott W. Allard

Associate Professor Scott W. Allard comes to SSA from Brown University, where he was an assistant professor of political science and public policy since 2003. His research interests revolve around social welfare policy, poverty, and nonprofit organizations in the United States.

Allard's new book, *Out of Reach: Place, Poverty and the New American Welfare State*, was released at the end of this year. *Out of Reach* examines the accessibility and stability of social service programs for low-income populations, which receive more than \$100 billion each year and are often delivered by nonprofits. Since the bulk of support does not come in the form of cash assistance, persons in need must live near providers to participate in service programs. The book explores mismatches in where programs are placed and inconsistencies in how programs are funded. "It makes sense that poverty is a persistent problem," he says, "the tools that we create to help people find jobs are not accessible."

Allard says his interest in social welfare policy was developed through personal experience. "When I was growing up, my dad, who only had a high school degree, lost his job," Allard says. "Without a college degree, he had a very hard time finding work. It was hard to see him go through a stretch where he couldn't find a good job. That shaped my career and academic interests when I attended college."

Allard, who received his Ph.D. in Political Science from the University of Michigan, has been a HUD urban scholar and a visiting scholar at the Institute for Policy Research at Northwestern University. He currently is a faculty research affiliate at the National Poverty Center at the University of Michigan.

Jennifer Bellamy

Assistant Professor Jennifer Bellamy joins SSA from Washington University

in St. Louis, where she was a post-doctoral research associate. She earned her Ph.D. from Columbia University in 2006 and her fields of interest include mental health services, child welfare, evidence-based practice, and fathering.

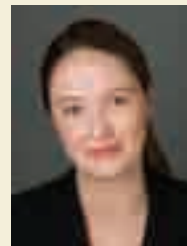
Bellamy is currently developing research concentrated on social services and fathers, an interest that started while she was working on a multi-site demonstration project after receiving her masters degree from the University of Texas. "In some cases, [service providers] actively avoided working with fathers or made services so inaccessible that it was really quite challenging to get them the services they needed,

even when they were quite engaged and interested," she says, adding that she has also seen examples of programs designed to engage new fathers that have worked very well.

Currently, Bellamy says she is trying to bring her research interests together by examining the relationship between the involvement of fathers in evidence-based parent training interventions and how their engagement affects the family's children. "There is some research that suggests that when fathers do participate in parent training intervention with their partners, the outcomes that include benefits to the child tend to be sustained for a longer period of time,"



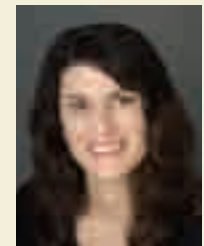
Scott W. Allard



Jennifer Bellamy



Jung-Hwa Ha



Heather Hill

Jeanne C. Marsh organized a symposium, “Ensuring Quality Substance Abuse Treatment for Women: Special, Tailored, or Matched Services,” at the



Jeanne C. Marsh

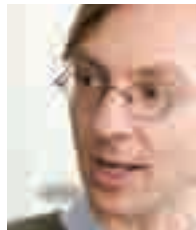
American Health Services Research Conference on in Boston this October. As part of the symposium she gave a paper entitled “Gender

Differences in Need-Service Matching in Comprehensive Substance Abuse Treatment,” which Marsh co-authored with SSA doctoral student Christina Andrews. Marsh also has had a paper

recently accepted by the *American Journal of Drug and Alcohol Abuse* entitled “Gender and Racial/Ethnic Differences in the Impact of Substance Abuse Treatment: Pathways to Treatment Outcome.”

Ludwig Named to McCormick Professorship

Jens Ludwig has been named the McCormick Foundation Professor of Social Service Administration, Law, and Public Policy at the University of Chicago. A non-resident senior fellow at the Brookings Institution and a faculty research fellow of the National Bureau of Economic Research (NBER), he is the recipient of numerous prizes and honors,



Jens Ludwig

and community development focusing on youth violence, urban poverty, education, and housing.

Lambert Honored by Women Employed

For her “groundbreaking research on low-wage hourly workers,” Associate

including the David N. Kershaw Prize for Distinguished Contributions to Public Policy by age 40. Ludwig is a researcher in social policy

Professor **Susan Lambert** was one of 35 Champions for Change honored at the 35th anniversary event for Women Employed, which is a Chicago-based nonprofit that works to advance issues



Susan Lambert

lower-skilled jobs and low-wage workers, work-life issues, and organizational theory and management.

important to women in the workplace. Lambert was the only researcher among the 35 women recognized at the September 18th event. Lambert’s fields of special interest include

she says. “I’m hoping to find out more about that possible correlation so that we can better engage fathers as a resource in interventions.” This year at SSA she’s teaching a class in the foundations of social work and on evidence-based practice.

Jung-Hwa Ha

Assistant Professor Jung-Hwa Ha comes to SSA from the Waisman Center at the University of Wisconsin-Madison, where she has been a post-doctoral researcher since 2006. Her research interests are life course and aging, social support, inter-generational relationships, and stress and coping.

In her research, Ha studies the interplay between stress, social support, and well-being in older adults. She is particularly interested in how widowhood brings about changes in older adults’ social relationships and the implications of these changes on widowed persons’ mental health. With her research, she intends to help practitioners understand the “social adjustment process that individuals go through fol-

lowing late-life spousal loss.” Ha is working on publishing her dissertation research on how social support before and after spousal loss affects a person’s long-term depressive symptoms through positive and negative social interactions.

“The major finding is that support from adult children after spousal loss is associated with lower depressive systems 18 months after spousal loss,” Ha says. “However, I also got some counter-intuitive findings that friends’ negative social interactions—or how demanding or critical friends are—are also associated with lower depressive systems.”

Ha, who received masters degrees in Social Work and Sociology and her Ph.D. in Social Work and Sociology from the University of Michigan, will be teaching courses at SSA on death, loss, and grief across the life course, and a class in advanced research method. Ha has lived near Chicago for most of her academic career and has been looking forward to the experience of living in the city.

“I’ve been close to Chicago while I was getting my degrees,” says Ha. “I’ve always wanted the chance to live in Chicago, so I’m very excited.”

Heather Hill

Assistant Professor Heather Hill comes to SSA after serving as a visiting scholar at the Taubman Center for Public Policy and American Institutions at Brown University. Her fields of interest include poverty and inequality, program evaluation, maternal employment, unmarried parents, and the health and development of young children.

“I like to think about the topics that I research in the context of the broader discussion about work and family, or how parents are able to meet their responsibilities both at work and at home,” says Hill, who earned her masters degree from the University of Michigan and completed her doctorate at Northwestern University.

Hill’s work attempts to understand the effects of policy decisions on single-parent families, particularly how children are affected by policies designed to

increase maternal employment and family income. “At this point, most children are growing up in families with either two parents who are both working, or a single parent who is working,” she says. “And so there’s been increasing focus in this country on the difficulty of balancing work and family responsibilities, but less on the particular challenges faced by parents with fewer resources. My research examines how parental employment affects family routines, parenting, and child health and well-being in low-income families.”

Prior to coming to SSA, Hill was involved in the experimental evaluation of the New Hope Project, a nonprofit based in Milwaukee that provided supports and services to full-time workers with low income. She is currently a researcher on the Next Generation Project, which studies the effects of welfare policy on children. At SSA, Hill will teach “Social Intervention: Programs and Policies,” and “Data for Policy Analysis and Management.”



First Centennial Symposium Is on Direct Practice

The first of a series of special symposia held by SSA faculty throughout the School's Centennial year was held on September 5th. The "Centennial Field Instructors' Event and Centennial Symposium: The Art and Science of Teaching Direct Practice in Social Work," organized by Associate Professor **Dexter Voisin** and **Susan Knight**, the director of field education, looked at time-honored and innovative approaches to teaching practice competencies in the classroom and in the field. The half-day event was sponsored in part by the Ikuo Yamaguchi Memorial Lecture Fund.



Ph.D. Students Receive Fahs-Beck Award

In May, **Judy Havlicek** and **Clark Peters** received dissertation awards from the Fahs-Beck Fund for Research

- 1 : Participants at the direct practice symposium, from top left, clockwise: panelist Anna-Marie DiPasquale, Associate Professor Dexter Voisin, panelist Jason McVicker, SSA Director of Field Education Susan Knight, supporter Mari Yamaguchi, and panelist Barbara Smith
- 2 : Keynote speaker Joia Mukherjee at the diversity conference
- 3 : Eileen D. Gambrill delivers the 2008 Rhoda G. Sarnat Lecture

SSA Faculty Awards to Students

During the June 12 convocation ceremony for the graduating class of 2008, eight students were honored with awards from the SSA faculty. **Mary B. O'Donnell** was given the Wilma Walker Honor Award for outstanding work in the first year and promise of future achievements in social work. **Katherine Eileen Johnson** was presented with the Sonia Bertz Honor Award for the graduating master's degree student who demonstrates outstanding work and promise in the field of aging.

Andrew Warren Brake and **Nabiha Sugra Calcuttawala** were given the Evelyn Harris Ginsburg Memorial Prize for the graduating master's degree students who demonstrate outstanding work and promise in the field of social work. **David Edward Braden**, **Eric R. Brown**, **Paul George Brown**, and **Tianna Nicole Cervantez** received the Solomon O. Lichter Memorial Prize, awarded to outstanding scholarship and professional leadership from graduating masters degree students.

2008 award winners, from left to right: O'Donnell, Johnson, Brake, Calcuttawala, Braden, Brown, Brown, and Cervantez





and Experimentation. Havlicek's work focuses on the placement of young people in foster care and Peters received the award for his project, "The Challenges of Extending Care: A Mixed Method Exploration of the Ecological Determinants of Retention in Care of Illinois Youths Beyond Age 18." The goal of the Fahs-Beck Fund is to provide support for research that contributes to better understanding the problems that affect individuals, families, and communities, as well as support research that provides solutions to those problems.

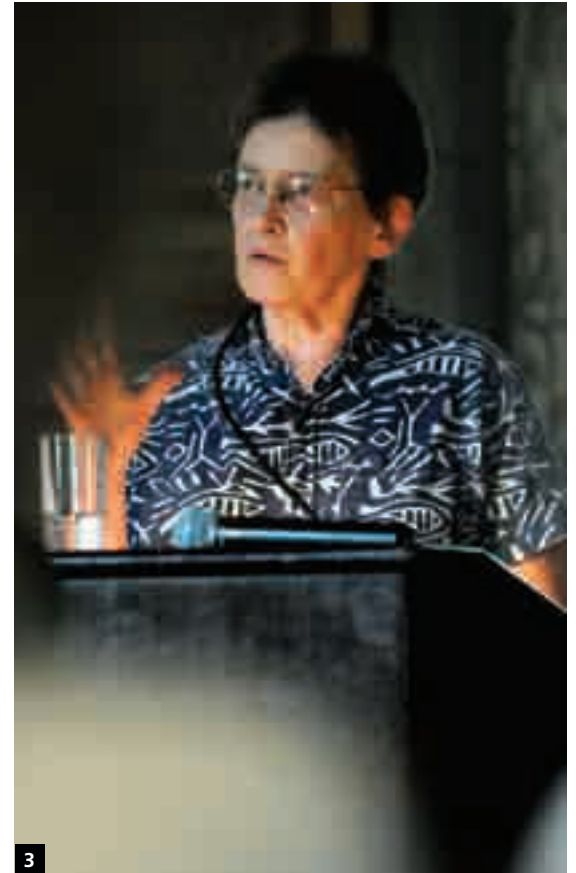
Conference at SSA Looks at Diversity in Social Work

On May 9th, SSA held its first annual Diversity Conference, "A Diverse Profession: Social Work in the 21st Century." Headed by master's candidates **Paul Brown** and **Tianna Cervantez**, the all-day event included panels that explored the impact of social work on public health, economic development, and human rights both domestically and internationally. The

keynote speaker was **Joia Mukherjee**, the medical director of the international medical charity Partners in Health and an assistant professor in the division of social medicine and health inequalities at the Brigham and Women's Hospital at Harvard Medical School.

Gambrill Gives Sarnat Lecture

Eileen D. Gambrill delivered SSA's annual Rhoda G. Sarnat Lecture on the Saturday of Alumni Weekend, June 7th, entitled "Propaganda in the Helping Professions: How to Spot it and Avoid its Influence." Gambrill, the Hutto Patterson Professor in Child and Family Studies, School of Social Welfare, University of California, Berkeley, is an expert on professional decision making, evidence-informed practice, propaganda in the helping professions, and the ethics of helping. Now in its fourth year, the Sarnat Lecture concentrates on a topic related to clinical social work and is an annual feature during SSA's Alumni Weekend. 🍷



3

Mies Building Gets a Facelift

After undergoing an extensive renovation over the summer, SSA's Mies van der Rohe-designed building re-opened in September. Most of the renovation was needed due to damage caused by the building's exposure to the elements over the years. The building, which opened in 1965, is the only Mies van der Rohe on the University campus. In addition to replacing all 158 glass panes and reinforcing the steel structure, the building was given a fresh coat of black paint. In January, the last stage of the restoration will be completed, replacing exterior doors to their original specifications, as recommended by a group of architectural experts.





Scenes from Alumni Weekend

- 1 : Jinnie English, A.M. '99, African-American Alumni Committee Inaugural Graduating Student Award winner Phoebe Cherenfant, A.M. '08, and Terri T. Davis, A.M. '99, chair of the committee
- 2 : William Walker, A.M. '08, gives the closing remarks at the Alumni of Color Awards Reception
- 3 : Held at the Quadrangle Club, SSA 50+ Luncheon was an invitation-only event for alumni from the Class of 1958 or earlier
- 4 : Participants at the Alumni of Color Award Reception, held on the Friday of Alumni Weekend
- 5 : Betty Weinberger, A.M. '58 speaks at the 50+ Luncheon about her experiences as a student
- 6 : With the School's building undergoing renovation and the Centennial year around the corner, the theme of SSA Nite! was "Under Construction"

Alumni Association News

New Board of Directors for the Alumni Association

The SSA Alumni Association elected a new slate of members during its annual meeting during Alumni Weekend. Congratulations to the new members of the board:

Betty Dayron, A.M. '64, is retired from her post as director of human resources at Jewish Child and Family Services in Chicago.

Jinnie English, A.M. '99, is a Licensed Clinical Social Worker and CEO of Chicago High Achievers.

Sheila Haennicke, A.M. '86, is the assistant director of communications at Catholic Charities of the Archdiocese of Chicago.

Kate Phillippo, A.M. '92, a research assistant with Teachers for a New Era at Stanford University, is expecting to complete her Ph.D. in Social Sciences Education at Stanford in 2009.

Angela Scott, A.M. '04, is an investigator for the Department of Children and Family Services and is a certified addictions counselor.



SSA Alumni Association Board of Directors



Kamilah Dowell, A.M. '08 (left) presents Colleen Jones, A.M. '74 with the Alumni of Color Award

Alumni Awards

Inaugural Alumni of Color Award Begins Alumni Weekend

SSA's first Alumni of Color Networking event at Alumni Weekend was the backdrop for conferring the first Alumni of Color Award to **Colleen Jones, A.M. '74**. Jones is the executive vice president and chief operating officer of Metropolitan Family Services, where her duties include securing public funding and oversight of community-based services, program development, quality, and standards. She is a founding board member of the Healthcare Consortium of Illinois and was a founding member of the Federation for Community Schools and the Illinois Center of Violence Prevention. In 2006, she was named Social Worker of the Year for the state of Illinois by the National Association of Social Workers.

Cardona Receives Butler Award

Evette Cardona, A.M. '98, was given the SSA Alumni Association Elizabeth Butler Award, which is given to a recent graduate of SSA who shows exceptional promise in the field of social work. Currently the senior program officer at the Polk Brothers Foundation, Cardona is a member of the executive committee of Chicago Latinos in Philanthropy.

As a co-founder of Amigas Latinas, an organization for Latina lesbian/bisexual women, and a board member of the national Funders for Lesbian and Gay Issues organization, Cardona has been very active in Chicago's LGBT community. She was given a Community Leadership Award in 1997 by the Latino Men for Action and the ACLU John R. Hammel Award in 2001. In 2002, Cardona was inducted into the Gay and Lesbian Hall of Fame. Cardona was honored with a Leadership Award from the Coalition of African, Arab, Asian, European and Latino Immigrants of Illinois on June 27th.



Evette Cardona, A.M. '98

Alumni Updates

Although she retired as a full professor from the University of Oregon in 1994, **Joan Acker, A.M. '48**, continues to research and write. She is currently working on a book with two colleagues about welfare restructuring in Oregon. Its tentative title is *Restructuring Welfare: Myths and Lived Realities*, and it will be published in early 2009.

Hideki Tamura Snider, A.M. '60, an advocate for the Peace Museum of Hiroshima, is currently working to get sponsorships for the Peace Museum's Hiroshima/Nagasaki photo exhibit in all 50 states. In August, she wrote an article for *The Japan Times* that discussed her own personal experience in Hiroshima after the atomic bomb was dropped, and the threat that nuclear weapons have on humanity, issues she explored in her 1996 book, *One Sunny Day*. Since retiring from clinical social work in 2003, Tamura Snider has served on the multicultural commission in Medford, Ore.

Barbara Jackson, A.M. '69, was honored with the Lifetime Achievement Award from the Chicago District of the Illinois Chapter of the National Association of Social Workers. A 40-year veteran of the field, Jackson served as a LCSW and master practitioner/instructor Emerita with the Revere Community School for the last four years, where she was instrumental in developing the strategic plan for the Revere School and the Comer Youth Center in Chicago, and brought a social work perspective to its management and service offerings.

Cynthia Stuen, A.M. '73, has begun a two-year term as chair of the national board of directors for the American Society on Aging. Working in the field of aging for more than 35 years, Stuen has been involved with ASA since 1985, including serving as a board member

and chair of the network on environments, services, and technology constituent group. In 2005, she received the ASA Leadership Award and served as a delegate to the White House Conference on Aging. As senior vice president for policy and professional affairs at Lighthouse International, Stuen's research concentrates on topics such as age-related sensory loss and the contributions older adults and their family can make to program planning and service delivery.

Robert Miller, A.M. '74, has been named project manager for the Ascellon Corporation's psychiatric hospital monitoring and oversight project, which surveys all free-standing psychiatric hospitals in the United States and Puerto Rico every three years to ensure that all patients receive proper care and treatment. The Centers for Medicare and Medicaid funds the project. The Ascellon Corporation provides program and management consulting services for government, public, and private organizations.

Goldie Kadushin, A.M. '76, was promoted to full professor at the University of Wisconsin-Milwaukee's Helen Bader School of Social Welfare, where she teaches classes in social work methods. Her academic area of interest is in community-based social work with the elderly. In June 2008, her latest book, *Gerontology Home Health Care: A Guide for the Social Work Practitioner*, was published by Columbia University Press.

Richard O'Connor, A.M. '76, Ph.D. '81, has authored his fourth book, *Happy at Last: A Thinking Person's Guide to Finding Joy*, published by St. Martin's, which takes a systems approach to the problem of finding happiness by integrating behavioral economics, neurobiology, evolutionary

psychology, and studies of contemporary culture. His first book, *Undoing Depression*, published by Little, Brown in 1997, will be revised and expanded next year.

In January 2008, **Charlotte Chun Williams, A.M. '85**, was named associate dean for engaged and global learning at Lenoir-Rhyne University in Hickory, N.C. The position will require her to develop an international learning program for the university, including an international exchange program. This position comes in addition to her responsibilities as the program coordinator for Human and Community Services Program, which combines classes from multiple disciplines, including sociology, psychology, and social work.

Laura Praglin, A.M. '93, was recently promoted to associate professor and received tenure at the University of Northern Iowa at Cedar Falls. Her areas of interest are the history of social work, minority group relations, immigrant and refugee populations, and the dialogue between social work and religion and spirituality. Praglin is currently working on a book about the rise of medical social work in the United States. Her husband, Kenneth, who has a master's degree in divinity from the University of Chicago, also teaches at the University of Northern Iowa.

In January 2008, **Pamela Bell, A.M. '97**, started her own private psychotherapy practice in Chicago. Her practice concentrates on adult issues like adjustment to stressful situations, anxiety, and depression. Before beginning her own practice, Bell worked as a social worker for more than 10 years, gaining experience in child welfare, psychiatric, and medical social work.

Erwin McEwen, A.M. '98, the Illinois Director of the Department of Children and Family Services, received the Social Worker of the Year Award from the Chicago District of the Illinois Chapter of the National Association of Social Workers. McEwen is also the chair of Strengthening Families Illinois and a member of the Illinois Statewide Foster Parents Advisory Council, the Illinois Child Care Association Board of Directors, the Child Welfare Advisory Committee on Performance-Based Contracting and on the African American Family Commission's Monitoring and Oversight Committee.

Air Force Captain **Shawn Wilson, A.M. '01**, is currently deployed in Iraq as a clinical social worker, where he conducts comprehensive screenings for traumatic brain injuries and provides one-on-one psychotherapy. Prior to joining the Air Force, Wilson worked for the Milwaukee County Sheriff's Department for more than five years. He also provided consultation and mental services for child welfare agencies in Milwaukee.

Richard Echevarria, A.M. '04, is one of three former foster children featured in the 2009 Foster Kids Are Our Kids campaign, "I'm Doing Good." Echevarria has worked at the Illinois Department of Children and Family Services for fourteen years, currently as a child welfare advanced specialist. Initiated by Voices for Illinois Children in 2006, Foster Kids Are Our Kids is a partnership of more than 60 Illinois child welfare agencies that works to fight negative stereotypes associated with foster care. Launched on November 10th, this year's campaign will include television commercials on WGN, brochures, and other materials with Echevarria and the other spokesmodels. 🍷

We welcome your nominations for the Edith Abbott Award and submissions about your time at SSA for the Centennial Celebration. Please email Christina Cole at ccole@uchicago.edu.



in memoriam

SSA has recently learned of the death of **Jean Chapman, A.M. '54**.

James M. Karls, A.M. '50, died on June 29, 2008. Shortly before he passed away, Karls was honored with the International Rhoda G. Sarnat Award, given to an individual, group, or organization that has advanced the public image of social work. During his 59 years as a social worker, Karls developed the "person in environment" assessment system, which helps the social worker determine a recommended course of action and follow the progress of the work.

Karls started the first mental health clinics in California's Central Valley and served as the director of the Mental Health Training Center in Southern California and director of Mental Health Research for California. He was given the National Association of Social Workers' Chapter and Unit

Lifetime Achievement awards and the lifetime national recognition award from the National Council for Community Behavioral Healthcare. He founded the California Hall of Distinction, which honors the great contributions of past and present social workers in California, and was himself inducted into the Hall in 2008.

Rae Libin Meltzer, A.M. '59, died September 20, 2008 in Washington, D.C. She was 86. A skilled translator of Yiddish, Meltzer emigrated to Chicago from Russia at the age of 7. After graduating from SSA, she began her professional career as a social worker with the Illinois Children's Home and Aid Society. During her career, she was a founder of the South Suburban Family Services Agency and served as a field instructor and adjunct faculty mem-

ber at the School and the University of Texas in Dallas. She is survived by her husband, brother, sister, and three children and their families.

Earlene Williams Devol, A.M. '63, died in September 2007. She is survived by her daughter.

Larry McKeon, E.X. died on May 13, 2008 at the age of 63. A former lieutenant in the U.S. Army, McKeon served as the director of information systems and services for Metropolitan Family Services and was Mayor Richard M. Daley's liaison to the LGBT community as the director of the Chicago Commission on Human Relations' Advisory Council on Gay and Lesbian Issues. As the state's first openly gay and HIV-positive legislator, he served in the Illinois House of Representatives from 1996 to 2007 representing Chicago's North Side. He is survived by two brothers.



Ruth Irelan Knee, with fellow guest of honor Virginia Karl at Washington Week this spring

Ruth Irelan Knee, A.M. '45 died on October 8, 2008 at the age of 88. A pioneer in social work and community mental health in the United States, she was awarded the Edith Abbott Alumni Award in 2001, established the Ruth Knee Faculty Support Fund for Spirituality and Social Work, and served as one of SSA's luminary volunteers, sponsoring Washington Week, the student career services program designed to help SSA students learn about career options in social policy and government.

Knee served in the U.S. Public Health Service during the 1940s and in the then-new National Institute of Mental Health, where she was a liaison for policy development and technical assistance concerning the mental health components of Medicare and Medicaid. During her 30 years of federal service, Knee developed social work roles within public health and military health care programs and advanced innovations and improvements in mental health services.

Knee was a leader in several professional organizations, including the National Association of Social Workers, the Council on Social Work Education, the American Public Health Association, and the American Orthopsychiatric Association. From 1963 to 1970 she was chairman of the NASW Committee on the Study of Competence, which was instrumental in setting standards for social work practice.

Those in the social work profession are a trusted resource for individuals and families facing enormous challenges. As such, social workers have the responsibility to continue to locate new sources of knowledge and to develop new skills during their careers. With these ideas in mind, the State of Illinois passed a regulation in 1989 that requires licensed social workers to take 30 hours of continuing education every two years, with a modification in 2005 that three of those hours be specifically related to ethical issues.

Illinois is one of many states that has a continuing education requirement. In Michigan, each social worker must complete 45 hours of continuing education with at least five hours in ethics and one in pain and pain symptom management. Half of New Jersey's 40 credits within two years must be directly related to clinical practice; another five must be concerning ethics and three in courses about social and cultural diversity. New York, Colorado, and Hawaii do not have any continuing education requirements at all.

While there is no one correct answer for how many Continuing Education Credits (CECs) are necessary to continue to be prepared to practice social work, there is clarity that continuing education is an important opportunity for professional growth.

Real Ideas, Real Context

Today, faced with increasing demands from clients and their organization, social workers can find time-saving ways to fulfill their continuing education requirements. Weeklong sessions are being replaced by one- or two-day workshops—or even hour-long presentations or audio tapes. Online courses are becoming more common, as are web-streaming conferences or workshops.

There is more to keep abreast of in

More than the Minimum

Social workers benefit by approaching continuing education as professional development

Continuing education hours required every two years for Licensed Social Workers in Illinois

the field than ever before, including new and revised policies at the state and national level and insights from research. However, continuing education programs should also reflect established practices of clinical work that withstand through time. An academic setting provides a unique venue for providing information on enduring themes of the profession as well as new knowledge. Faculty can share their research with those in direct practice and conversely, learn from those in the community.

In fact, it is this direct exchange that generates a rich learning environment. In addition to the resource of the instructor, the participants also add depth and breadth to the discussion. Many have years of experience and hands-on knowledge of the sub-

ject matter. Their experience reflects diversity in terms of agencies, populations served, and professional responsibilities, leading to a lively exchange of perspectives and ideas.


The SSA Experience

The roots of the Professional Development Program (PDP) at SSA go back to the founding of the School 100 years ago. Over time the program developed into short course offerings, including content on clinical and management issues, and eventually into a yearlong series of workshops complemented by an occasional series focusing on a specific policy, social service topic, or population.

The Professional Development Program at SSA is an outreach of the

mission of the School—to provide a framework for critical thinking so that as the field and the demands of practitioners' jobs change, they are able to generate new approaches to their work. Our programs include workshops reflecting foundational theories of the profession, including supervision (clinical and administrative), field instruction, school-based programs, and social problem-solving around issues like transportation, women in contemporary society, the migrant in the city, and health policy.

PDP has also sought to introduce new knowledge and skills. We were at the forefront on working with older adults, recognizing early that demographic changes meant a growing population with complex needs. At the outset of the AIDS epidemic, SSA offered a workshop on clinical work with individuals and families affected by the disease. We were one of the first schools to offer a preparatory course for those seeking licensure as social workers, and today, PDP offers workshops on new topics such as "Spirituality in Clinical Practice" and "Spanish for Social Workers."

The Professional Development Program at SSA aims to give practitioners what they need to best meet the needs of their clients, their supervisees, their organization, or their own professional development. We see PDP as a vital part of our academic mission, both to help those in the field and to learn from them. 

Maureen Stimming is SSA's director of the professional development program and marketing; Karen Teigiser is SSA's deputy dean for curriculum and a senior lecturer at the School. She served as director of the professional development program at SSA from 1982 to 1999.

In honor of SSA's Centennial, 100 reasons to give: 1) Your gift will help SSA remain a leader in social work education for the next 100 years. 2) You are an alumna or alumnus. 3) SSA is a leader in thinking about and finding answers to society's complex problems. 4) The next generation of students deserves it. 5) You are big-hearted. 6) Your gift helps build a culture of philanthropy. 7) Social workers are heroes. 8) Your gift extends SSA's reach. 9) Social justice is important. 10) SSA students are encouraged by alumni support. 11) You received financial support from SSA. 12) It would please Charlotte Towle. 13) Join the 1,300 people that give every year. **14) The SSA Fund helps support the 9 out of 10 students who receive some sort of financial aid.** 15) Help build the new research pavilion. 16) It is SSA's Centennial year! 17) Your gift supports student groups like the Student Government Association. 18) You attend the Sarnat Lecture. 19) SSA students strengthen the Chicago community. 20) Support a future workforce in the public and nonprofit sectors. 21) *SSA Magazine*. **22) Help strengthen the profession of social work.** 23) Help knowledge grow. 24) SSA alumni are leaders in the field of social work. 25) Support our students in their field placements. 26) SSA is ranked the 3rd best school of social work in the country...your gift can help us reach for 1st. 27) Participate! 28) If not, other schools of social work will take the best students and faculty. 29) Support the work of students who study human development and diversity. **30) SSA created opportunities for you; help create opportunities for others.** 31) Support the *Advocates' Forum*. 32) You love the Mies building. 33) Your gift is needed today. 34) SSA's impact reaches beyond Hyde Park to the greater Chicago community, the United States, and the world. 35) SSA alumni live and work in social services in all 50 states and internationally. 36) Even students give to the SSA Fund. 37) Support upgrades in the SSA Computer Lab. 38) The dean will thank you! 39) A gift of any amount supports the work of students who are deeply committed to improving the lives of others. 40) No gift is too small. 41) Your gift will make a student smile. 42) Give in memory or honor of an SSA graduate. 43) You attend the Cafferty Lecture. 44) You want to make SSA a stronger institution each year. **45) SSA students complete 225,000 hours of fieldwork in the Chicago community every year.** 46) The Elizabeth Butler Award. 47) Support SSA faculty who are dedicated to improving urban schools. 48) The Edith Abbott Award. 49) Your gift helps SSA students have access to new technology in the classroom. 50) Your gift makes a difference. 51) SSA is the only school of social work with a community schools program. 52) Your gift is tax-deductible. 53) Your gift shows the strength of the SSA Alumni community. 54) The dean gives to the SSA Fund. **55) The work done at SSA has a global impact.** 56) Support SSA faculty seeking to understand health disparities between women of different races. 57) Keep a connection to SSA. 58) SSA faculty have been honored as White House Fellows, Fulbright Fellows, and Kellogg Fellows. 59) Your name will be included in the SSA Honor Roll. 60) Giving to others is part of who you are. 61) SSA makes a huge impact with modest funds. 62) Support the work of our professors seeking solutions to gun violence. 63) Support SSA's role in the development of community schools. 64) You are celebrating a reunion milestone this year. 65) SSA is the oldest school of social work in Illinois and the 2nd oldest school of social work in America. **66) You love to read the *SSA Magazine*.** 67) You are fortunate enough to be able to give. 68) *Social Service Review* is the oldest and most prestigious journal of its kind. **69) Your gift is an investment in SSA.** 70) *Crescat Scientia; Vita Excolatur*. 71) Your gift helps translate students' passion for helping others into action. 72) Help SSA students improve the lives of Chicagoans. 73) 100 Years of Scholarship and Service. 74) Give in honor of a favorite SSA professor who taught you a new way to think about the world. 75) Help sustain a venerable institution with forward-looking ambitions. 76) There is a great need for human service professionals. 77) Reduce debt for a student who is choosing a life of service to others. **78) You are proud to be a part of the SSA community.** 79) Support SSA faculty working to reduce gun violence in Chicago. 80) SSA students are not in an ivory tower, but interact with the community. 81) You have hope for a more just and humane society. 82) SSA transformed the field and profession of social work. 83) Giving to SSA makes you feel good. 84) Support SSA professors who seek a better understanding of addiction and mental health issues and treatment. 85) Tuition only covers about half of the total cost of educating a student. **86) SSA continues to establish connections between the social and behavioral sciences, research, and the real world of policy and practice.** 87) Give in honor of the pioneering work of Sophonisba Breckinridge and Edith and Grace Abbott. 88) Every gift counts. 89) You feel proud when SSA professors are quoted as experts in newspapers and other publications. 90) Participation matters. **91) SSA students assist over 600 service agencies in the Chicago area.** 92) Your gift helps the SSA Library buy new books. 93) SSA was a leader in developing the foster care system. 94) Your gift encourages others to give. 95) SSA helps send seven students interested in International Social Welfare overseas to work in refugee camps; 30 more want to go but do not have the funding. 96) SSA has alumni working in social services in 38 countries. 97) The faculty and staff give to the SSA Fund. 98) SSA helped establish the first social work program at Children's Memorial Hospital; your gift helps SSA collaborate with more agencies in the Chicago area. 99) Support our growth. **100) SSA students, faculty, and staff are committed to working toward a more just and humane society through research, teaching, and service to the community.**

To participate in SSA's future, please visit:
ssacentennial.uchicago.edu/participate



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