

NYU Social Work

NEWSLETTER

FALL 2005 / WINTER 2006

FEATURED INSIDE

In Memoriam: Dr. Judith M. Mishne	2
Report from the Dean	3
Alumna Isis Sapp-Grant, '97: A One-Time Gang Member Helps Vulnerable Girls Break the Cycle of Violence	4
Alumna Constance Silver, '79, Continues Generous Support of School	5
After-School Programs as a Strategic Opportunity	5
PhD Program Update: School Marks Program's 25th Anniversary and Awards 300th PhD Degree	6
Resurgence of Caring Drives Undergraduate Social Work Demand	7
School Unveils Portrait of Lucretia J. Phillips	7
Professor Barbara Dane: Spirituality in Social Work Practice	8
New NYU Master's Program Focuses on Global Public Health	8
Evidence-Based Approaches at the Center of New Course	9
Continuing Education: New Certificate in the Addictions Introduced; Certificate Study in Westchester	9
Reshaping <i>Clinical Social Work</i>	10
Ladies' Christian Union Funds Housing Scholarships for NYU Social Work Students	10
Countering Post-Katrina Commentaries on Poverty	11

VISIT OUR WEB SITES: For information on the School's programs and general information about the School, visit our Web site at www.socialwork.nyu.edu. For those interested in alumni benefits and services, visit the NYU Alumni home page at www.nyu.edu/alumni and click on Benefits/Services.

What the Children Said Professor Theresa Aiello Studies Narrative Constructions of 9/11

Thousands of children are engaged in one-on-one therapeutic encounters with mental health professionals each year. Their narratives of events in families, schools, and the wider world are a pivotal source of insight and information. Decoding these narratives—which are typically offered over months through story, play, art, and conversation—is perhaps the principal challenge faced by clinicians. For obvious reasons, children themselves cannot be the objects of probing research questions, particularly where traumatic events are at the center of interest. Further, we have little tradition of systematically pooling rich case descriptions across clinicians as a substitute for research directly with their clients. *The “narrative turn”* is a subject of study that has had great influence in the scholarship of the social sciences. In application, little use has been made of theories of narrative and narratology in examining children's narratives in psychotherapy. Since this is a very rich and unique area of scholarship, Professor Theresa Aiello chose to use this approach in studying the area of children's therapeutic narratives. Aiello sought the cooperation of 20 therapists—all, like herself, experienced child practitioners—in pooling descriptions and insights on client narratives related to the 9/11 disaster. Using techniques developed in oral history, Aiello interviewed therapists to develop vignettes derived from therapy with 45 different children, aged 4 to 12, who were directly



Theresa Aiello
Associate Professor

continued

What the children said continued

affected by the World Trade Center terrorist attacks. According to Aiello, “All of the therapists studied exhibited extraordinary compassion and were exquisitely tuned in to their child patients’ narratives, typically over many months.” Analysis of this rich qualitative database continues, but themes and patterns are emerging. Among these are the following:

Metaphors of Protection by Fathers. Many of the children described feelings of wanting protection from their fathers—particularly those in families of divorce.

Sense of Place and Community Lost. These are intensely urban narratives. Many of the children lived in neighborhoods adjacent to Ground Zero, and their narratives describe the physical beauty and uniqueness of their community—a kind of “urban bucolic.” They described walking down to play by the river and being in the Winter Garden, with the harbor and horizon as significant geographical dimensions and symbols. Many expressed what one child verbalized, “We lived in a really cool place.”

Vengeance. Children fantasized vengeance against the forces that brought about the disaster and questioned, “Why do they hate us so much?”

Rage. Children expressed, irrationally at times, rage at their parents—for failing to protect them or for being unable to guarantee that this would not happen again.

Metaphors of Healing. Some metaphors were retrospective, as in fantasies that reconstruct the attack so that the planes

never hit the towers; others were prospective, as in needing their homes and communities rebuilt. For example, the Statue of Liberty becomes both a maternal presence and a healing metaphor in the therapy play of children residing in the World Trade Center area.

Superhero Fantasies. Children fantasized building invulnerable superheroes to protect them or taking on properties of invulnerability themselves.

Among the themes to be pursued in further analysis of the data is the extent to which all such therapeutic narratives are co-constructed: they are products of the therapist and child working together. A second is to examine differences in how therapists who are very similar in training approach the question of how long to wait before making observations or interpretations to their clients that link fantasies to reality. Aiello will also look at how different therapists approach trauma work with these clients. Many are versed in both psychodynamic and CBT models and in practice use mixed models of treatment.

Professor Aiello presented her findings this past summer at the Ninth European Conference on Traumatic Stress in Stockholm. She is continuing to study narrative in relationship to 9/11 and in child psychotherapy generally. She can be contacted at NYU School of Social Work, 1 Washington Square North, New York, NY 10003-6654; 212-998-5927; theresa.aiello@nyu.edu.

In Memoriam

Judith M. Mishne, MSW, DSW

Professor of Social Work

February 21, 1932–November 16, 2005

The School and its alumni mourn the passing of Professor Judith M. Mishne, an extraordinary educator and colleague for over 25 years at NYU.

Dr. Mishne was known widely in the profession for her seminal work on children and adolescents, multiculturalism in therapeutic practice, and childhood trauma and resilience. The author of five books and numerous journal articles, Dr. Mishne was repeatedly honored for her scholarly work and outstanding contributions to the theory of development and the practice of child and adolescent treatment. Most recent among these honors were the Lily Gondor Memorial Award from the Post-Graduate Center and the Day-Garrett Lifetime Achievement Award from Smith College. Dr. Mishne served as consulting editor on the *Journal of Analytic Social Work* and the *Child and Adolescent Social Work Journal*.



Professor Judith M. Mishne

Throughout her professional life, she was a fully engaged clinician-scholar and educator and a passionate advocate for children and adolescents.

Dr. Judith M. Mishne is remembered by students and colleagues alike as a gracious and generous mentor. Her many students and patients will hear her voice over their shoulders as they move on with their lives.

Report from the Dean



Suzanne England, PhD
Professor and Dean

One of my greatest pleasures is to announce the addition of new colleagues to our community. This year, Ellen Tuchman, Daniel Gardner, and Allison Werner-Lin joined the School as assistant professors of social work. Among the many fine qualities that characterize their approaches to social work and research is a commitment to addressing the intricate dimensions of people's lives.

As featured in our fall 2004/winter 2005 newsletter, Ellen Tuchman's most recent research focuses on the complex intersection of HIV/AIDS, substance abuse treatment, and menopause. Daniel Gardner has been studying the intimate processes of relationship, communication, and support in older couples, where one partner is living with advanced cancer. Allison Werner-Lin's most recent research is on narratives of disease and risk within families in which there is a history of heritable disorders. In the richness and complexity of their studies, they join others on the School's faculty who do not shy away from examining the multiple dimensions of life and relationships that develop in the face of challenges.



Ellen Tuchman

is a graduate of the School's BS, MSW, and PhD programs. Most recently, she was an assistant professor in the Department of Epidemiology and Population Health at Montefiore Medical Center/Albert Einstein College of Medicine and an adjunct faculty member at NYU School of Social Work and Columbia University School of Social Work. Ellen served as project director for the recently completed NIH/NIDA-funded study on Office-Based Methadone Prescribing.



Daniel Gardner

received his PhD degree from the Columbia University School of Social Work, where he taught for six years. In addition to his 20 years of experience as a clinician and supervisor, Daniel has been involved with two federally funded studies at Columbia University's Mailman School of Public Health. He has also served as a research consultant on the Geriatric Social Work Initiative for the Gerontological Society of America and as a program evaluator for the Hartford Geriatric Social Work Faculty Scholars Program.



Allison Werner-Lin

received her PhD degree from the University of Chicago School of Social Service Administration. Her current research examines the meaning of family illness histories for young women at risk of developing hereditary breast or ovarian cancer. Allison has been involved in clinical work and research at a center for children and parents affected by cancer. She has also been an adjunct lecturer at the Dominican College Social Work Program.

Alumna Isis Sapp-Grant, '97: A One-Time Gang Member Helps Vulnerable Girls Break the Cycle of Violence

I was the middle of three sisters who were raised by a single mother in Brooklyn. My high school had a lot of violence, as did the neighborhood in which we lived. When I was 15, I was a member of the Deceptinettes, a gang of girls. At this time, I really was in need of help. I had been arrested for assault and robbery, and my boyfriend had been murdered. Fortunately a police officer assigned to the gangs unit and a couple of my teachers believed in me, and I managed to cut my ties to the gang and finish high school on time.

From there, I went to Fisk University, in Nashville, and after two years transferred to Stony Brook University, on Long Island. I took a lot of classes in psychology and social work and ended up with a liberal arts degree. My first job, while I was still in school, was working at New York's detention facility for girls on Staten Island, and in most of those girls I saw a reflection of myself. I remember thinking that they were smart and resilient, but that they came from homes where there had been some sort of abuse, whether sexual, physical, or emotional. These girls were victims; they were acting out and ending up in the juvenile-justice system. Worse yet, the system would see several generations of women from the same family. The cycle just kept continuing.

After I left the detention facility, I went to work at the Madison Square Boys and Girls Club for four years, which eventually led me to the work I'm doing now. At the same time I worked there, I was going to New York University for a master's in social work—I knew that with that degree, I'd be taken more seriously. While at the club, I did a lot of youth-development work, helping children learn life skills, leadership development, and how to get into college. While this program worked with at-risk children, it wasn't able to deal with high-risk kids. Or, if these high-risk children actually made it into the program, they would get into so much trouble that they would be forced out. I also began doing a lot of speaking engagements on my own about the needs of high-risk children at community recreation centers, churches, and so forth.

After leaving the club, I spent some time working as an administrator for the 1199 SEIU League Grant Corporation, a huge union that represents people who work in hospitals. At the same time, I was still hearing from girls whom I'd met in the detention facility, and I realized they needed a place that would really help them turn their lives around after they were released back in the community.

So, in 1998, after leaving 1199, I established the Youth Empowerment Mission (YEM), which allowed me to continue motivating, training, and speaking to young people and communities that were affected by violence. I'd been doing this on my own since I was in college, but now I was able to do it full time.

Much of what I did, and what we still do at YEM today, was working with families and girls who were affected by gang violence,



Isis Sapp-Grant

talking to community and church groups, counseling the children, and doing training for law enforcement. The first couple of months were just a continuation of visiting organizations. I even traveled as far as Switzerland to talk to delegates of the United Nations about the correlation between racial disparities, poverty, and violence, and I spoke to students in the Harvard University School of Education. I talked about how children were crying out for help but faced many obstacles, such as not even having transportation to get to social services.

But I knew that workshops and presentations weren't enough. I simply didn't see anyone working with those high-risk girls who needed case management, educational services, or help dealing with a father who couldn't keep his hands off them. These children certainly weren't Girl Scouts—they had seen too much and endured too much—but they deserved a place where they can safely define who they are, and who they were to be, in this world.

In late 1999, with funding first from the New York Women's Foundation and then with grants from the Robin Hood Foundation, Sister Fund, Pinkerton Foundation, and the Independent Community Trust, we were able to rent space in an empty school that was owned by the First AME Zion Church and establish the Blossom Program for girls from ages 12 to 18. Today I have a staff of five, and we run an after-school program that sees about 50 girls daily and a smaller group on Saturdays. Many of them are trying to get out of the gangs they're in, and many find their way to us by themselves. In addition, we're on call seven days a week.

We knew that for this to work, the Blossom Program had to offer a single-sex environment and that when these children are here, they will not have to deal with the issues that come with boys being present. In addition to doing a case assessment of, and advocating for, the children in the program, we have workshops on anger management, a group for girls who have been sexually abused, a leadership program, and a therapeutic writing workshop. If you come here, you will also see girls doing their homework or practicing yoga, taking step dance, sewing, or cooking classes. We even have a woman who comes up from Miami every other week to teach photojournalism.

I'm always amazed at the resiliency of the girls who are part of our Blossom Program, just as I remember being amazed by the resiliency of the girls in the Staten Island facility. These children come here and their spirits are so broken that what they need is for someone to see the beauty that is in them. That's our work, and it is work that is constantly in progress. No matter how difficult these children may seem at first, the potential is there. It is always there, and we are just about helping these girls see that potential and believe in it themselves.

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Alumna Constance Silver, '79, Continues Her Generous Support of the School

Constance Silver has once again provided a significant gift to the School in the form of an additional \$1million endowment. The gift will be equally allocated between the existing Constance McCatherin Silver Fellowship Fund and a new fund to support the advancement of field learning.

Responding to the announcement of the gift, Dean England noted, “Dr. Silver is one of the most supportive and perceptive contributors giving to social work education today. She has an unerring eye for down-to-earth gifts that meet real needs. Every year, she provides fellowship assistance that makes a real difference in the lives of the committed students who are named as Fellows. Her gift for the development of new models of field learning is surely one of the largest to be offered in support of social work field education in the United States. It will help to advance the development of best practices at the School—and beyond—as what we do here provides leadership in social work higher education.”



Constance Silver

Silver, who taught at the School for a number of years, was appointed to the Board of Trustees of New York University in 2003. She serves on the board’s academic and alumni affairs and university life committees.

After-School Programs as a Strategic Opportunity

The School is in its third year of collaboration with the Partnership for After School Education (PASE), the principal umbrella support organization for 1,200 member agencies in New York City. PASE member agencies provide after-school programs for more than 250,000 children and youth. Recognizing both a need for services in after-school programs and an opportunity to introduce MSW students to this fast-growing community of social programs, the PASE/SSW collaboration established by Professor Gerald Landsberg and the School’s Office of Field Learning has created student field placements in New York City after-school programs. Over the past three years, 60 students have been placed at 10 sites. This initiative has been supported by both the Robin Hood and Tiger Foundations, which have helped to pay for professional supervision of students who are working at sites that have no professional social workers on staff.

As this program has developed, the School has worked to enrich the field education experience through special training and orientation. This year, students meet periodically as a group, and receive training on key topics—training that is shared with youth workers in the participating agencies. Students will also have opportunities for participating in evaluation research being conducted by the School.

After-school programs are now ubiquitous, with thousands offered in the United States. Such programs, which now provide services to almost 20 percent of school-age children and youth, have become a fixture in the mix of services that assist families in managing childcare and work. Yet, after-school programs have grown without a great deal of public attention or research and employ hundreds of thousands of paraprofessionals and professionals nationwide.

The basic premise of the collaboration with PASE is that after-school programs represent strategic opportunities: for reaching children and youth with development, assessment, and intervention services; for social work employment, education, and faculty research; and for addressing the training needs of after-school staff.

PhD Program Update: School Marks Program's 25th Anniversary and Awards 300th PhD Degree

In 1980, the School established New York City's first PhD program in social work. Twenty-five years later, the program continues to attract first-rate candidates for doctoral study. The program's 25th anniversary coincides with the awarding of its 300th PhD degree to Ruth Forero. Forero, who continues her work with the Crime Victims Treatment Center at St. Luke's-Roosevelt Hospital in New York City, was the recipient of two Council on Social Work Education fellowship awards for her dissertation study entitled, "Why Do They Return: Psychological Determinants of the Battered Woman's Decision to Return to the Batterer." She is known for her lengthy social work career in domestic violence. Among her accomplishments, Forero organized on-site training in Croatia and Bosnia for mental health staff involved in rape crisis response in the 1990s.

In 2003, the School reconfigured its PhD program to be more oriented to clinical research, and each year it has enrolled an experienced cadre of new students. The 11 students who entered the program this fall are briefly profiled below.

THE ENTERING CLASS OF 2005

Edward J. Alessi, MS (COLUMBIA '01), LCSW. Experience and primary specialty in outpatient treatment of mood disorders, severe and chronic mental illness, and personality disorders in adults and children. Research interests include gay and lesbian mental health issues, including PTSD, and mood disorders as risk factors for HIV contraction in gay men.

Maria Beatriz Alvarez, MSW (BOSTON '97), LCSW. Experience and primary specialty in mental health with children and families; medical social work; community organization; and political activism.

Adolfo Fortier, MSW (PUERTO RICO '03). Experience and primary specialty in clinical social work and chemical dependency. Research interests include the conceptual and historical bases of clinical social work.

Mara Ellen Gottlieb, MSW (NYU '97), LMSW. Experience and primary specialty in the impact of shame on the development of self in adolescents, and domestic violence.

Benjamin Henwood, MSW (NYU '04), LMSW. Experience and primary specialty in serving the mentally ill, homeless population. Current research experience in an NIMH-funded, qualitative study on services for the mentally ill in New York City.

Mark McGrosky, MSW (WEST VIRGINIA '99), LCSW. Experience and primary specialty in anxiety and mood disorders. Research interests include psychodynamic theory, human development, attachment theory, emotion, affect regulation, and trauma.

Denis J. O'Keefe, MSW (NYU '01), LCSW. Experience and primary specialty in working with children and adolescents and their families. Research interests include the analytic study of social structures and treatment issues associated with relational trauma, self-mutilation, and eating disorders.

Ian Dexter Ong, MSW (MICHIGAN '01). Experience and specialized training in working with children and youth and early childhood assessment with children aged 5 and under. Research interests include examining the effect of trauma and violence in early childhood, parent-child interaction, and the role of emergency relief agencies working with persons displaced by disasters and war.

Maria S. Pagan, MSW (NYU '03), CSW. Experience and primary specialty in mental health and individual, group, and family therapy for children and their families; working with immigrant populations, juvenile justice systems, Head Start programs, and community mental health. Research interests include attachment theory and its implications, immigrant acculturation issues, and treatment modalities in providing services to diverse cultural populations.

Yeddi Park, MSW (MICHIGAN '99), LSW. Experience and primary specialty in mental health and clinical social work practice with children and youth in families in society. Research interests include intercountry/transracial adoption.

Lauren Rotko, MS (COLUMBIA '97), CSW. Experience and primary specialty in clinical social work with children and families infected and affected by HIV/AIDS. Research interests include resilience, trauma, and evidence-based practice.

NEW DOCTORAL RESEARCH UNDER WAY

Miu Ha Kwong: Toward A Better Understanding of Cultural Competency in Social Work Education

Madeline Pincus: Psychosocial Factors, Illness, Perception, and Pediatric Asthma Management Among Low-Income, Inner-City Families

Darcy Smith: The Relationship Between Emotional Childhood Maltreatment and Bullying

PHD STUDENT SELECTED FOR HARTFORD FELLOWS PROGRAM

The John A. Hartford Foundation has chosen NYU doctoral student **James Masten** for the Hartford Doctoral Fellows Program. This prestigious award provides financial support and preparation for academic career development and leadership training.

Leadership in Social Work Education — A New Focus on Field Learning

Dear Friends,

With an eye to the future, the **Fund for the Future of Social Work Education at NYU** was established during our 50th year to advance our Faculty/School Development Plan. Contributions to the fund provide direct support for seminal faculty research projects that build knowledge, improve services, and shape social work education. You may participate in these endeavors with a special contribution of \$500 or more and help to support innovative research and programs.

One of our highest priorities over the next year or so is to turn our attention to field practicum education. To better prepare our students and provide leadership for the profession, we will identify and address the major challenges facing the field curriculum in the 21st century. A gift from alumna Connie Silver will assist us in getting this transformative initiative under way. I invite you to join with us in this effort by contributing \$35 or more to the **Dean's Annual Fund**.

At whatever level you contribute, I assure you that your gift will be valued highly and used wisely.

With kindest regards,

Suzanne England

Professor and Dean

You may send your gift to the Office for University Development and Alumni Relations, 25 West Fourth Street, New York, NY 10012-1119. Attention: Leslie Timothy.

Please make checks payable to *NYU-School of Social Work*.

To make a gift to NYU School of Social Work online: <https://www.nyu.edu/alumni/giving/gift.shtml>.

We gratefully acknowledge those alumni and friends who have supported the School during the fiscal years of September 1, 2003-August 31, 2004 and September 1, 2004-August 31, 2005. Your generosity clearly demonstrates your support of our commitment to prepare the future generations of social work leaders.

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Resurgence of Caring Drives Undergraduate Social Work Demand

The School's undergraduate program has experienced a surge of interest in social work and activism from across the University. As a growing number of students see social work as good preparation for many different careers, they are voting with their feet. The School in turn has expanded the perspectives of the introductory social work course and added new courses in response to student interests in activism and helping others. As a result, the size of this year's entering class has doubled.

While the program retains its liberal arts foundation and focus on beginning-level social work, the courses outlined below revitalize the traditional dimensions at the heart of the program and capture the new student interest in helping and activism in the areas of social justice, human rights, poverty, and immigration.

The Activist Profession. This introductory course provides an overview of the activist function of the social work profession and looks at the history of social activism from the early years of the profession to the present day, examining the influence on social work from the individual (micro) level to its impact on the larger societal and global (macro) levels. Various issues that have been faced by—and continue to be of concern to—the social work profession are studied as well as issues related to specific populations, such as children and ethnic, cultural, and sexual minority groups. The course, intended to provide an active learning experience with visits to community agencies, will require student participation in a group project to be decided, designed, and implemented by the class, with students adopting an activist role in the New York City community.

Through the Lens of Immigration. This introductory course presents social work through the lens of the immigrant experience. New York City will serve as a rich environment for concrete exploration of both historical and present-day immigration and the social work response to immigrant communities. Focusing on European, Latino/a, and Chinese immigration, the course will use a variety of media and materials to study past and present issues. Students will have the opportunity to volunteer at one of four settlement houses, each of which has served immigrant populations for more than 100 years.

Social Justice. This course introduces students to different concepts and strategies used to promote social justice. The course unfolds from the perspective that social justice becomes operational through a complex set of private and public institutions and that social justice is achieved (or thwarted) through advocacy at many levels and in many sectors of a society. Designed to challenge and sharpen the student's perception of social justice, the course provides an opportunity for students to develop their own sense of social justice and stimulates enthusiasm for the task of building social justice through advocacy—whatever broad concept of social justice the student holds.

The response from new and continuing students has been extremely positive. So much so that the number of sections in the introductory social work course has increased from two to four. An elective on homelessness, with a focus on policy and practice, will debut in spring 2006. Also on the horizon are courses on human rights and other contemporary issues, further broadening the mix of social work course offerings at the School.

School Unveils Portrait of Lucretia J. Phillips

Family, friends, and members of the NYU Social Work community gathered at the School on October 18 for the unveiling of a portrait honoring Lucretia Jett Phillips, former associate dean for off-campus and student support services, who passed away in January 2003. The portrait, which will be permanently installed at the School, acknowledges Phillips's profound contribution to NYU during her 25-year career as an educator, administrator, mentor, and role model.

In June 1999, a scholarship was established in Dean Phillips's name. Since its inception, Phillips Fellowship Awards have been given annually to four outstanding social work students who are committed to social justice for all clients and who, after graduation, will use their knowledge and skills to work in the African American and Caribbean American communities.



Lucretia J. Phillips

Contributions to the NYU Social Work/Phillips Fellowship Fund can be sent to the NYU Office for University Development and Alumni Relations, in care of Leslie Timothy, 25 West Fourth Street, 5th Floor, New York, NY 10012-1119.

Professor Barbara Dane: Spirituality in Social Work Practice

After 15 years as a full-time faculty member at the School of Social Work, Professor Barbara Dane retired at the end of the academic year to continue her work in palliative and end-of-life care and spirituality in new venues. While at NYU, her primary focus was social work practice with dying and grieving persons and their families. A past recipient of a social work leadership grant from the Soros Foundation Project on Death in America, Dane was instrumental in developing the School's Post-Master's Certificate Program in Palliative and End-of-Life Care.

During the next phase in her work, Professor Dane will devote time and energy locally, providing counseling services to religious men and women in the Catholic Archdiocese of New York and internationally with the Soros Foundation. Her global plans include travel to countries with budding palliative care programs in hospitals and public health services. Through Soros and a pending Fulbright Fellowship, she will provide training assistance to these organizations in developing curricula and building social work units to meet palliative care needs.

Over the past several years Dane, with NYUSSW Professor Robert Moore, conducted a study of spirituality and social work practice, funded by the Achelis Foundation. While numerous studies have examined client use of spiritual and/or nontraditional practices to cope with illness and adversity, Dane and Moore explored social workers' use of spiritual



Barbara Dane, Professor

practices with clients struggling with disability, physical illness, and cancer—with special emphasis on palliative care and terminally ill clients. Their survey of clinicians in 2003 revealed that yoga, prayer, and meditation were the main spiritual practices used by social workers to help clients cope with experiences that emerged over the illness and dying trajectory.

The study found that the education of spiritually sensitive clinicians in palliative care is an unmet need, and it suggests further examination of spiritual approaches in social work practice as successful interventions. Dane and Moore conclude that addressing the religious and spiritual issues of both social workers and their clients should be integrated into graduate and post-graduate social work education to promote inclusiveness in working with the “whole” client, especially those in palliative care.

New NYU Master's Program Focuses on Global Public Health

The University has announced a new *Master's Program in Global Public Health*, developed through collaboration across the School of Social Work, the School of Medicine, the Wagner Graduate School of Public Service, the Steinhardt School of Education, and the College of Dentistry. Designed as an interdisciplinary initiative for professionals with advanced degrees, the program will prepare its graduates to play leadership roles in promoting global health through improved research, practice, and policymaking.

The global focus reflects the reality that public health is now by its very nature international—migration shifts millions of people across national boundaries every year, spreading disease entities widely, quickly, and unpredictably; and commerce moves everything from foodstuffs and industrial production to marketing campaigns around the world. The global aspect of the program also reflects the reality that much of the need for traditional and new public health interventions exists outside the United States.

Social work has long been an integral aspect of public health initiatives, and the two areas share values, issues, and interests. The curriculum for the new program will include significant behavioral health and social support dimensions. Social work professors Deborah Padgett and Marjorie Rock will teach in the new program, whose first students will enroll in 2006.

Evidence-Based Approaches at the Center of New Course

In cooperation with the NYS Office of Mental Health (OMH), the School is participating in a multischool initiative to teach MSW students evidence-based practice (EBP) with seriously mentally ill adults. Six students entering their second year were selected for this special opportunity to

- Train in the most current and highly regarded EBP treatment strategies for working with the seriously mentally ill— Assertive Community Treatment (ACT), Family Psycho-Education, Supported Employment, Integrated Dual-Diagnosis Treatment, and Wellness and Recovery;
- Learn to evaluate the effectiveness of EBP interventions;
- Attend special colloquia on EBP and have the opportunity to meet students from other schools of social work who are participating in this OMH initiative;

- Participate in a 3-credit Evidence-Based Practice Seminar where they will learn a variety of EBP interventions; and
- Receive a modest stipend from the NYS Office of Mental Health.

Upon successful completion of the training, students will receive a certificate from NYSOMH and employment assistance. Over the past three years NYSOMH has actively promoted the development of EBP courses in schools of social work. This action complements OMH's support for use of its approved protocols by the mental health agencies it licenses. Efforts are under way to create a special Medicaid reimbursement rate to further encourage adoption of OMH-approved practices for services to the seriously mentally ill.

Continuing Education: New Certificate in the Addictions Introduced; Certificate Study in Westchester

In fall 2005, the Division of Lifelong Learning and Professional Development introduced a new Post-Master's Certificate in Clinical Approaches to the Addictions for social workers and other mental health professionals. The curriculum integrates psychodynamically oriented clinical understanding with the latest evidence-based knowledge on screening, assessment, and treatment of individuals with addiction disorders; and it addresses the intersection of addiction and unique issues and treatment approaches with diverse populations. The certificate can be completed in two semesters of study and is approved for CASAC initial credentialing and/or renewal.

New to the School's Westchester site at Sarah Lawrence College is the Post-Master's Certificate in Advanced Clinical Practice for social workers and other mental health professionals. The certificate, which can be completed

in two semesters of study, incorporates consideration of current and emerging theoretical and practice issues using a multicultural perspective.

At the Washington Square campus, the division offers certificates in advanced clinical practice; clinical supervision; palliative and end-of-life care; school violence prevention and intervention; forensic mental health; and reporting and identification of child abuse and neglect, as well as preparation for the LCSW exam. The division continues to provide on-site training at social service agencies and hospitals in the metropolitan area.

To view the division's calendar of events, including breakfast roundtables and half-day workshops on a wide variety of topics, or for more information about certificate programs, log on to www.socialwork.nyu.edu and click on Continuing Education.

Reshaping *Clinical Social Work*

Professor Carol Tosone has been named editor-elect of the *Clinical Social Work Journal* (effective January 2007), succeeding Professor Emeritus Carolyn Saari of Loyola University as editor-in-chief. The *Clinical Social Work Journal* (CSWJ) was founded in 1973 as a forum for social work clinicians and educators to enhance their practice-based skills. The journal publishes historical, theoretical, research, and practice-related articles on individual and other modalities, each of which is geared toward the professional development of its readership.

Tosone, a frequent contributor to the journal and recipient of the 2002 New York University Distinguished Teaching Medal, plans to continue CSWJ's rich tradition while responding to the existing demand for innovative and evidence-based practice approaches. Toward that end, she welcomes submissions from NYU Social Work faculty and alumni that reflect their clinical research endeavors, theoretical innovations, and applications of contemporary practice paradigms. Tosone believes that, as the principal providers of mental health services, clinical social workers are in the ideal position to advance the conceptual frameworks and therapeutic approaches of the larger practice community.

Tosone plans to harness the intellectual talents of the School's faculty and alumni. She has asked Professors Jerome Wakefield, Eda Goldstein, and Judith Siegel to serve on the editorial board, along with Jane Bram, a distinguished alumna. Other NYU Social Work faculty, including Professors



Carol Tosone, Associate Professor

Theresa Aiello, Caroline Rosenthal Gelman, Jeffrey Seinfeld, and Ellen Tuchman, will lend their clinical and research expertise in a consulting capacity. Tosone also plans to reach out to the international social work community of scholars, as well as scholars in related fields, to ensure that CSWJ readers are kept abreast of progressive and developing trends in the mental health field.

CSWJ is available to members of the New York State Society for Clinical Social Work and other clinical social work societies throughout the country, either as part of their membership or at a greatly reduced cost. Individual subscriptions to this quarterly journal are also available nationally and internationally. Contact Springer Publishers to subscribe at 800-777-4643 or by e-mail at journals-ny@springer-sbm.com.

Ladies' Christian Union Funds Housing Scholarships for NYU Social Work Students

The Ladies' Christian Union (LCU) has given a generous grant to the School in support of housing scholarships for female students. For the academic year 2004-2005, ten \$5,000 scholarships were given to MSW and PhD students, making it possible for the recipients to begin or continue their studies at the School. The awardees—Joonhee Ahn, Osnat Azaria, Maral Belian, Sandra Boland, Melanie Czebiniak, Bridget Geraghty, Renee Prince, Rosa Robles, Melissa Sanders, and Jasmin Thomas—represent a diverse group with respect to age, race and ethnicity, and country or area of origin. All have in common excellent scholarship, real financial need, and a commitment to social work.

Our LCU scholarship recipients are from Uruguay, Ireland, South Korea, Israel, Brooklyn, California, and

small New Jersey and upstate New York towns. They bring enormous energy and compassion to the School, as reflected in both the volunteer and paid work experience they engaged in before enrolling in our programs—for example, working with troubled youth, intellectually challenged children, domestic violence victims, war refugees in Bosnia, children in Taiwan, terminal cancer patients, and elderly Korean immigrants.

The Ladies' Christian Union Foundation, which for many years directly provided and maintained housing for young women in New York City, now provides grants to universities in support of the housing needs of their female students. LCU scholarship support has been extended for the 2005-2006 academic year.

Countering Post-Katrina Commentaries on Poverty

The spotlight on emergency shelter has shed uncommon visibility on the African American underclass in New Orleans and elsewhere on the Gulf Coast, predictably spawning commentaries on poverty in America. Unfortunately, some of these commentaries illustrate how uninformed and misguided public thinking can be. Writing in the Op-Ed section of the *New York Times* on September 8, columnist David Brooks sees Hurricane Katrina as an opportunity to rebuild based on what “we know” about solutions to race-based poverty, urging that the first rule of rebuilding should be to “culturally integrate.”

Recalling the Gautreaux experiment in Chicago, Brooks suggests that the lesson from this experiment, writ large, provides a direction for us in addressing poverty in the future: integrating people “who lack middle-class skills into neighborhoods with people who possess these skills and who insist on certain standards of behavior” and “. . . luring middle-class families into the rebuilt city, making it so attractive to them that they will move in, even knowing that their blocks will include a certain number of poor people.”

Such commentaries are powerful because they receive public attention in the wake of disaster. If the Katrina disaster is to truly open up productive thinking and action, those of us in the scholarly community will need to provide both immediate response and longer-term informed commentary that draws on what we know about the complexities of poverty and racism in the United States.

Following are responses to Brooks’s commentary from two of the School’s faculty (*New York Times* Letters to the Editor, September 9, 2005).

To the Editor:

David Brooks’s solution (“Katrina’s Silver Lining,” 9/8/2005) to end urban poverty when New Orleans is rebuilt by “culturally integrating” low-income minority families into suburban middle-class neighborhoods falls somewhere between cynical and ethnically elitist.

Brooks ignores the complexity of poverty to conclude that the fault of economic misfortune lives not at the doorsteps of structural deficiencies in our society, but at the feet of the

poor. Poverty cannot be fixed by moving poor minorities into middle-class, largely white neighborhoods where they can learn nice, white, middle-class behavior. A limited and hard-to-qualify-for program like Gautreaux in Chicago might have helped some minority children do better in school; but wouldn’t it be better, and in the long run more cost-effective, to improve the inner city by investing in their public schools, creating opportunities and jobs paying livable wages, and working with the police to provide protection and security rather than suspicion and intimidation?

Now, *that* would be truly rebuilding.

Robert Leibson Hawkins
Assistant Professor

To the Editor:

David Brooks (“Katrina’s Silver Lining,” 9/8/2005) sees the catastrophic dislocation of the poor in New Orleans as “an amazing chance to do something about urban poverty.” He goes on to argue—on the basis of a long discredited theory—that poverty is a “culture” whose cycle can be broken by integrating the poor—especially their children—with the suburban middle class. He is correct in recognizing that social networks make a community strong but not when he states that the “key will be in luring middle class families into the rebuilt city”—they are already there. New Orleans, where I lived before coming to New York four years ago, is a checkerboard. Black and white, affluent and poor live side-by-side but do not share the same churches, schools, and service agencies. The social networks of the middle class are strong and well resourced while those of the poor are meager and stretched thin. By strengthening the bonds between these networks, we can preserve the richness of people’s cultural identity and restore community. Brooks’s sweeping notions about breaking up zones of concentrated poverty contradict his one useful insight—social networks are the key.

Suzanne England
Professor and Dean

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