

# NYU Social Work

NEWSLETTER

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## Recovery as the New Paradigm in Mental Health

A paradigm shift in mental health is occurring in which recovery is the guiding principle. Similar yet different from its meaning in substance abuse, mental health recovery reflects a consumer-driven vision of pursuing a fulfilling life—with or without formal treatment. There can be many pathways to this end, including “dual recoveries” from mental illness and substance abuse, but the overriding focus is on self-determination. This fundamental change, which is supported by rigorous research findings as well as first-person accounts of recovery from schizophrenia, moves mental health care away from the illness to the person, from reliance on medication to a broader emphasis on strength and resilience.



Deborah Padgett

*Recovery is the central feature* of the 2003 report from the President’s New Freedom Commission on Mental Health and the subject of a 2006 consensus statement from the Substance Abuse and Mental Health Services Administration. As embodied in the organization of services at a growing number of providers, and in new treatment guidelines from the New York State Office of Mental Health, the recovery approach involves informed choice by consumers seeking services, a focus on cultural values, free access to treatment records, and treatment based on trust and a partnership between consumer and provider. Recovery principles also involve reliance on knowledge-based practice. In this, the recovery approach is linked directly with evidence-based practice

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for the seriously mentally ill. The School is involved in recovery-based work in its research and in development of curriculum and training:

- Dr. Deborah Padgett’s New York Services Study on the dual-diagnosed homeless has recovery at its core. It is the most intensive study ever attempted to examine service delivery and choices from the perspective of the mentally ill homeless population.
- Dr. Ellen Tuchman directs development of the enhanced evidence-based practice field-learning initiative in which MSW students gain experience with evidenced-based practice interventions for the seriously mentally ill at several sites, under a special collaboration with the New York State Office of Mental Health.
- The lead orientation presentation for new MSW students in August 2006 was a panel on recovery organized by Dr. Gerald Landsberg.
- In November 2006, the School hosted a major conference on recovery for area clinicians, students, and faculty. The principal speaker at the conference was Priscilla Ridgeway, MSW, PhD, a pioneer in the field who is currently at the Yale University Program for Recovery and Community Health. Dr. Ridgeway’s 30 years of experience in the recovery area include advocacy, mental health program development, and nationally recognized research including the national *What Helps and What Hinders Recovery Study*.



**“The profession of social work is ideally positioned to lead the way in providing recovery-oriented services that embrace this broader vision of psychosocial support and empowerment as principles of care.”**

—Dr. Deborah Padgett

## Coping with Inherited Cancer Risk

What are the issues involved in working with patients who are at risk for hereditary disease, and at which points could interventions be most effective? To help find answers, assistant professor of social work Allison Werner-Lin, in collaboration with the Memorial Sloan-Kettering Cancer Center, is working with patients and families with hereditary cancer.

Part of her research involves listening to and reflecting on family narratives related to disease. “My interest in family stories was borne out of my clinical work in oncology,” said Werner-Lin.

**“For the children of cancer patients, a parent’s diagnosis is a formative event. The stories these children tell powerfully reflect the meaning of these experiences for themselves and their futures.”**

In a broad sense, Werner-Lin’s research indicates that genetic testing is an emotionally charged experience for individuals and families, and the meaning of testing results has significant implications for the entire family, past and future. Genetic counseling protocols, however, do not typically include psychosocial supports for women beyond testing. Strengthening those supports could

take the form of targeted interventions for women and families at key stages of the life cycle, says Werner-Lin. “There is a lot of space for interdisciplinary collaborations with a range of medical and mental health professionals,” she said.

Werner-Lin’s current research focuses on young women with BRCA mutations. Women testing positive for these genetic mutations have an 85 percent lifetime chance of developing breast cancer and a 50 percent lifetime chance of developing ovarian cancer. Research on family experiences with inherited disease—and identifying points in time when psychosocial interventions would be meaningful—can be applied not only to cancer but other diseases that spread through a family’s gene pool, according to Werner-Lin.

Another significant area for psychosocial genetic research concerns communication and decision making about fertility and family development. Looking ahead, Werner-Lin is beginning a collaborative project addressing the experience and ethical implications of preimplantation genetic diagnosis (PGD). The PGD process allows extracted eggs of an at-risk female to be fertilized and screened for evidence of a genetic mutation. Embryos without the genetic mutation are considered for transfer to the uterus. People undergo this process “to minimize the extraordinarily high risk of developing a painful disease that has plagued families for generations,” said Werner-Lin.

# Report from the Dean



**Suzanne England, PhD**  
*Professor and Dean*

It is always one of my greatest pleasures to note the addition of new colleagues to our community. This year, three new faculty members join us: Tazuko Shibusawa as associate professor, Helle Thorning as clinical professor and assistant dean for field learning, and Sandy Speier as clinical assistant professor. Together, they add a rich array of talent, experience, and leadership.

Dr. Shibusawa, a clinician-researcher, brings to us her varied experience in research on vulnerable older populations, in cross-cultural social work, and in innovative clinical education. Dr. Thorning brings a long career in research on the seriously mentally ill and years of experience in directing social work services for this population from a recovery perspective. Joining her in helping to shape our field learning program is Sandy Speier, with many years of research and clinical experience in working with families of the mentally ill and in psychosocial education for community and government leaders. We welcome them with a clear sense that they will help the School to remain in the forefront of social work education and research.



**Tazuko Shibusawa**

received her PhD from the University of California (Los Angeles). Dr. Shibusawa is a Hartford Geriatric Social Work Faculty Scholar and previously taught at the Columbia University School of Social Work. Her research focuses on aging among vulnerable populations, specifically, intimate partner violence among older couples, HIV risk among older drug users, and psychological well-being of Asian-American elders. Dr. Shibusawa's clinical experiences have been in the areas of geriatric, psychiatric, and school social work. She also had a private practice in Tokyo, Japan, and has served as a mental health consultant for the World Health Organization. Dr. Shibusawa received postgraduate training in the areas of family therapy and psychoanalytically oriented psychotherapy.



**Helle Thorning**

received her PhD from the NYU School of Social Work. Before coming to NYU, she was the director of social work at the New York State Psychiatric Institute (NYSPI) and an assistant professor at Columbia University College of Physicians and Surgeons. In addition to her administrative responsibilities, she is the cofounder and codirector of the Center for Family Education and Resilience, a research division of the NYSPI social work department focusing on the impact of severe mental illness on patients, parents, and siblings and the development of best practices for psychosocial interventions. After the events of September 11, her research interest expanded to establishing partnerships with diverse communities to develop psychoeducational interventions for immigrant communities dealing with community trauma in her work with project HOPE-NY (Healthy Outreach through Psychoeducation). Currently, she is developing curricula to enhance disaster preparedness for community and spiritual leaders and government staff active in decision making during crises.



**Sandy Speier**

earned her MSW from Adelphi University and has worked in a range of academic, field, and management positions throughout her impressive career. After more than 30 years as a social worker in the New York State Office of Mental Health, she "retired" from her position as associate director of social work and coordinator of student education at the New York State Psychiatric Institute to start a new chapter in her career at NYU as clinical associate professor in the Department of Field Learning and Community Partnerships. In 2002, Ms. Speier began teaching at the School of Social Work, first Clinical Practice with Groups, and then Issues in Contemporary Families. She describes her work with interns as one of the most meaningful parts of her professional life—having the opportunity to teach, train, and mentor future professionals.

## Hartford Scholar Daniel Gardner Exploring Ways to Improve End-of-Life Care

Early in this decade, the U.S. Census Bureau projected that the number of persons over age 65 in the United States is expected to grow from 35 million in 2000 to an estimated 71 million in 2030. By midcentury, one in five Americans will be aged 65 or older. This unprecedented demographic shift has created a critical need for geriatric health care professionals, including social workers who are trained to assess and enhance the health and well-being of older adults and their families.

For Daniel Gardner, Hartford Faculty Scholar in Geriatric Social Work (2006) and SSW assistant professor, these challenges have opened the door for new and innovative research. As a researcher with over 20 years of clinical, supervisory, and administrative experience, Gardner has focused primarily on social gerontology, health care practice, and policy in his work. One consistent theme has been his commitment to better understand and support the efforts of older adults and their families in managing health-related transitions and crises.

**“Although we all know the importance of families in times of illness, the family is often missed in medical contexts,” said Gardner.**

“Coping with chronic and advanced illness is largely viewed as an individual process, and the literature tends to focus on patients and caregivers separately. I wanted to look more deeply at the relational dynamics—how patients and caregivers influence one another, how the illness affects their relationship, and how the relationship affects their experience and management of the illness.”



Daniel Gardner

As part of his doctoral research, Gardner interviewed 35 older couples in which one partner had terminal cancer in order to study the processes of relationship, social support, and communication at the end of life. Cancer patients and their partners described individual and couple-level changes in their day-to-day functioning, communication, and shared attempts to find meaning in often trying and ambiguous circumstances. Gardner found that couples negotiated the emotional impacts of the illness primarily through nonverbal communication, saving overt conversations for medical decision-making and solving concrete concerns such as putting financial affairs in order. Based on his findings, he developed a model of adaptive tasks for older couples facing the chronic and terminal illness and made recommendations for social work practice and research with older families at the end of life.

As a Hartford Faculty Scholar, Gardner is launching a new phase of his research. In collaboration with an inpatient hospice program, Gardner will be developing and piloting a psychoeducational intervention for older adults with terminal cancer and their family caregivers. If successful, Gardner intends to seek additional funding to refine and test this intervention in a variety of settings that treat older adults at the end of life. The goal is to develop an evidence-based intervention that will help social workers and other health care professionals to improve quality of life, family communication, and advanced care planning among this population of patients and families.

Gardner teaches Social Work Practice and Social Policy and Aging at the School of Social Work.

### New Partnership for BA/MSW Program

The School has signed an agreement with Fairleigh Dickinson University (FDU) and St. Thomas Aquinas College (STAC) to create a new five-year BA/MSW program at our Rockland County campus. Selected undergraduate students from FDU and STAC will be enrolled in their junior year into a program that will accelerate their progress toward an MSW degree. The hand-picked students will complete a set of required courses at their respective institutions during their junior year and take a special field internship. In the senior year, students will take

courses in our MSW program on the STAC campus. These courses will count as the last 15 credits toward their BA degree and as 16 credits toward their MSW.

The new program responds to the presence of superior students in sociology and psychology at both STAC and FDU and the growing demand for accelerated programs that fully meet the standards of the School's MSW program. The program will enroll its first cohort in January 2008.

## Questioning the Principles on Which Diagnoses Are Made

### Following Up on “The Age of Depression”

NYU University Professor Jerome Wakefield has written extensively about how psychiatric diagnoses are made, pushing against the status quo by questioning the criteria used to identify and treat disorders.

As he continues to publish articles that examine entrenched principles and methods of diagnosis, most recently in the areas of depression, social phobia, relational disorders, conduct disorder, and posttraumatic stress disorder, Wakefield’s larger perspective becomes apparent.



Jerome Wakefield

### “Modern psychiatry doesn’t allow enough room for normal reactions to bad things that happen to people,” said Wakefield.

“As a result, there is a false sense that there is an enormous amount of psychiatric disorder, mainly depressive disorder, in our society.” Simply put, his research has led him to ask whether the field has “lost a clear conceptual distinction between disorders and nondisorders.”

In the case of depression, Wakefield argues, the current paradigm has led to “medicalizing” normal responses to sad or unfortunate events, such as the breakup of a relationship, job loss, or other setbacks. In 2005, with Rutgers sociologist Allan Horwitz, he published “The Age of Depression” (*The Public Interest*, winter 2005), in which he argued that diagnostic standards used by mental health professionals (including those in the latest edition of the American Psychiatric Association’s *Diagnostic and Statistical Manual of Mental Disorders*, or *DSM-IV*) rely too heavily on symptoms without taking into account the context in which the symptoms occur. In a follow-up article “The Epidemic in Mental Illness: Clinical Fact or Survey Artifact?” (in *Contexts: Understanding People in their Social Worlds*, winter 2006), Wakefield and Horwitz argue that rates of depression are not as high as generally presented in epidemiological estimates. They are currently completing a book on these topics, *The Loss of Sadness*, to be published in the spring by Oxford University Press.

Current criteria do allow the diagnostician to classify bereavement-related depressive symptoms (diminished interest in activities, depressed mood, fatigue, etc.) as normal if they last less than two months and include no particularly severe symptoms. In any situation other than bereavement, however, such symptoms are automatically considered a disorder if they last two weeks or longer, no matter how dire the circumstances that triggered the feelings. In research

recently accepted for publication in *Archives of General Psychiatry*, Wakefield used analyses of a national epidemiological data set to challenge

the current assumption that bereavement-related depression is unique in having normal forms. The results suggest that “there are similar, nondisordered” sadness responses to other losses in life. “There is no reason to conclude that bereavement is unique,” Wakefield says. “Mental disorders are real, but you need a place to stand to assess them. There are distinctions to be made that haven’t adequately been made,” he added.

In March 2005, Wakefield and colleagues published an article in *Canadian Journal of Psychiatry* applying a similar train of thought to social phobia. Titled “Are We Overpathologizing Social Anxiety?: Social Phobia from a Harmful Dysfunction Perspective,” the article asked “whether the profession has been pathologizing normal shyness.”

Another area of current research for Wakefield is an exploration of relational disorders within families and couples. Wakefield told *SSW Newsletter* that while conventional practice does not allow a relationship to be diagnosed as medically disordered—instead, one or more participants in the relationship would be diagnosed as having disorders—Wakefield feels that there can be disordered relationships, even in a situation where the individuals involved may not be disordered. The challenge is to show how there can be such disorders while not spuriously translating all bad relationships into disorders. Wakefield outlined his novel approach to relational disorders in a recently published commentary in *Journal of Family Psychology*. He will be publishing more on this subject over the next few months, he said.

At the School of Social Work, Wakefield teaches two doctoral seminars: *Philosophy of Science and Knowledge* and a clinical research seminar.

## Katrina's Effects on Children and Families

Professor Robert Leibson Hawkins Explores the Impact on Evacuees

When Katrina struck New Orleans and the levees broke, millions watched the live broadcasts of people seeking refuge on rooftops as they waited for the government — or anyone — to help them.

One viewer closely watching the events was assistant professor Robert Leibson Hawkins, whose research focuses primarily on families in poverty. “When I saw the people on the roofs of their homes, and on tops of buildings, I was appalled,” Hawkins said. “I felt that I could relate to them because I was raised in similar circumstances—they were people living in poverty, primarily African American, in the South. I felt a connection, and I became obsessed with the news coverage.” He knew he wanted to get involved with those affected by the disaster.

Katrina was a powerful hurricane, and the storm damage was widespread. But, Hawkins noted, the greater destruction was caused by the twin tragedies of the breaching of vulnerable levees and the subsequent government inaction across a range of missed opportunities.

Much of Hawkins’s research, supported in part by grants from the University of Kentucky Center for Poverty Research and the NYU Center for Catastrophe Preparedness and Response, has been conducted in low- and middle-income neighborhoods in New Orleans, as well as with evacuee families in Baton Rouge, Houston, Atlanta, and Washington, DC. Hawkins identified a number of issues for current and future research centering on social capital and the concept of “home,” ideas about what home means to children as well as adults, and the effects of displacement on children and families. Home, noted Hawkins, is not just about a house filled with furniture, but about the community fabric of supports, including neighbors, schools, nearby retail shops,



9th Ward car, New Orleans

and relatives. For many returning evacuees, that fabric needs reweaving, as neighbors’ homes remain padlocked, most schools and daycare centers are closed, local area merchants have not returned, and family members are dispersed across different cities.

From a policy standpoint, Hawkins was struck by the fact that there were no backup systems in place, no policies that took into consideration what could happen if those in charge failed to respond. “There are policies that exist, for example, when markets fail—certain safeguards are there. But when the government fails, the policy response is more government. It was probably the most striking example of government failure I’ve ever seen, and the result was that people had to take matters into their own hands,” he said.

Hawkins said that he would like the next phase of his research to focus more on talking with children that have been displaced by the disaster, looking at how well they integrated into their host cities or towns, and exploring their ideas about “home.”

Professor Hawkins is the recipient of a curriculum development award from NYU; he will use that award to develop a course that explores model policies and practices designed to eradicate poverty and present a Congressional briefing with his students in Washington, DC, to offer these models. In addition to developing his course, in 2007 Hawkins plans to present his findings on Katrina families and continue to seek funding for the next stage of his research.

### Tax-Breaking News for Alumni!

The new Pension Protection Act lets you make an annual charitable gift from your IRA — entirely tax free — while satisfying all or part of your required minimum distribution.

Take advantage of this new, limited-time tax break that can benefit both you and NYU.

You can use your IRA to make an annual gift to NYU, satisfy or prepay a current pledge, or establish a named scholarship or other permanent fund at NYU. This is a great opportunity to lower your tax burden and help secure the future of NYU.

Here are some points to consider:

- You must be 70 1/2 years of age or older.
- You can make charitable gifts of up to \$100,000 per year from your IRA in 2006 and 2007 only.
- You must instruct your IRA administrator to make the distribution directly to charity.

To learn more, call Alan Shapiro, Esq., NYU’s director of gift planning, at 212-998-6960, e-mail him at [alan.shapiro@nyu.edu](mailto:alan.shapiro@nyu.edu), or visit [www.nyu.edu/alumni](http://www.nyu.edu/alumni).

## The Post-9/11 High School, Observed

SSW Alumnus Jerry Sander ('86) Reflects on High Schools, in Fiction and in Everyday Experience

*Permission Slips* (The Way It Works Press, 2005) is SSW alumnus Jerry Sander's edgy novel about students and adults navigating their way through the social, cultural, and bureaucratic minefield that is high school. "I chose the title for a number of reasons, but chiefly because 'permission slip' is a metaphor for control—it's the illusion that adults have control, yet it starts slipping away when the students are adolescents," said Sander. The novel offers a mosaic of viewpoints from students, teachers, and administrators, but eventually it centers on the perceptions of a ninth-grade girl. The characters, he said, are composites of people and narratives observed over his years as a school guidance counselor and therapist.

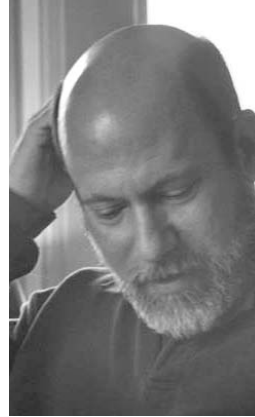
What inspired him to write his novel? "There's only so much you can take without having to express it back in some way," Sander said. "I was going along, listening carefully to many adolescent conversations," collecting impressions that later found their way into the book. Sander, who earned his MSW in 1986, has counseled adolescents and teenagers in a variety of settings, from urban to suburban to rural upstate New York. The majority of his social work career has been spent as a school counselor and therapist. He currently works at a high school in the mid-Hudson Valley region and also has a private practice.

### What's Changed, and What Hasn't

As an observer of adolescent and teen behavior over the years, Sander was asked by the *SSW Newsletter* what, if anything, is different about today's middle- and high-school students compared to those of a decade ago.

**"I think our culture has become harsher and meaner, and it's reflected in the way students act—there's just more meanness in general, as well as more anxiety and low-grade depression," Sander said.**

"I also think that we in the guidance-mental health field tremendously underestimated the impact of 9/11. The students' sense of safety was destroyed. In the years since, my personal observation is that the students are a bit more jittery, tense, and unkind."



Jerry Sander

Although he has worked within diverse student populations and school settings, Sander found that certain aspects of high school remain the same: pressure to be accepted by peers and the gravitation of students into familiar social subgroups (athletes, kids in the school band, etc.). As a school counselor, Sander also recognized that some professional challenges were common to all the schools where he worked, including conflict mediation and helping students resist boredom and substance abuse. For this and many other reasons, Sander made sure there was "a hopeful trajectory" in his book.

Looking at his own professional trajectory—from counseling at the Leake and Watts Services center in Yonkers (a foster home for children) to his current position at a high school in Minisink Valley, NY, where he has worked for more than 10 years—Sander was asked to reflect on the training he received as an MSW student at NYU. "I felt that I was extremely well-equipped, clinically. My internships weren't easy—to get through them, I had to be well prepared," he said. What would he have done differently? "I would have learned Spanish," he said. "You really should know Spanish if you are going to work in the city."

*Sander, the father of four children, is working on his second novel, as yet untitled, "to take on the world of adults." A review of Sander's first novel was published by the e-zine *Chronogram* and can be read at [www.chronogram.com/issue/2006/01/arts/books/reviews.php](http://www.chronogram.com/issue/2006/01/arts/books/reviews.php).*

## Sheltering Homeless Children in Tanzania

On the coast of Lake Victoria, Tanzania, a small compound under construction is gradually taking shape. If SSW undergraduate Chris Gates's work is fully realized, the buildings and 20 acres surrounding it will become the Janada L. Batchelor Foundation for Children, a refuge for homeless Tanzanian girls. Gates ('09), who plans to earn an MSW and a doctorate in theology, was inspired to create the shelter through his work at the Tanzania Children's Rescue Center (TCRC), a home for 80 boys who had been living on the streets. The TCRC includes a large dormitory, a school, a dining hall, a workshop, and other facilities and provides a safe haven for the children.

With some financial backing from his grandmother (Janada L. Batchelor) along with additional church-raised funds, Gates was able to purchase land, establish the Batchelor Foundation's position as a nongovernmental organization (NGO), and begin building a home similar to the TCRC for abandoned or runaway girls. Initially, it will house between 5 and 10 girls and will have a staff of 10 to 12 people, Gates said.

While the Batchelor Foundation home is under construction, Gates continues to spend his winter and summer school breaks in Tanzania helping the TCRC, located about 30 miles from the newly purchased land.

### Undergraduate Trip to TCRC

This summer, through the auspices of the Undergraduate Student Government Organization, Gates issued an open invitation to his fellow NYU SSW undergraduates to join him in Tanzania for a few weeks, to spend time with the boys at the TCRC, and get a taste of living in a very different physical and cultural environment. A group of six undergrads signed on.

During the trip, the group was able to attend weddings, funerals, and other events that brought the students closer to the culture. A few of the students continue to correspond with some of the children they met on the trip.

*SSW Newsletter* interviewed Chris Gates and fellow students Molly Heyman ('09) and Kelly Taylor ('07) about their experiences.

The three students were asked about their impressions and what they felt were the more striking aspects of their trip. "We came back changed by what we had seen—how we took certain things for granted," said Taylor, specifically citing the cost of food and how



TOP:  
Tanzanian children at the Rescue Center.

BOTTOM:  
New girl's shelter under construction at Lake Victoria.

expensive American foods were in terms of the local economy. She noted that four or five U.S. dollars, converted to local shillings, would be enough to feed several people for a week in Tanzania.

All three students felt that the heart of their experience was "connecting" with the boys at the TCRC, and they came away with the understanding that simple acts such as communicating, playing games, and spending time together meant a lot to the children.

The three expressed an interest in international social work, and Gates said that he eventually plans to live in Tanzania. Although the students value the foundation in social work they are gaining at NYU, Gates said, "no class can possibly prepare you" for the experience of sudden, full immersion into another culture, especially one so different from your own.

"I went with a Western mindset, thinking, 'What am I giving back to the children?'" said Heyman. "But I realized that just making the connection with the boys, just appreciating the days I spent with them, was the most meaningful thing."

## Providing Care in a Land of Crisis: Swaziland Mission

Sr. Barbara Staley, MSC (MSW '95), works hard to provide a holistic program of care for the 127 children at St. Phillip's Mission, a hostel for orphans in Swaziland.

The small African nation currently has the highest known rate of HIV infection among its adult population, at roughly 40 percent, and tuberculosis is also widespread. Sr. Barbara is witness to the heavy toll this crisis is taking on the region's clan and family structures, leaving thousands orphaned. Sr. Barbara, a nun who is a member of the Missionaries of the Sacred Heart of Jesus (also known as the Cabrini Sisters), together with a staff of 16, provides health care, nutrition, and counseling for the hostel's children. The Mission also pays the fees allowing them to attend school.

While the traditional family within the Swazi kingdom is polygamous, and children normally have several parent figures, the spread of HIV has strained the extended family support system. Staley said that she has "broken new ground" by working with heads of households within local chiefdoms, gaining social acceptance for the Mission as "co-parent," caring for children with the permission of each orphan's extended family. In order for a male child to keep his legal rights as a member of a tribal group, he needs to return to his homeland and extended family several times a year; the Mission arranges those visits as well.

In a recent interview with the *SSW Newsletter*, Sr. Barbara said that she puts her clinical training to use every day since she arrived at the Mission in 2004. She credits her education at NYU with helping her understand cross-cultural sensitivities and commit to high standards in a challenging environment. "From a program point



Sr. Barbara Staley, MSC, and staff worker.

of view, we could pass any child program audit in the U.S.," she said of St. Phillip's. Sharing the land with the hostel is a hospital that treats about 600 HIV-positive patients, including providing medicine, counseling, AIDS education, and meals. The Mission has recently acquired five hectares (about 10 acres) of land for the purpose of growing crops, to supplement the nutritional needs of the orphans and the hospital patients.

The quality of care at St. Phillip's generates operating costs higher than other charity-run facilities in the region, said Sr. Barbara, noting that St. Phillip's spends an average of \$1,200 annually for every child, compared to \$100 per year/child at other missions. She also stressed that the need is increasing—although affordable generic medicines became available to Swazi patients in 2004, the rate of infection is still rising. There remains a powerful social stigma attached to acknowledging infection, she said. Under these circumstances, "you're going to have more orphans."

The Mission is entirely supported by individual donors. To learn more about the Cabrini Sisters' work in Swaziland, go to [www.cabrinifoundation.org](http://www.cabrinifoundation.org).

## Reynolds Scholarship Awarded to Rebecca Kottler-Wein

Rebecca Kottler-Wein (BS, Class of '07) has been awarded the Catherine B. Reynolds Foundation Undergraduate Scholarship in Social Entrepreneurship. The scholarship includes up to \$20,000 per year over two years of study for full-time students at NYU.

Kottler-Wein was born in New York City and raised in Pittsburgh, PA. Throughout high school, she volunteered at the Women's Shelter and Center of Greater Pittsburgh, where she organized activities for the children living there. During her work at the shelter, she created an awareness project about the impact of domestic violence on children, using the children's artwork as the focal point.

While an undergraduate at NYU, she served as an Everett Intern at the Community Resource Exchange (a nonprofit consulting firm) and more recently has been working at the 30th Street Men's Shelter, part of the Bellevue Community Support System. She serves as a counselor for homeless, mentally ill men who are substance abusers. "I find I am drawn by their stories. Social work provides the space to let their stories 'breathe,'" she said.

**"A lot of the men there feel that they have been silenced and ignored—the work we're doing acknowledges their humanity."**

Over time, it's great for me to see them overcoming the odds, watching this process happen."

In addition to the monetary support, Reynolds Undergraduate Scholars take part in a full range of curricular and cocurricular activities and opportunities including:

- Social Entrepreneurship Speaker Series with influential leaders.
- A special required course on social entrepreneurship and public service through the Robert F. Wagner Graduate School of Public Service.
- Access to School and University course offerings related to public service and social entrepreneurship.
- Summer internship between junior and senior years related to a specific area of interest in social entrepreneurship.
- Exposure to research, networking, and capital development opportunities that will help the student ultimately realize their vision of change.

# PhD Program News

## James I. Martin Named Director of PhD Program



The School of Social Work is pleased to announce that Dr. James I. Martin has been appointed director of the PhD program. Dr. Martin, an associate professor of social work in his 10th year at NYU, became director of the PhD program on June 1. Dr. Martin received his PhD in social work from the University of Illinois (Chicago) and his MSW from the University of Michigan. He is the former director of social work at Hartgrove Hospital, in Chicago, where he also maintained a private clinical practice. Prior to joining NYU, Dr. Martin was an assistant professor of social work at the University of Texas (Arlington). Dr. Martin's research focuses on HIV prevention, especially among gay and bisexual men, stress and coping, and self-esteem. He is coeditor of the book *Research Methods with Lesbian, Gay, Bisexual, and Transgender Populations* and the upcoming *Handbook of Research with Lesbian, Gay, Bisexual, and Transgender Populations* (both from Haworth Press) and the author of recent articles "Transcendence Among Gay Men: Implications for HIV Prevention" (*Sexualities*) and "Avoidance Coping and HIV Risk Behavior Among Gay Men" (*Health and Social Work*). Dr. Martin has held several leadership positions within social work as a member of the CSWE National Nominating Committee and the NASW Delegate Assembly and as chair of the CSWE Commission on Sexual Orientation and Gender Expression and the Caucus of LGBT Faculty and Students in Social Work.

**Tandayi Jones** has been promoted to administrative aide II, supporting the PhD program. Ms. Jones has been working at the School of Social Work for the past year. Prior to her promotion, she had worked in the MSW program for both the human behavior and the policy departments. Ms. Jones has a degree in economics from NYU's College of Arts and Science and is interested in business and international education. She is originally from Georgetown, Guyana.

## The Entering Class of 2006

**Carmen P. Chang-Arratia, MSW (UNIVERSITY OF CENTRAL FLORIDA '03), CSW.** Ms. Chang-Arratia is a certified grief and thanatology counselor and has six years of experience in social work. Her range of work experience includes nonprofit outpatient mental health settings, inpatient psychiatric counseling, chemical dependency-detoxification, and inpatient eating disorder hospital units. She has also worked in domestic violence shelters and in juvenile justice system care for female adolescent dual-diagnosis clients. Her current interests include addressing culturally competent chemical dependency treatment and intervention for women, amphetamine addiction, prevention of HIV/AIDS, and evidence-based practice.

**Yilo Cheng, MSW (NEW YORK UNIVERSITY '01), LCSW.** Mr. Cheng has worked with various community-based agencies in the New York-New Jersey region. Most recently, at the Asian American Federation, he has been managing multiple projects targeting the mental health needs of Asian Americans in New York City, including the Red Cross September 11 Mental Health Project, which serves 9/11 Asian victims, their families, and affected Chinatown seniors. His professional and research interests include geriatric mental health issues in the Asian American population, such as elder abuse, dementia and caregiver support, and overall service capacity building for this group.

**Brooke Donatone, MSW (STONY BROOK UNIVERSITY '06).** Ms. Donatone has worked primarily in college mental health, at the counseling center at the School of Visual Arts and currently at NYU Counseling and Behavioral Health Services. Additionally, she runs grant-funded groups for LGBT youth of color. She specializes in clinical hypnosis and works with the pain management team at the NYU Student Health Center. Her first case report, "Hypnotic Imagery Rehearsal in the Treatment of Nightmares," was published in the October issue of the *American Journal of Clinical Hypnosis*.

**Kiu (Kathy) Ho, MSW (UNIVERSITY OF SOUTHERN CALIFORNIA '01), LCSW.** Ms. Ho comes to NYU from California with six years of experience working in outpatient nonprofit community-based mental health settings, school-based mental health, and inpatient locked psychiatry. Her areas of professional interests include culturally competent and effective treatment for Asian populations and the manner in which mental health care intersects with the legal system.

**Sara Kahn, MSW, MPH (COLUMBIA UNIVERSITY '84), LCSW.**

Ms. Kahn's experience has focused primarily on refugee mental health, both internationally—in Bosnia, Kosovo, Cyprus, and Liberia—and with resettled survivors of war trauma and torture in New York and New Jersey. In 1994, Ms. Kahn worked in Bosnia helping to establish a local NGO for internally displaced families. She returned to Bosnia in 1997 (with Physicians for Human Rights), where she worked with forensic teams to offer emotional support during the exhumation and identification of bodies from mass graves and also helped develop a community trauma intervention model to assist families during the exhumation process. She went on to do similar work in Kosovo, Cyprus, and Greece. Since 1999, Ms. Kahn has directed a mental health program for refugees and survivors of war trauma and torture from around the world, providing counseling, staff supervision, training, and programmatic support. For the last two years, she has provided occupational stress counseling to the staffs of humanitarian organizations as well as training on recognizing and managing secondary trauma.

**Justine McGovern, MSW (NEW YORK UNIVERSITY '03).** Ms.

McGovern has 15 years of social work experience, including direct care practice in foster care, gerontology, community mental health, employee assistance programs (EAPs), and private practice, as well as program development in intergenerational services and strategic planning. Her current research interest is in aging and shifting definitions of, and access to, meaning, as well as the ramifications of emergent global health on the social work profession.

**Kathi Morse, MSW (ADELPHI UNIVERSITY '96), LCSW.** Ms. Morse is certified in thanatology, grief counseling, traumatic stress studies, and school/community-based incident stress management. Her primary clinical and research interests include complicated grief and trauma as they relate to children, adolescents, and their families. She developed and ran a bereavement and trauma program for a nonprofit mental health agency and was awarded two program grants funding innovative treatment and outreach services for the program. In addition, she has worked extensively with 9/11 families, suicide survivors, and parents who have lost a child.

**Zoe Ragouzeos, MSW (NEW YORK UNIVERSITY '99), LCSW.** Ms. Ragouzeos has seven years of experience in social work. She is currently director of crisis response and undergraduate planning at the Office of the Provost and the Student Health Center at NYU. Zoe's primary interest is in college student mental health. She launched NYU's Wellness Exchange 24/7 health and mental

health hotline in 2004 and currently oversees it, along with the Crisis Response Program and the walk-in counseling services. She also develops and implements policies related to University crisis planning and works directly with the Division of Student Affairs and academic units on a variety of health, mental health, and academic initiatives.

**Stephanie Sarabia, MSW (NEW YORK UNIVERSITY, '97), LCSW, LCADC.** Ms. Sarabia has 12 years of experience in social work; her primary specialty is in the field of addictions. She has also worked intensively in community mental health outreach programs and in counseling adolescents.

## PhD Students Receiving External Awards

**Jennifer Mills:** American Cancer Society Doctoral Training Grant in Oncology Social Work

**Yilo Cheng:** Council on Social Work Education Minority Fellowship in Clinical Training

**Catherine Baker-Pitts, David Flomenhaft, and Robert Talbot:** Fahs-Beck Fund Doctoral Dissertation Grant

**Camille Huggins:** John A. Hartford Foundation Pre-Dissertation Award in Geriatric Social Work

**James Masten:** John A. Hartford Foundation Doctoral Fellowship

## Postdoctoral Publishing

**Reji Mathew** (PhD, Dec '05) has authored *Evolving Traditions in America: South Asians and Arranged Marriages*, a forthcoming book scheduled for publication in winter 2007 by Cambria Press (Youngstown, NY). Based on her doctoral research, the book is a study of bicultural South Asian women's experience participating in arranged marriages, a transplanted cultural-specific South Asian tradition, while living in a dual-culture context. This book looks at the role of traditions in the U.S. and the subsequent psychological struggle that goes within families to preserve them. Dr. Mathew is currently a clinical instructor at SSW and is also a senior clinician at Counseling and Behavioral Health Services at the New York University Student Health Center.

## Recent Faculty Honors and Grant Awards

**Jeane Anastas**, professor of social work, has been selected as a Senior Scholar by the Council on Social Work Education (CSWE). Under the auspices of CSWE, she will be analyzing data on doctoral education in social work. Together with professors **Susan Gerbino** and **Dina Rosenfeld**, Dr. Anastas received a grant from the United Jewish Appeal to evaluate UJA hospice programs. Dr. Anastas also received the Arnold Grossman Award for Outstanding Faculty/Staff Service to the LGBT community at NYU.

**Daniel Gardner**, assistant professor, has been named a Hartford Faculty Scholar under the Hartford Faculty Scholars Program in Geriatric Social Work. This highly competitive award provides funding for research over two years and additional resources for career development. Gardner's research interests focus on health and aging, end-of-life care, and the role of familial and social relationships in managing chronic and terminal illness. Dr. Gardner will also take an active role in developing a new geriatric health care research center under a major grant to the University from RAND and the Hartford Foundation. The schools of Nursing, Social Work, and Medicine will collaborate on projects focused on improving the health of older adults through innovative, interdisciplinary research.

**Robert Leibson Hawkins**, assistant professor, has been awarded a grant from the University of Kentucky Center for Poverty Research to help support his current research on Katrina victims, specifically, the idea of cultural integration, social capital, and family structure among low-income residents and former residents of New Orleans. The center's research mission is a multidisciplinary approach to the causes, consequences, and correlates of poverty and inequality in the southern United States.

**Gary Holden**, professor of social work, was recently selected as a Senior Scholar by the Council on Social Work Education (CSWE). His work at CSWE while he is on sabbatical will focus on social work educational outcomes assessment.

**Eva Lu**, associate professor, received a grant from the Taiwan Fund for Children and Families to train social workers from Taiwan at the School and in New York City agencies in May 2006. This child welfare training program is in its fifth year.

**James I. Martin**, associate professor and director of the school's PhD program, is the recipient of a grant from the NYU Humanities Council, in collaboration with colleagues in the College of Arts and Science, the Graduate School of Arts and Science, the School of Law, the Department of Anthropology, and the Steinhardt School of Education. The grant will facilitate the presentation of a series of workshops on sexuality and disability, beginning in fall 2006.

**Jennifer Mills, CSW**, a doctoral candidate at the School, has been awarded one of the very competitive American Cancer Society doctoral training awards in oncology and social work. Mills, who is director of patient education at the Lymphoma Foundation, will be studying in depth how long-term cancer survivors actually manage their survival, maintaining their relationships and daily life even under the threat of death.

**Shulamith Lala Straussner**, professor of social work, has received two awards: a Fulbright Senior Scholar Award at the University of Warsaw, and a Lady Davis Fellowship at Hebrew University in Jerusalem, where she will be a visiting professor, for spring semester of 2007. This fall, Straussner will be in Warsaw, where she will be lecturing and developing curricula focusing on mass trauma as well as substance abuse.

**Carol Tosone**, associate professor, in collaboration with colleagues from the Tisch School of the Arts and the NYU Postdoctoral Program in Psychotherapy and Psychoanalysis, received a grant from the NYU Humanities Council to produce a series of workshops during the 2006-2007 academic year. The series, *Transformative Agency, Therapeutic Metaphor: Interdisciplinary Perspectives on the Impact of Cinema and Television*, examines the convergence of media and cinematic art with social work, psychoanalysis, and the humanities. The award will be used for the development of interdisciplinary workshops featuring NYU and other faculty and will foster a learning community by involving students from all levels of education, from undergraduate to postdoctoral.

Professors **Daniel Gardner** and **Caroline Gelman** received an award from the Health Resources Services Administration, via the Visiting Nurse Service of New York City, to participate in a new nursing/social work field learning collaboration assisting elders receiving services at home.

Professor **Gerald Landsberg** has received a fourth year of funding from the Partnership for After School Education (via the Tiger Foundation) for the School of Social Work's innovative field learning initiative in after-school programs.

Professor **Caroline Gelman** received a grant from the NYU School of Medicine for research on outreach and services to Hispanic caretakers of family members with Alzheimer's disease.

Professor **Alma Carten** has received a new grant from the New York City Social Work Consortium for the interschool field-learning program with immigrant families.

Professor **Ellen Tuchman** received a second year of funding from the New York State Office of Mental Health for her evidence-based practice field-learning initiative.

Professor **Deborah Padgett** received the third year of funding for her NIMH-funded New York Services Study. Directed by Dr. Padgett, the study explores the service system for homeless adults from their perspective and in their own words.

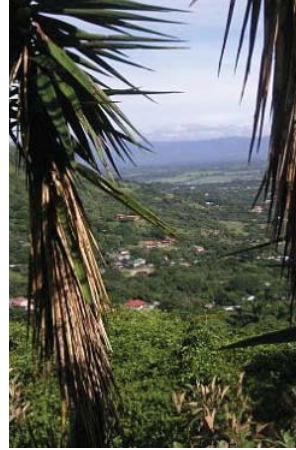
## New Program in Costa Rica Provides Memorable Learning, Life Experiences

Twenty MSW students were selected to attend the SSW's 2006 program in Costa Rica, a new initiative led by adjunct professor of social work Madeleine Dale. The two-week course was designed to immerse students in the language, culture, and natural wonders of the Central American nation while teaching the impacts of globalization. In light of its successful launch, the program may be expanded in 2007.

Dale, who earned her MSW at the University of Chicago and her MPH at University of California at Berkeley, was director of international projects at the Institute on Children and Families at Risk, Florida International University. Speaking about the ideas that helped shape the Costa Rica program, Dale said that she had "a long-standing desire to teach a course on international social policy and to take students to Costa Rica," where, she said, students would be trained at an excellent Spanish language-immersion school. The school, Centro Lingüístico Conversa, is owned and operated by former Peace Corps volunteers, Dale said, and provides intensive classes where the student-teacher ratio is capped at four-to-one. The students experienced "total language and cultural immersion," said Dale, and they lived with Spanish-speaking families during their stay.

Students took language classes in the morning and Dale's course, Global Perspectives in International Social Policy, in the afternoon. The course featured several guest lecturers, including a speaker from the U.S. Agency for International Development (USAID) and an art professor from the national university in Costa Rica. Part of the course explores issues of poverty and disability, and students underwent simulation exercises of being blind and disabled during their visit to the Museum of Shapes, Spaces and Sounds. They also visited a home for abused and neglected girls run by Catholic nuns and a public child care center for children from poor communities. To prepare for the course, students were asked to read *Child of the Dark: The Diary of Carolina Maria de Jesus*, a firsthand account of poverty, hunger, and survival in Sao Paulo, Brazil.

The students were also given opportunities to experience the beauty of Costa Rica; they visited the Manuel Antonio National



View from the Centro Lingüístico Conversa school.

Park, toured a coffee plantation, enjoyed a private tour of the national art museum, and even did some shopping. Dale said that although the students seemed anxious at first, she was pleased by "how quickly they were able to communicate in Spanish."

The students were deeply impressed by the experience, judging from their journal entries. An excerpt from a journal written by Shana Kuhn-Siegel expresses her feelings as the trip came to a close:

"How do you say goodbye to a place, to a person, to a family, a group, to a program? I have found today that there are many ways. You can walk up the mountain one last time . . . You can tell every teacher you spent time with and every member of the Conversa staff that you are grateful for what you learned. You can sit still and listen to the mountains. You can express gratitude to the professor that made all of this possible . . . You can hug each and every member of the group. You can say goodbye to your Mamá Tica and exchange information, leaving the possibility open that you might one day return. And then maybe as you stand in line to pay the departure tax, you can let yourself feel what it means to say goodbye and your eyes might begin to swell and your tear ducts let loose some liquid . . . and then you know that something has changed. You have changed. At least, this is the experience I had today and now, as I sit on the plane that will take me back to JFK, I still feel the departure in my body, my mind, and my heart. Time has passed, the trip comes to an end, but the experience remains a part of you forever."

## LCU Foundation Awards \$50,000 in Housing Scholarships to SSW Students

Ten SSW students were awarded housing scholarships of \$5,000 each through a generous grant from the LCU Foundation, based in New York City. This award helps pay housing costs for female students who have demonstrated academic excellence, financial need, and a strong commitment to a career in social work. The students had to be recommended for the awards by SSW faculty members or a field agency adviser.

The 10 grantees also reflect the cultural diversity of the School of Social Work, coming from areas that include Rwanda, Spain,

the Philippines (via California), Texas, and the Bronx as well as small towns in New York and New Jersey. Their respective areas of professional interest also cover a broad spectrum, including work in mental health counseling, drug rehabilitation, health education, immigrant families, and working with very young children.

The recipients of the award for academic year 2005-2006 were Jeanette Alexander, Alison Baptiste, De'Edra Cox, Yvette Cuenco, Melanie Czebiniak, Patricia Fernandez, Robin Gadja, Angela Mora, Catherine Nolan, and Stella Umutoni. The LCU Foundation, which provides grants to universities to support the housing needs of their female students, will extend its support for NYU SSW students into the 2006-2007 academic year.

**NYU Social Work at the Fifth International Conference on Social Work in Health and Mental Health** Hong Kong, December 2006

**Challenges and Supports of Family Health Care Proxies for Older Adults with Advanced Cancer**

**Dr. Daniel Gardner**

Findings from a cross-sectional survey of 304 family members, including how they were chosen as proxies, their primary concerns and challenges, and the strategies, resources, and health care team members they found most helpful in effecting advance directives.

**Research Theories and Practices: From “Gap” to Synergy**

**Dr. Jeane Anastas, Dr. Theresa Aiello**

Describing an innovative graduate course in which a clinician and a researcher collaborated in teaching about historical and contemporary examples of connections among practice, theory, and research.

**Formal and Informal Support Needs of Young Women with Genetic Breast and Ovarian Cancer Mutations**

**Dr. Allison Werner-Linn**

Young women with elevated hereditary risk of breast and ovarian cancer are embedded in family systems with complex and highly charged legacies around illness. Data from a larger study are used to explore the unique support needs of young women as they work to integrate genetic information into a master life plan.

**Danger Zones: Risk Perceptions of Young Women with Genetic Breast and Ovarian Cancer Mutations**

**Dr. Allison Werner-Linn**

The impact of early caretaking experiences on the understanding of risk, the presence of “danger zones,” and concerns about sexuality, partner selection, and having and raising children.

**Shared Trauma and the Social Work Clinician: Factors Influencing the Quality of Professional Practice in a Stressful World**

**Dr. Carol Tosone**

This presentation examines potential predictors of, and protective factors for, PTSD, secondary/vicarious traumatization, and other clinician-related outcomes in post-September 11 practice.

**Accelerated Field Learning During Crises: Benefits of Group Supervision at University Counseling Centers**

**Dr. Diane Mirabito**

Evaluates the dangers and opportunities confronting social work students in field placement during a crisis, and the benefits of group supervision for them.

**Methadone and Menopause: Prevalence and Impact of Physical and Psychological Symptoms in Midlife Women in Methadone Maintenance Treatment**

**Dr. Ellen Tuchman**

The current cohort of methadone-maintained women in the U.S. is rapidly aging. Study findings document the relatively heavy burden of menopause symptoms and the multiplicity of symptom-producing entities in aging methadone-maintained women. Such factors may complicate the psychological adjustment and threaten treatment adherence among women.

**What Our Most Recent Graduates Are Saying**

The School is interested in following up with our recent graduates and learning how they put their training to work. This issue’s ‘06 alumna is **Roxana Sobie Tetenbaum**.

**Where are you currently working? What population(s) are you working with?**

**Roxana:** I am currently a mental health social worker at Henry Street Settlement Supportive Services for Seniors. I work with the Hispanic elderly.

**How would you characterize your experiences at your job?**

**Roxana:** It’s intensely rewarding. I am helping many senior citizens who need assistance, and many would suffer if Henry Street Supportive Services didn’t exist to help. It is difficult for people to imagine the hardships that the elderly encounter with the ever-increasing complexity of modern life, from deciphering new Medicaid rules, to housing issues, as well as isolation.

**What do you see as the more rewarding aspects of your current position, and what do you see as the more challenging aspects?**

**Roxana:** The most rewarding aspects are the appreciative words I receive every day from my clients when I get to offer advice and counsel about their pressing problems. It is extremely gratifying to observe that my recommendations and actions result in real benefits, whether it is relocating an elderly person to new housing to avoid a fearful situation or reaching medical support personnel to get explanations for medical treatment. The most challenging elements are dealing with the typical resistance many elderly people have to seeking help from non-family members. However, once we succeed in providing assistance— even small things— the closed door opens, and we can do wonderful, helpful things for our clients and improve their lives.

**Do you feel your studies at NYU helped prepare you for your current work?**

**Roxana:** Yes, the classroom and the internship programs provided the key foundation for my current work. I use the interviewing skills I learned to work with each client to elicit their critical needs. My internship at a facility providing services to the elderly enabled me to get a running start at Henry Street Settlement.

## Continuing Education

### Lifelong Learning and Professional Development: New Opportunities

The School of Social Work serves as a major postgraduate training center through which hundreds of area social workers and allied professionals deepen their knowledge and skills. Through the School's Division of Lifelong Learning and Professional Development, a broad range of courses are available that are designed to advance clinical expertise, professional leadership, and organizational effectiveness. In the academic year 2005-2006, more than 1,100 social workers and other mental health professionals attended one or more of these training opportunities.

The Division, now in its third year, works in collaboration with community-based agencies, hospitals, professional organizations, schools, and related organizations. The programs that are offered reflect the expressed needs of social work professionals who seek to maximize their learning as well as their contributions to the agencies and organizations in which they work.

Through the Division, the School of Social Work's professional development offerings include:

**Post-Master's Certificate Programs in Advanced Clinical Practice**, directed by Eda Goldstein; **Clinical Approaches to the Addictions**, directed by Lala Straussner; **Clinical Practice with Adolescents**, directed by Diane Mirabito; **Clinical Supervision, Individual and Group**, directed by Alice Wolson; and **Palliative and End-of-Life Care**, directed by Susan Gerbino. These programs

feature the latest in research and practice related to the course area. The instructors bring a wealth of experience and educate the participants about the psychodynamic principles and practices that are critical to the highest levels of clinical care.

**Executive Leadership in the Not-for-Profit Sector**, taught by Phil Coltoff, who served as chief executive officer of Children's Aid Society for 25 years. This program is designed for managers who want to enhance their leadership skills in all aspects of agency governance and leadership from the staff to program and fiscal affairs.

**Certificate Programs in Adult Forensic Mental Health and Child and Adolescent Mental Health**. The faculty for these programs include psychiatrists, lawyers, judges, court personnel, and agency staff. All offer expertise in the assessment and disposition of cases of individuals who suffer from mental illness and are in the criminal system.

**Workshops and breakfast lectures, full-day conferences, and special events**, including book readings and presentations by visiting scholars. The faculty for these events include members of the NYU SSW staff as well as related professionals who have expertise in the topic area. They include researchers, clinicians, and agency managers.

**Agency-based training** is available and customized to meet the agency's needs.

In the future, the Division hopes to expand its offerings to the Internet, as well as to introduce selected topics and programs at the branch campuses and alternate locations in the United States. Study-travel opportunities abroad are being explored.

## Advice to Nonprofit Managers: *The Challenge of Change* by Professor Phil Coltoff

Phil Coltoff, former CEO of the Children's Aid Society and current visiting professor at SSW, covers new ground with the publication of his first book, *The Challenge of Change* (subtitled *Leadership Strategies for Not-for-Profit Executives and Boards*). Coltoff, who stepped down as CEO of Children's Aid Society on January 1, 2006, after 25 years of service, has written a candid, straightforward guide for executives, managers, trustees, and board members of nonprofit organizations, getting to the heart of core ethical and leadership issues. "I know what managers face," said Coltoff. "I definitely believe that managers want, and need, a plainly worded, clear perspective of what it's like." Coltoff intentionally kept his book short (125 pages), yet it explores a wide range of nonprofit management issues, including ethics, working with a board, effective leadership, staff morale, and the process of choosing a successor at retirement (in a chapter called "Retiring, Not Expiring").

His leadership at the Children's Aid Society is often cited as a model for nonprofit social agencies around the world. Under his guidance, the Children's Aid Society built and expanded a full-service model of public community schools, where local residents and children have access to health professionals and other services.

Coltoff joined the School of Social Work earlier this year as NYU's first Katherine W. and Howard Aibel Visiting Professor and Executive-in-Residence. In fall 2006, he taught Executive Leadership in the Not-for-Profit Sector, a six-part seminar series.

Coltoff described successful leadership as knowing how to work with various constituencies (donors, trustees, staff, the media, etc.), even in times when he felt the organization had to take a stand on controversial issues. In an interview with *SSW Newsletter*, Coltoff described taking "thoughtful risks," and gaining the backing of key supporters, in cases where he knew that—at least initially—the organization would have to forego government funding. In 1969, his field workers in West Harlem schools were seeing pregnant girls in their midteens, with little access to prenatal services or sex education. "We were in the position of helping children, not moralizing," said Coltoff, who launched the Society's initiative to include comprehensive sex education and related health services to the teens. "This type of experience helped us be better prepared when the AIDS crisis hit—we were one of the first agencies to treat pediatric AIDS patients," he said. Coltoff plans to continue to write and speak about the issues of social advocacy.

*The Challenge of Change* was published through the joint support of the JPMorganChase Foundation and the NYU School of Social Work, in cooperation with the Children's Aid Society.

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