

SP2 REVIEW

*Annual Publication
of the University of Pennsylvania
School of Social Policy & Practice*

2008

CENTENNIAL EDITION

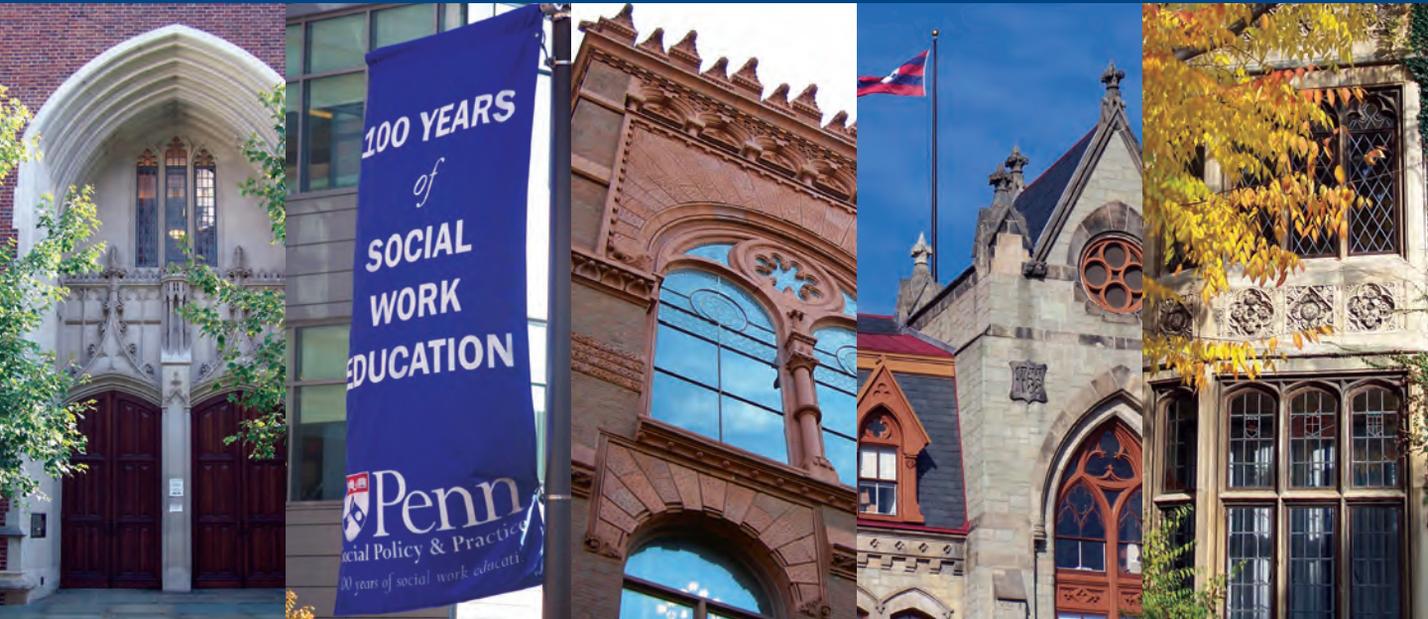
ACADEMIC PROGRAMS

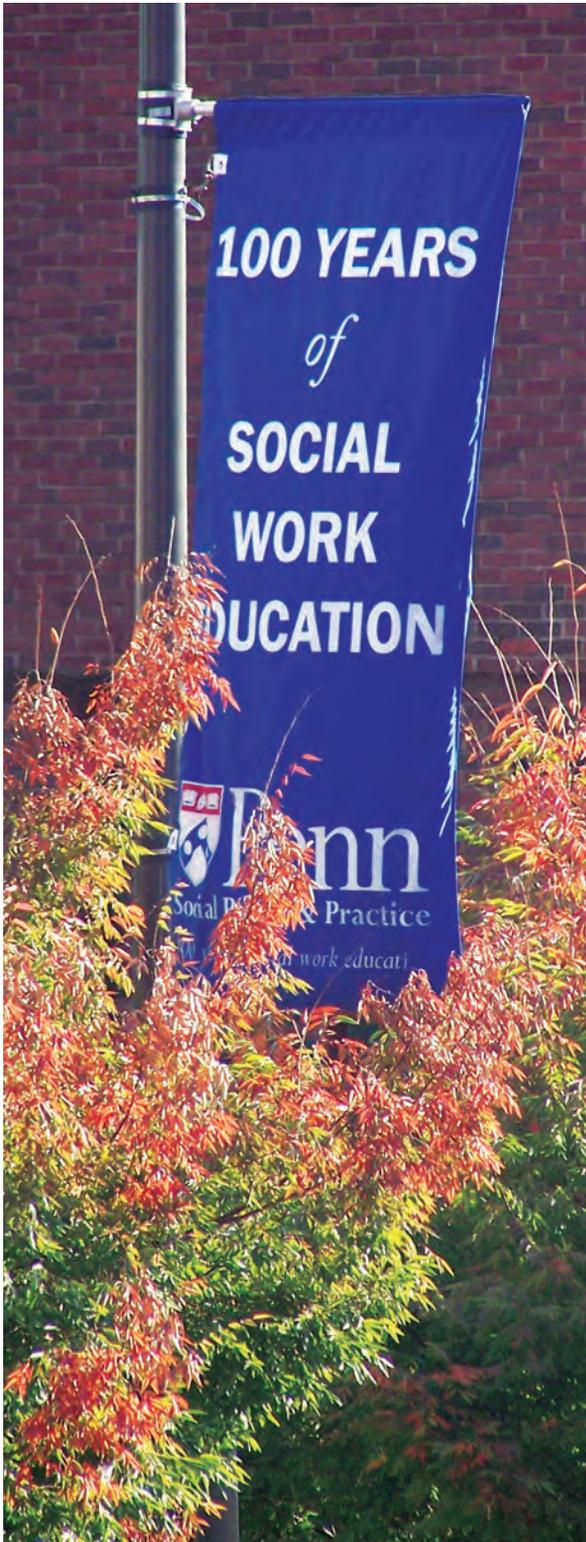
RESEARCH

SPECIAL PROJECTS

FACULTY

ALUMNI





CENTENNIAL CELEBRATION

On November 2, 1908, the Children’s Bureau of Philadelphia inaugurated a training program for social work professionals in Philadelphia. One hundred years later that training program has evolved into the University of Pennsylvania’s School of Social Policy & Practice. Today the School offers five degree programs to more than 400 students.

The School of Social Policy & Practice is celebrating its Centennial from September, 2008 through June, 2010 (the formal school became the “Philadelphia Training School for Social Work” in 1910 with 15 faculty members).

On September 25, 2008, the Centennial celebration opened with a convocation addressing contemporary issues in social justice and featuring a keynote address by Ralph Nader on “Social Justice in the Post-Bush Era.” The two-year Centennial celebration includes special symposia, lectures, alumni events, and the publication of two special books.

We invite you to join us as we celebrate this momentous occasion. Please consult our Centennial website at www.sp2.upenn.edu/centennial for more information about the special events taking place during the upcoming year.

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VISION

Entering its second century of leadership in social work theory and practice, the School of Social Policy & Practice (SP2) seeks to further its contributions as one of the nation's leading centers of knowledge development, knowledge transfer, and knowledge application in the human services. This vision is integral to, and reflected in, all aspects of the School's educational and research programs as well as in its work on the University of Pennsylvania campus, in the Philadelphia community, and in its social change efforts nationally and internationally.

MISSION

The School of Social Policy & Practice contributes to the advancement of more effective, efficient, and humane services through education, research, and civic engagement. In pursuit of this mission, our theory-based masters and doctoral programs in social work, social welfare, nonprofit leadership, and social policy encourage students to think and work across disciplinary lines and cultures as well as across national and international boundaries. The pursuit of social justice is at the heart of the School's knowledge-building activities. Our innovative educational and research programs reinforce our vision of students' active engagement in their own learning as well as that of social agencies and larger social collectivities organized at the local, national, and international levels.

Richard J. Gelles, Ph.D.
Dean

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MESSAGE FROM THE DEAN

As the School of Social Policy & Practice moves into its second century of social work education, we find ourselves in challenging times. Two wars, an uncertain and unsteady global economy, and the personal consequences of hard economic times confront us at all levels and across all borders.

The School of Social Policy & Practice is up to the challenge. With our five degree programs and our research and policy centers, we have the capabilities of “surrounding” problems by being thought leaders as well as “feet on the ground” change agents.

This year, three new faculty members joined the school. Two new faculty, Zvi Gellis and Andrea Doyle, bring valuable clinical experience and expertise to our MSW program. Ezekiel Dixon-Román focuses on the causes of educational disparities. Our new faculty join a group who are among the most prolific publishers in the field of social welfare and social work. Our faculty not only publish, they are thought leaders who are often called upon by public and private agencies to help design solutions to pressing social problems, like prisoner release, child welfare systems, gun crimes, and mental illness.

Our research and policy centers have matured into “go to” institutions for those seeking information, research, evaluations, and policy recommendations. Our Center for High Impact Philanthropy (CHIP) has published two new reports: (1) An innovative examination of high net-worth philanthropists and how they make giving decisions; and (2) A report that guides philanthropists who wish to help improve the quality and impact of K-12 education. Our Field Center for Children’s Policy, Practice and Research now conducts evaluations for the Philadelphia Department of Human Services. The Field Center also aided Montgomery County, Pennsylvania in developing a new Children’s Advocacy Center. The venerable Cartographic Modeling Laboratory has been re-organized into a university-wide resource center.

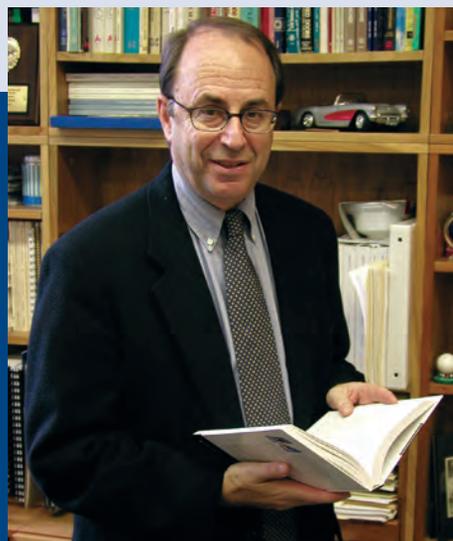
The one physical change that will occur this year is that we are re-orienting the entrance to the Caster Building to Locust Walk. Now, for the first time, the physical focus of the school will be toward the main thoroughfare of the University of Pennsylvania.

All of the above accomplishments and plans notwithstanding, the means by which the School of Social Policy & Practice meets social challenges is through the education of and accomplishments of our students and graduates. In this year’s SP2 Review and on our website you can meet some of our current students and our graduates. I think you will agree with me that our social change agents are up to the challenges we all face.

Richard J. Gelles, Ph.D.

Dean

Joanne and Raymond Welsh Chair of Child Welfare and Family Violence



WELCOME

from the Director



The SP2 Review is three years old! Three years pale in comparison to 100 that SP2 has existed. Yet, in this time, under the watchful eye of Editor Emily Brueckner, we have refined and polished our efforts to produce a stronger publication each year.

It is not easy to capture an entire year of the School's accomplishments, nor accurately depict its exceptional undertakings in just a few printed pages. Additionally, students, staff, faculty and friends all contribute to SP2's ongoing success. The SP2 Review highlights each of the parts that help make the School a whole, weaving each piece into a beautiful patchwork quilt.

As we revere SP2's 100 years of social work education at Penn we also celebrate the birth and evolution of the SP2 Review! We hope that it is becoming a useful, highly anticipated tool for our entire SP2 community. Without you, there would be no SP2 Review.

Thank you.

Nadina Deigh
Director

from the Editor

With five degree programs, seven research centers, four special initiatives, 25 faculty, and more than 400 students, SP2 is a dynamic enclave on the University of Pennsylvania campus. This issue of the SP2 Review covers the 2008 fiscal year (July 1, 2007–June 30, 2008) and offers alumni and friends a detailed look at the school's accomplishments and activities of the past year.

On the pages that follow, you will meet SP2's three new faculty members (page 38), read about the ground-breaking work being done at our research centers (page 22), and discover the host of alumni benefits available to Penn's graduates (page 54). But first, turn to the academics section (page 4) for an in-depth look at each of the school's degree programs.

Additionally, we have added more personal highlights to this year's publication and hope that you enjoy the stories of the students, faculty, and alumni that are included throughout these pages. And don't miss the honor roll, which offers a special tribute to all of our generous donors and begins on page 61.

Regardless of when you graduated, where you live today, or how often you return to campus, we hope that you will use this publication as your roadmap to the wonderful things that are happening at the School of Social Policy & Practice. And, until next year's issue of the SP2 Review arrives in your mailbox, stay connected to the school through Penn Matters, the school's monthly online magazine (www.sp2.upenn.edu/pennmatters).

Sincerely,

Emily Brueckner, MSW'05
Editor



MASTER OF SOCIAL WORK PROGRAM (MSW)

Director: Joretha Bourjolly, Ph.D.

In accordance with the standards set by the Council for Social Work Education (CSWE), social work programs must be accredited/re-affirmed every eight years. SP2 has spent the last two years preparing for its 2008 re-accreditation, and this past July the school submitted a self-study report on the MSW program to CSWE. The report, prepared by faculty and staff, will be followed up with a site visit by members of the CSWE re-accreditation team sometime between November and February this year.

The MSW program continues to be one of the country's top social work education programs, and several factors and enhancements speak to the continued growth of the program. First, Ezekiel Dixon-Román, Andrea Doyle, and Zvi Gellis, experts in social inequity, clinical practice, and mental health/gerontology, respectively, joined the standing faculty over the summer and will teach primarily in the MSW program (read their bios on page 38). Second, the Advanced Standing cohort that began in July is comprised of 29 students—almost double the size of last year's group. Third, an evening section of SWRK 604/614 (Foundations in Social Work Practice) was added to the course listings in order to better accommodate the schedules of part-time students. Finally, MSW students enjoyed the introduction of two special-topics courses last year: *Issues in Death, Dying, and Terminal Illness*; and *Immigration: Implications for Policy and Practice*. The *Spirituality and Social Work Practice* course was reintroduced last spring and *Anxiety and Depression* is once again being offered this fall.

Students graduate from the program prepared to assume a variety of positions in different areas of practice, across the country and around the globe. Members of the most recent graduating class, the Class of 2008, received an average starting salary of more than \$41,000 and accepted employment in the fields of case management, administration, fundraising, policy, program development, and clinical settings.

CLASS OF 1954 LECTURE IN MEMORY OF DR. ANITA FAATZ

Dr. Charles Rapp, Professor at the University of Kansas, School of Social Welfare and Director of the Office of Mental Health Research and Training delivered the Class of 1954 lecture on March 20, 2008. The title of his talk was "Fighting Oppression, One Client at a Time: The Strengths Model."

MISSION STATEMENT OF THE MSW PROGRAM

The MSW program promotes the profession of social work by educating students to become leaders for social change. We prepare them to be highly competent professionals who are skilled at providing effective service, integrating interdisciplinary knowledge, theory, and social work values with practice to address social needs. The MSW program generates knowledge for application in the field and inspires students to academic and practice excellence. The philosophy of the program embraces diversity and promotes social change in order to achieve a more just society.

The goals of the MSW program are to:

- Prepare students for professional practice.
- Advance knowledge relevant to social work practice and social welfare.
- Critically examine the historical and contemporary manifestations of institutional oppression and promote distributive and social justice.



NOEL RAMIREZ, MSW CANDIDATE 2009

"I came to find out that each person in my class had a story to share. Each of us had an exciting life journey that moved us toward the direction of social work."

Concentration: Clinical

Field Placements: The Attic Youth Center (first year) and NHS Child and Adolescent Outpatient Treatment Center (second year)

SP2 and Penn Activities: Queer Social Workers Alliance; Graduate Associate, DuBois College House; Queer People of Color; Freaks of the Beat (breakdancing group); and PENNCAP (Pre-freshmen program)

Community Involvement: National Schweitzer Fellow for the Greater Philadelphia Area; Board Member, The Foyer of Philadelphia (a new non-profit initiative working with LGBTQ youth aging out of foster care); QPA (Queer Programming for Asians); Journalist, Out in Jersey

Noel Ramirez is a second-year student in the MSW program. His involvements and accomplishments are many, but of particular note is his selection for the 2008–2009 Greater Philadelphia Schweitzer Fellows Program earlier this year. The program provides "community service fellowships for graduate students in health-related professional fields who are dedicated to addressing unmet health needs in their local areas." In speaking of his preparedness for the program, Noel says, "I am the only fellow without a medical background and yet feel the most prepared and informed due to what I have been learning at SP2." The Greater Philadelphia program is one of ten such programs in the nation and helps Fellows to: improve their skills in working with communities (including basic knowledge about approaches to community work, community outreach, community building, networking, publicity, fundraising, and advocacy); gain exposure to the impact of health disparities and health policies on local communities; learn about other health-related professions; develop their overall capabilities for leadership in service; and align with a voluntary network of over 1,000 Fellows for Life who seek to include service in their personal and professional lives. His project through the Schweitzer program is to continue his work at The Attic Youth Center with a group focused on job-readiness and educational re-engagement for LGBTQ youth. After graduation, Noel plans to do extensive clinical work in child welfare, particularly working with urban youth who self-identify as LGBTQ.



MASTER OF SCIENCE IN SOCIAL POLICY

Director: Carol Spigner, DSW

Associate Director: Caroline Wong, MSW

Knowing that the MSSP program requires a six- to eight-week social policy internship, includes two thematic electives related to the student's area of policy emphasis, requires enrollment in the Capstone Seminar I & II and completing a seminar project means that you have a general understanding of the program. But to really understand how the program prepares its graduates to be real-world policy makers, you need only look at what the students are doing in their internships. Completed at prestigious agencies and organizations in the US and abroad, the internships are individually tailored to each student's policy interest. Internships for members of the Class of 2008 ranged from The Prison Society of Pennsylvania in Philadelphia to the United Nations Development Fund for Women in Macedonia. Four of the past year's internships are detailed on the opposite page.

This fall, the MSSP program welcomed its third class. The newest cohort will benefit from changes that were made to the curriculum to assure a strong foundation in research methods, and to strengthen the Capstone Seminar and its linkages to the internships. And although the program is still young, it is already well-integrated into the academic world on campus. In recognition of the cross-disciplinary nature of social policy, negotiations are underway for formal approval of joint degrees in Social Policy/Law (J.D. from the School of Law), Social Policy/Government Administration (MGA from Fels Institute of Government), and Social Policy/Public Health (MPH from the School of Medicine).

MISSION STATEMENT OF THE MSSP PROGRAM

The MS in Social Policy is intended to prepare students for leadership positions in:

- Analyzing and shaping social policy at the local, national and international levels;
- Promoting fuller integration of social policy between and across various sectors of social life; and
- Promoting more humane and equitable responses to the needs of historically vulnerable population groups—including children and youth, the aged, the poor, persons with serious emotional and physical limitations, members of minority groups and other populations of special interest to social welfare.



MSSP INTERNSHIPS

In conjunction with the Capstone Research Seminar, students complete a six- to eight-week internship at an organization linked to the student's area of specialized study in social policy. Members of the class of 2008 completed internships at local, national, and international organizations including:

Philadelphia

- Pew Charities
- Research for Action
- Prison Society of Pennsylvania

Washington, DC

- The Urban Institute
- Center for the Study of Social Policy

Macedonia

- United Nations Development Fund for Women (UNIFEM)

Through her internship at The Prison Society of Pennsylvania, **Ashley Chapman** focused on the issue of over-incarceration and the criminal justice system, with a particular focus on incarcerated parents and their children. One of her projects was working with a coalition of organizations to develop a protocol for law enforcement handling of children at the point of parental arrest.

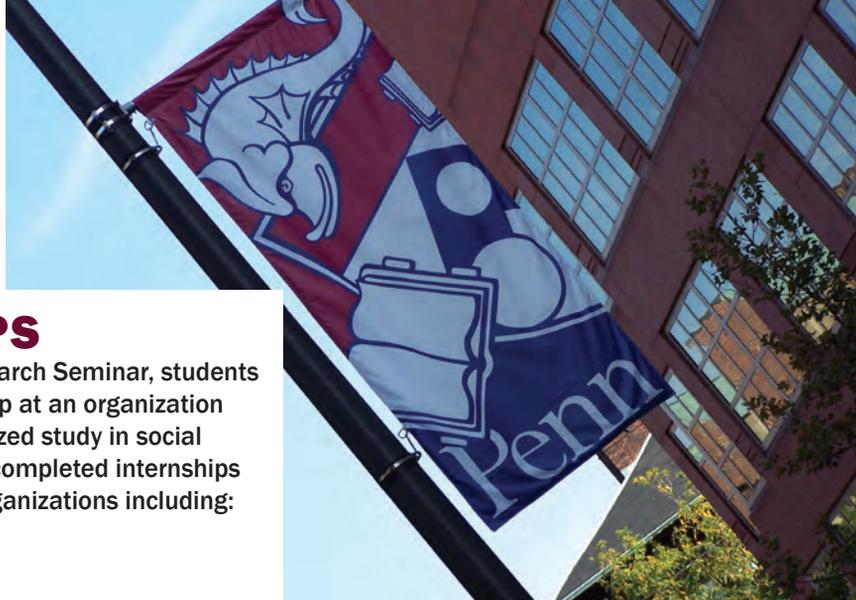
Brianna Almaguer Sandoval interned at the American Friends Service and focused on the complex issues of immigration. At AFS she had the opportunity to examine the current political climate and how ideologies impact policies which have an immediate impact on individuals. Her research has already contributed to four papers.

In Washington, D.C., **Rachel Blanchard** interned at the Urban Institute's Metropolitan Housing and Communities Policy Center, where she participated in researching the effectiveness and sustainability of the federal HOPE VI public housing program. She also helped to research neighborhood influences on youth transitioning to adulthood in high poverty areas, and worked on a two-year demonstration project to implement an innovative intense case management strategy designed to more effectively address the needs of hard-to-house families and increase housing stability.

Emily Wengrovius used an international internship with the United Nations Women's Empowerment Fund to concentrate on women's empowerment and issues of domestic violence. Working in Macedonia, she assessed the gaps in the legal framework pertaining to women's rights in the workplace, mapped governance failures in social service responses to victims of domestic violence, and surveyed the access of women to decision making positions in central and local government administrations (relative to equal opportunity and anti-discrimination policies).



Emily Wengrovius in Bratislava, Republic of Slovakia



MASTER OF SCIENCE IN NONPROFIT/ NON-GOVERNMENTAL ORGANIZATION LEADERSHIP

Director: Kenwyn Smith, Ph.D.

Associate Director: Eric Ashton, J.D., MPH, MS

When Erin McQuade, NPL'08, took a chance and applied for a ten week summer internship in New Orleans, Louisiana through Penn's Center for Urban Redevelopment Excellence, she never expected it to turn into a permanent job.

As fate would have it, her boss at the Neighborhood Housing Services of Greater New Orleans was promoted and a position became available. The unique skill sets she developed in the Nonprofit/Non-Governmental Organization Leadership Program (NPL Program) made her a very attractive candidate for the position and she was hired as the Resource Development Director.

Erin's experience is fairly typical for students in the NPL Program. Through a comprehensive course schedule that includes both core classes and electives, students in the NPL program are exposed to the critical elements that support individual growth toward transformational leadership. One addition to the program is a new elective, NPLD 795: Nonprofit Leadership Workshop, which features a series of workshops each lasting for two full days in the spring semester. The workshops, taught by faculty from around the university, provide an opportunity for hands-on, practical skill-development, relevant to individuals with managerial aspirations/responsibilities in the nonprofit or NGO sector. In the spring of 2008, workshop options ranged from a primer on nonprofit law to social entrepreneurship. (Professionals can register for individual workshops of NPLD 795 through the School's Continuing Education Program).

The students' classroom learning is bolstered by experiential learning through an 18 week Leadership Practicum. The practicum allows NPL students to observe leadership in action at a local nonprofit organization or area foundation. In these placements, students are mentored in a structured environment by experienced senior staff. Additionally, the assigned student works with their organization and mentor on projects developed for the NPL Program. The Leadership Practicum offers our students the chance to use their skill sets in order to be fully prepared for actual leadership positions upon graduation. The NPL program is constantly developing new partnerships

with diverse organizations in the Greater Philadelphia area. Placements have occurred at organizations such as Philadelphia Youth Build Charter School, the Wachovia Regional Foundation, Back on My Feet, and the William Way LGBT Community Center.

In recognition of the increasing overlap between the business and nonprofit/NGO sectors, the NPL program has launched a new leadership opportunity in partnership with the Wharton Graduate School of Business. The Social Enterprise Fellows is a new fellowship designed to capture Wharton MBA students in their 2nd and 3rd semester, expose them to students in the NPL program, work collectively on cross sector

collaboration, and have them engage each other in constructive learning. The goal is to get students from both programs working together in order to address some of the leadership challenges they will face in their professional careers. Success in meeting these challenges will demand cross sector collaboration and a keen sense of what motivates each sector.

In the 2008-2009 academic year, the NPL Program welcomed a new group of 15 students who are a vibrant and diverse class of future leaders from Cameroon, China, Taiwan and the United States.

The MS in Nonprofit/NGO Leadership is a one year, full time graduate degree program designed for professionals preparing to assume leadership positions in nonprofit or non-governmental (NGO) organizations dedicated to the enhancement of communities.

DAN HUBBELL, NPL'08

"SP2 didn't just give me the techniques to succeed, but also helped me think about global and regional issues in such a way that I could envision new possibilities. It is a compelling way of thinking and acting."

Leadership Practicum:

Wachovia Regional Foundation

Current Position:

Real Estate Consultant, The Hubbell Group, New York

When Dan Hubbell first attended an open house for the Nonprofit/Non-Governmental Organization Leadership program, he was interested in furthering his education and was looking for "a bit of a career change." At that time, he was director of the Gettysburg Masters Commission, a regional faith-based non-profit similar to AmeriCorps that he had founded, and was serving as Senior Associate Pastor at a large church in Gettysburg, PA. He was attracted not just to the structure of the NPL program, "but to the leadership philosophy at SP2."

Dan recalls that while he was a student in the NPL program, he was "completely immersed in civil society leadership." Outside of class, he had three internships and practicums over the course of the year. In addition, much of his coursework required him to work with nonprofits and NGOs, often providing strategic planning, evaluation and governance consulting services. At his Leadership Practicum with the Wachovia Regional Foundation, he reviewed community development grant proposals. Outside of his internships, he worked with the United Nations, and worked extensively with a small disabilities organization facilitating strategic planning and evaluation processes.



After graduating in May 2008, Dan accepted a position in the private sector, working as a real estate consultant with the Hubbell Group in New York. In this position, he works with land trusts, community development organizations, and city planning departments in the Mid-Hudson Valley. He is the first to point out that working in the private sector wasn't necessarily what he expected to be doing after graduation, but he has found that his training from the NPL program prepared him for this position. He notes that his NPL courses devoted a lot of attention to private/public partnerships and how both sectors can strengthen the other. At work, his projects deal with natural land and historic preservation, neighborhood revitalization, and economic development, and the expertise of his firm allows these non-profit/NGO organizations to continue to focus on their mission.



Members of the NPL Class of 2008 volunteer at MANNA during orientation week in September 2007

DOCTORATE IN CLINICAL SOCIAL WORK

Director: Lina Hartocollis, Ph.D.

The Clinical Doctorate in Social Work program is now in its second year. Sixteen new students, who come from Pennsylvania, New Jersey, New York, and Washington, D.C., entered the program in September 2008. All have at least two years of work experience (the minimum required for admission to the program), and most have significantly more. In fact, the program is geared toward working professionals, allowing them to complete their coursework and dissertation in only three years and without career interruption.

As enrollment grows (there are now a total of 31 students in the program), so too does the number of faculty teaching in the program. While many members of the SP2 standing faculty teach DSW courses, the program also benefits from visiting professors who teach various modules to second-year students. The structure of the program is arranged so that second year students attend classes in one three-day module per month: two hours on Thursday evening, a full day on Friday, and a half day on Saturday. This year, Dr. Kevin Corcoran, Dr. Carol Tosone, Dr. Howard Stevenson, Dr. Sandra Bloom, and Dr. Larry Shulman, experts in Evaluation of Practice and Clinical Assessment, Relational Social Work, Interventions with Inner City Youth, Organizational Trauma, and Teaching Social Work Practice, respectively, are some of the individuals who are leading modules.

Because dissertations are completed within three years, students begin thinking about their dissertation almost as soon as they start classes. By the second year, they have a topic and have begun preliminary work on their dissertation. Many students are using their dissertation to further their knowledge in the area of practice in which they currently work, but others have chosen topics based less on its relation to their job and more on their interest in the topic. Proposed dissertations range from reparations in long-term marriages to oncology staff stress reduction to graduate social work schools' strategies for teaching cultural competence.

MISSION STATEMENT

The University of Pennsylvania School of Social Policy & Practice is committed to the enhancement of clinical social work practice through the development of a program of advanced study. The goal of this program is to meet four areas of perceived need within the domain of social work:

1. Enhance and develop new clinical social work knowledge;
2. Enhance the quality of social work practitioners in order to meet arising challenges and new social problems in an environment that demands the ability to apply the newest and most comprehensive clinical knowledge;
3. Provide a new cadre of doctoral-level practice professors who will be able to teach high-level practice courses and who will engage in clinical research; and
4. Enhance the status of social work as a profession as well as that of social work practitioners by establishing a professional practice doctorate in social work.



STUDENT COUNCIL EXECUTIVE BOARD AND STUDENT GROUPS

The School of Social Policy & Practice provides a rich environment—both inside and outside the classroom—that offers students the chance to collaborate with their peers, explore extracurricular interests, and be a part of the SP2 community. At the heart of many of those experiences is the work that is done by the Student Council and the student groups.

2008–2009 STUDENT COUNCIL EXECUTIVE BOARD

Saida Agostini
President

Rebecca Weinstein
Vice President

Annie Funke
Secretary

Adriane Smith
Treasurer

2008–2009 SP2 STUDENT GROUPS

Association of Black Social Workers

Critical Race Theory

International Social Work Alliance

Jewish Social Work Alliance

Queer Social Workers at Penn

United Community Clinics

KIELTY TURNER, DSW'10

"The faculty for the DSW program has been extraordinary. We are learning with the national leaders in our field. Our cohort has connected me with experienced clinical social workers from diverse practice settings. This has expanded my knowledge base and makes for interesting class discussion."

Kiely Turner commutes three hours each way to Penn's campus to participate in the clinical Doctorate in Social Work program, but she considers the drive well worth it. With masters degrees in psychology and social work, she has been working in the field for twenty years and has always been interested in pursuing her doctorate. But she explains that one of the reasons she waited until now to do so was simply because she couldn't find a program that would allow her to focus on her own unique research interests, pointing out that in many programs, students' research is driven by professors' research. In Penn's DSW program, however, she is able to concentrate her research in her area of interest.

As a second year student in the DSW program, Kiely has already begun her dissertation. The topic she chose—the impact of mindfulness training on therapists and clients—stems from an interest she developed during her years in practice. She has worked in diverse settings that include a school system, a college counseling office, a private group practice, and an intensive outpatient facility for chemical dependency. Through it all, she observed that mindfulness on the part of therapists as well as clients impacted the delivery of services, and she is researching and studying both theory and practice in this area. Kiely explains that her colleagues in the field who have known for awhile that this is an area of interest for her are always impressed to learn that she is in a program where she can write her dissertation on this topic.

Currently, she teaches Anxiety and Depression, a second-year elective in the MSW program at the School of Social Policy & Practice. After she completes the DSW program, Kiely plans to combine a career in academics with private practice.



PHD IN SOCIAL WELFARE

Program Chair: Ram A. Cnaan, Ph.D.

Out of 39 applicants to the social welfare Ph.D. program, eight were offered admission. All eight accepted the offer, resulting in a one hundred percent admissions yield for the 2008–2009 academic year. On average, incoming classes consist of three to eight students; this year's class size is a testament to the program's reputation and strength.

But even with a higher number of entering students, the program's focus on individual mentoring remains one of its cornerstones. All accepted candidates are matched with a faculty member whose area of expertise matches the student's research interest(s). This means that candidates work with faculty on research that is of particular interest to them, and often end up as joint authors on papers early in the program (see the list of publications to the right).

In January, 2008 (and continuing for six months), the program underwent a periodical graduate group review. This process is conducted by the Graduate Council of the Faculties, the Ph.D. degree granting unit for the University of Pennsylvania. The review is designed to “ensure that [the program meets] the demanding criteria of the University and to determine if there are ways the program can be improved.” In its summary, the graduate group called the success of the program “indisputable and impressive.” Specifically, the excellent caliber of applicants, the pairing with SP2 faculty in students' research areas, direct supervision by the chair of the program, and the successful placement of graduates in faculty research positions post-graduation were cited as support of this evaluation.

“The success of this group is indisputable and impressive.”

PHD STUDENT HIGHLIGHT

JULIE CEDERBAUM, MSW, MPH, PHD CANDIDATE

Area of Research: HIV-risk reduction and parent-child communication

Thesis: The Influence of Maternal HIV Serostatus on Mother-Daughter Sexual Risk Communication and Adolescent Engagement in HIV Risk Behaviors

Courses Taught: At SP2: *History and Philosophy of Social Work and Social Welfare, Direct Practice Research*, and (co-taught) *Health and Mental Health Policy*. At Rutgers University Camden School of Social Work: *Social Work Perspectives in HIV/AIDS*

Community Involvement: Student Representative to SP2 Steering Committee; Founding Member/Chair Person, Philadelphia Public Health Student Council; Chair, Doctoral Student Steering Committee; Member, Advisory Board of the Cultural Competence and Health Disparities Grant (School of Medicine at the University of Pennsylvania); Doctoral Colloquium Coordinator; Student Representative to Graduate Student Association Council; Volunteer, Action AIDS

How is her research making an impact?

“Children with HIV-positive parents are often exposed to the same environments which contributed to their parents' HIV infection. This, particularly for racial/ethnic minority youth living in urban areas, includes poverty, violence, drug culture, limited quality education, and general lack of access to resources that build social and cultural capital. This perpetual disenfranchisement, and small sexual networks (generally based within one's community), makes these youth particularly vulnerable to new HIV infection. Because these young people may lack access to information and resources, their parents play an even more relevant role in delaying sexual debut and/or increasing use of condoms. This research is being undertaken to better understand if and how having HIV influences communication on the part of mothers, and engagement on the part of daughters, in HIV-related sexual risk behaviors. With these findings we hope to better understand what promotes and inhibits sexual risk communication, particularly for HIV-positive mothers. When we better understand the barriers to sexual risk communication, we, as social workers, have the opportunity to provide parents with the information and skills to promote healthy communication about abstinence and safer sex, thereby impacting our young people by reducing their risk for future HIV infection.”



PHD STUDENT PUBLICATIONS

In addition to their coursework, Ph.D. candidates conduct research, publish, present at conferences, teach classes (SP2 and elsewhere), and are actively engaged in the SP2 and University communities. Select publications by Ph.D. students in the 2007 – 2008 academic year:

Caplan, J. M. (2007). What factors affect parole? A review of empirical research. *Federal Probation*, 71(1), 16-19.

Mellow, J., Schlager, M. D., & **Caplan, J. M.** (in press). Using GIS to evaluate post-release prisoner services in Newark, New Jersey. *Journal of Criminal Justice*.

Cederbaum, J. A. (in press). Name-based HIV reporting: Current Status and Advocacy Needs. *Journal of HIV/AIDS and Social Services: Research, Policy and Practice*.

Mandell, D. S., Eleey, C., **Cederbaum, J. A.**, Hutchinson, M. K., Jemmott, L. S., & Blank, M. B. (2008). Sexually transmitted infections among adolescents receiving special education services. *Journal of School Health*, 78, 382-388.

Jemmott, L. S., Jemmott, J. B., Hutchinson, M. K., & **Cederbaum, J. A.**, O'Leary, A. (2008). Translating research into practice: STI/HIV risk-reduction interventions in clinical practice settings. *Journal of Obstetrics, Gynecologic, and Neonatal Nursing*, 37, 137-145.

Teitelman, A. M., Ratcliffe, S. J., & **Cederbaum, J. A.** (2008). Parent-adolescent communication about sexual pressure, maternal norms about relationship power and STI/HIV protective behaviors of minority urban girls. *Journal of the American Psychiatric Nurses Association*, 14, 50-60.

RECENT GRADUATES: DISSERTATIONS AND EMPLOYMENT

Michelle Ann Belliveau

Navigating the Policy Context: Experiences of Undocumented Mexican Mothers in a New Immigrant Community

Assistant Professor, West Chester University of Pennsylvania

Joel E. Caplan

Parole Release Decisions: The Effects of Positive and Negative Victim and Non-Victim Input

Assistant Professor, School of Criminal Justice, Rutgers University

Beverly Frazier

Assessing Philadelphia's Community Institutional Capacity for Prisoner Reentry

Assistant Professor, John Jay College of Criminal Justice

Victoria Stanhope

The Role of Process: Examining Consumer-Provider Service Interactions

Assistant Professor, New York University, Silver School of Social Work

PHD STUDENT PUBLICATIONS (continued)

Caley, L., Syms, C., Robinson, L., **Cederbaum, J. A.**, Henry, M., & Shipkey, N. (2008). What Social Workers and Human Service Professionals know and want to know about fetal alcohol syndrome. *Canadian Journal of Clinical Pharmacology*, 15 (1), e117-e123.

Cederbaum, J. A., Marcus, S. C., & Hutchinson, M. K. (2007). Impact of knowing someone with HIV/AIDS on parent-child communication and HIV risk behaviors. *Journal of HIV/AIDS Prevention in Children and Youth*, 8(2), 31-44.

Cederbaum, J.A., & **Klusaritz, H.** (In Press). Field Supervision: Using the strengths based approach with nursing students. *Journal of Nursing Education*

Wineburg, R. J., **Coleman, B. L.**, Boddie, S. C., Cnaan, R. A. (2008). Leveling the Playing Field: Epitomizing Devolution through Faith-Based Organizations. *Journal of Sociology and Social Welfare*, 35(1), 17-42.

Solomon, P. & **Cullen, S.W.** (2008) Social stabilization: Achieving satisfactory community adaptation for persons with severe mental illness. In A. Tasman, J.Lieberman, J. Kay, M. First and M. Maj (Eds.), *Psychiatry Third Edition*. West Sussex, England: John Wiley & Sons, Ltd.

Teitelman, A. M., Ratcliffe, S. J., **Dichter, M. E.**, & Sullivan, C. M. (in press). Recent and past intimate partner abuse and HIV risk among young women. *Journal of Obstetric, Gynecologic and Neonatal Nursing*.

Cnaan, R. A., & **Dichter, M. E.** (in press). Thoughts on the use of knowledge in social work practice. *Research on Social Work Practice*.

Teitelman, A. M., **Dichter, M. E.**, **Cederbaum, J. A.**, & Campbell, J. A. (in press). Review of the literature on intimate partner violence, condom use and HIV risk for adolescent girls: Implications for research and prevention. *Journal of HIV/AIDS Prevention & Education for Adolescents & Children*.

Dunn, K., & Kaplan, P. (in press). The ironies of helping: Projects of social improvement and executable subjects. *Law and Society*.

Berger, I. & **Greenspan, I.** (2008). High (on) Technology: Producing Tourist Identities through Technologized Adventure. *Journal of Sport Tourism*, 13(2), 89-114.

Greenspan, I. & Handy, F. (in press). From Discovery to Recovery and Beyond: The Role of Voluntary Health Sector Organizations in the Lives of Women with Breast Cancer. *Advances in Medical Sociology*.

Wittenberg, E., **Joshi, M.**, **Thomas, K. A.**, & McCloskey, L. A. (2007). Measuring the effect of intimate partner violence on health-related quality of life: A qualitative focus group study. *Health and*

Quality of Life Outcomes, 5, 67.

Kim, T., & **Zurlo, K. A.** (2007). Factors that influence workfare program participants: Focusing on South Korea's Self-Sufficiency Program. *International Social Work*, 50(6).

Kim, T. K., & **Zurlo, K.** (in press). How economic globalization affects the welfare state? Focusing on the mediating effect of welfare regimes. *International Journal of Social Welfare*.

Polsky, D., Jha, A., Lave, J., Pauly, M., Cen L., **Klusaritz, H.**, Chen, Z., & Volpp, K. (2008). Short- and long-term mortality after an acute illness for elderly whites and blacks. *Health Services Research, Online Early Article*, doi:10.1111/j.1475-6773.2008.00837.x.

Polsky, D.P., Lave, J., **Klusaritz, H.**, Jha, A.K., Pauly, M.V., Cen, L., Xie, H., Stone, R., Chen, Z., & Volpp, K.V. (2007). Is lower 30-day mortality post-hospital admission among blacks unique to the Veterans Affairs Health Care system?" *Medical Care*, 45(11), 1083-1089.

Volpp, K.V., Stone, R., Lave, J., Jha, A.K., Pauly, M.V., Chen, H., **Klusaritz, H.**, & Polsky, D.P. (2007). Is thirty-day hospital mortality really lower for black veterans compared with white veterans? *Health Services Research*, 42(4), 1613-31

Matejkowski, J., **Cullen, S.**, & Solomon, P. (2008). Psychosocial, clinical, and legal characteristics of persons with severe mental illness who have been incarcerated for murder. *Journal of the American Academy of Psychiatry and the Law*, 36(1) 74-86.

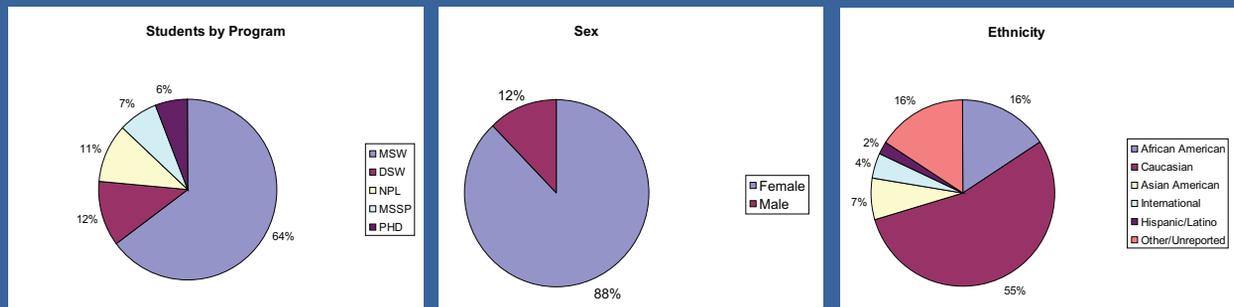
Matejkowski, J. and Draine, J. (in press). Investigating the impact of Housing First on ACT fidelity. *Community Mental Health Journal*.

Thomas, K. A., **Joshi, M.**, Wittenberg, E., & McCloskey, L. A. (in press). Intersections of harm and health: A qualitative study of intimate partner violence in women's lives. *Violence Against Women*.



ENTERING STUDENTS 2008–2009 ACADEMIC YEAR

(These graphs highlight the entering SP2 student body, not the entire student body.)



INTERNATIONAL PROGRAMS

Director: Richard Estes, DSW

In his introduction to the Global Collaborative 2008 Summer Program in Global Governance & East Asian Civilization, Dean Eui Young Kim of Kyung Hee University eloquently outlines the importance of international educational partnerships:

"If our future is to overcome conflicts and confrontations and rise to the ideals of tolerance and peace, diversity and universality must be realized in harmony."

The Collaborative Summer Program, a partnership between the University of Pennsylvania and Kyung Hee University in Seoul, Korea, was born from this belief and was created in order to "provide a new paradigm for higher education by integrating education, research, and practice."

This summer, as part of the partnership, SP2 faculty members Ram Cnaan, Richard Estes, and Femida Handy spent five weeks in Seoul, teaching NGOs and Social Governance, Dilemmas in Asian Development, and Economics of Human Behavior and Organization Life, respectively. In addition, the School of Social Policy & Practice has formed a partnership with Yonsei University, also located in Seoul, Korea. Dr. Kang Chul Hee, a 1994 graduate of SP2's Ph.D. program, is Associate Director of Yonsei's Department of Social Work. Together with SP2 faculty members, Dr. Kang is working to develop a comprehensive exchange and research program between the two universities. Once implemented, the program will provide students with a faculty mentor in both Korea and the U.S. and, as possible, limited financial assistance. With a focus on the cross-cultural components of intimate partner violence, Hannah Lee (MSW '09) was the first SP2 student to participate in the Korean exchange program.

In order to meet the diverse interests of SP2 students wanting to study abroad, the School has partnered with other schools of social work in the United States to make a number of international study opportunities available. This past summer, nine students undertook study abroad programs as a result of these inter-institutional arrangements: five traveled to South Africa as part of an exchange through Florida State University, two participated in our on-going program in Finland (undertaken in cooperation with

the University of Vermont), and two other students completed study abroad programs in the Dominican Republic and Macedonia.

Through the new Student International Travel Fund, which was established in 2007 by Dr. Richard Estes, DSW'67, and his wife Gail, all ten students who undertook study abroad programs during summer 2008 received partial funding toward their travel expenses. The Estes family decided to establish the fund to support financially needy students who, without financial assistance could not undertake an international study abroad experience.

Also, and as part of its international programming efforts, SP2 hosts visiting students and scholars at the School. Some 20 international students, for example, were enrolled in the School's various graduate programs during the 2008 – 2009 academic year.

At the same time, the School is hosting four international scholars who are undertaking specialized research projects in collaboration with an SP2 faculty member: Prof. Haya Itzhaky from Bar Ilan University (Bar Ilan, Israel); Prof. Chul Hee Kang from Yonsei University (Seoul, Korea); Prof. Hans Uwe-Otto from the University of Bielefeld (Bielefeld, Germany); and, Prof. Xuhong Zhu from the Zhejiang Academy of Social Sciences (Hangzhou, China). The partnerships that are made through these collaborations set the stage for future faculty and student exchanges as well as more comprehensive faculty research programs.

FORMAL STUDY ABROAD PROGRAMS

- **Rovaniemi, Finland:** University of Lapland (in cooperation with the University of Vermont)
- **Bielefeld, Germany:** University of Bielefeld
- **Mangalore, India:** Nitte Education Trust
- **Korea:** Yonsei University and Kyung Hee University

GRADUATION 2008

Mrs. Bettie Bassett Roundtree, SW'57 delivered the Commencement Address to the Class of 2008 on Monday, May 19. The following is an excerpt from her address:

“Surely, many of you have known and others are learning, that the professional characteristics of a Social Worker never change. Those qualities are enriched as they are skillfully used in your practice. All Social Work Leaders should embrace these characteristics. They are: Courage, Patience, Respect, Concern, Discipline, Honesty, Clarity of Purpose, and Compassion.

“I am reminded of a quote from the late Dr. Martin Luther King, Jr., the great Civil Rights Leader, whose pursuit of economic justice was without question! He said, ‘True compassion is more than flipping a coin to a beggar: it is not haphazard and superficial, it comes to see that an edifice which produces beggars needs restructuring.’

“And—aren’t we about the work of building up, connecting, and re-connecting? We must be committed to helping people become self-sufficient. We must be committed to advocating for the kinds of resources that are missing in our communities. This would include services that protect our children from clever sex abusers, and for senior citizens sought after by scammers. Sometimes, these victims become our clients.

“Having been promoted to Social Work Supervisor in 1959 and with a move to the Philadelphia Department of Human Services as a Unit Supervisor in 1966, I had to step up to those greater challenges. My reliance on my education and my core values was constant.

“At the Philadelphia Department of Human Services, I worked in close partnership with my new Administrative Staff, my own Staff and with Community Resources. The purpose was to foster hope and to assist families in resolving conflicts, correction of neglectful and destructive behaviors, strengthening family relationships and to secure other community service as needed.

“Some clients rejected our help. We respected their choices, but took responsibility for insuring that children were safe. There were many, many success stories, never to be publicized as others were; but we knew, my Social Workers and I knew, having stepped up to provide the help that our clients needed. One of the things that I taught my Social Workers was this: Never underestimate your ability to make impressionable and lasting positive impact upon those you serve.”

GRADUATION AT A GLANCE

Date: Monday, May 19, 2008

Location: Irvine Auditorium

Commencement Speaker: Bettie B. Roundtree, SW'57

MSW Graduates: 126

Student Speaker: Tiffany Southerland

MSSP Graduates: 7

Student Speaker: Rachel Blanchard

NPL Graduates: 18

Student Speaker: Kimmie Weeks

Ph.D. Graduates: 5

Student Speaker: Beverly Frazier





GRADUATION SPEAKER: BETTIE BASSETT ROUNDTREE, SW'57

Bettie Bassett Roundtree, a retired supervisor in the Philadelphia Department of Human Services, Children and Youth Division, received her primary education in the Philadelphia public school system and graduated from Girls High School. The Baptist Institute and Cushing College of Bryn Mawr, PA, provided her a bachelor's degree, and she received her master's degree in social work from the University of Pennsylvania School of Social Work in 1957. Mrs. Roundtree's professional employment was divided between two agencies—the then Philadelphia Society to Protect Children from Cruelty (1951-1966) and the Philadelphia Department of Human Services, where she was employed for twenty-five years.

Mrs. Roundtree always took a special interest in the training of graduate and undergraduate social work students. She served as the graduate student coordinator for the Philadelphia Children and Youth Agency during the period 1976-1981; serving as the liaison between the agency and local graduate schools of social work, planning and arranging appropriate field placement experiences for agency employees enrolled in graduate training in social work, and coordinating agency related learning experiences available via the various service units and program task forces. These experiences encompassed both service delivery and administrative tasks. Of particular note was her support to the student group in planning and producing the 1977 and 1978 City Public Hearings regarding the Child Protective Services Annual Service Plan. As a leader in the adaptation and incorporation of the principles of permanent planning in service delivery to Philadelphia families and children, Mrs. Roundtree served as a supervisor and coordinator for the Pennsylvania Southeast Regional Permanent Planning Project conducted from February 1979 to December 1980.

Mrs. Roundtree has received countless awards and citations. In 1982 she was presented one of two citations given by the Alumni Association of the University of Pennsylvania School of Social Work to recognize her contributions to the School, the children



and families of Philadelphia, and the social work profession. She also received a citation from the City Council/City of Philadelphia for her 25 years with the Department of Human Services where she was “an excellent supervisor and teacher, advisor, mentor and friend to many people.”

Mrs. Roundtree has volunteered in various capacities throughout her career, and remains active as a community volunteer and advocate for children and families. Because of her selfless and tireless efforts, she was granted the “Outstanding Volunteer Award from School District of Philadelphia” and a commendation from Governor Edward G. Rendell for her volunteer service as a member of the Harriety Concerned Citizens at the William F. Harriety School in southwest Philadelphia. Additionally, Mrs. Roundtree formerly served the Baptist Institute and Cushing College as a Board member and an instructor of students of social work and human services.

Mrs. Roundtree has been a member of the Holy Trinity Baptist Church for over 70 years and was married to the late Charles E. Roundtree for almost 25 years.

2008 GRADUATION AWARDS

Hal Levin Award for Outstanding Ph.D. Student

Sara Wiesel Cullen

This award is presented to a meritorious doctoral student who is continuing the process of completing course work.

Dean's Award for Social Policy Excellence

Emily Wengrovius

This award is presented to a graduating student in the Master of Science in Social Policy program who has demonstrated excellence in scholarship, commitment to social justice and social change, openness to new areas of inquiry and citizenship within the SP2 community.

Emerging Leader Award

Robin Rich

This award is presented to a graduating student in the Nonprofit/NGO Leadership Program who has demonstrated excellence in the areas of collaboration, motivation, community building, integrity, innovation and leadership, while exhibiting significant growth and maturity as a student at the School of Social Policy & Practice.

Rosa Wessel Award

Noa Padowitz

This award is presented to a meritorious graduating student who is selected on the basis of academic performance and one of more of the following: exemplary student leadership, innovative activities in the field practicum, and exceptional community service.

Dr. Ruth Smalley Award in International Social Welfare

Lina Salameh

This award is presented to the member of the graduating class who, through their writing, participation in class discussion, and experience, has demonstrated an interest in, and a working knowledge of, the international and cultural dimensions of social work practice, and the application of practice to research.

Alumni Council Leadership Award

Katherine Walker

This award is given to a graduating student who, through their participation in School activities and support of the School's mission, has been a leader in the SP2 community and contributed to the advancement of the School of Social Policy & Practice.

Black Men at Penn School of Social Work, Inc.

Combating American Racism Awards

Andrea Bell

Joanna Bisgaier

Latoya Hampton

Katharine Elizabeth Mecklenburg

Noa Padowitz

Megha Patel

Clelia Scaccia

Katherine Walker

The Black Men at Penn School of Social Work, Inc. Combating American Racism Awards are given to students who have demonstrated an understanding of American racism and a commitment to fight against racism and other forms of discrimination.

SCHOLARSHIP RECIPIENTS 2008-2009

Neysa A. Adams Award

Annie Funke

Bell-Eisenberg-Leber Award

Anthony Davis

Ruth E. Fizdale Award

Jennie M. H. Phillips

Ralph and Ida Gumberg

Endowed Scholarship

Heather Sandala

Florence R. Hart Endowed

Scholarship

Sara Ansell

Andrew Heyer NPL Scholarship

Van Evans

Gia Jones

Carolyn Schustrich

Vanessa Zoltan

The Heyer Foundation

Graduate Prize Fellowship

Itay Greenspan

Wilbur E. Hobbs Memorial

Scholarship

Caitlin M. Pratt

The Hornick Award

Erin McHugh

The Lilly Mach Lang Book Fund

Angela Jordan

The Langsfeld Scholarship

Alexander Tarsitano

The Jay Goldman Endowed Scholarship

Katy Mooney

The Lazarus Goldman Award

Sungkyu Lee

Levin Endowed Scholarship

Huiquan Zhou

Betsy Schur Levy and David W.

Levy Scholarship

Amy Bachman

The Yale Mann Endowed

Scholarship

Vanessa Damato

Margaret McDonald

Newberg Family Fellowship

Kaytlin Lapsa

The Evelyn Ortner Fellowship

Hannah Jones

Parents, Alumni, and Friends

Scholarship

Rebecca Weinstein

Otto and Gertrude Pollak

Scholarship

Rebecca Brigham

Lydia Underwood

Porreca Memorial Scholarship

Noelle Warford

Ann Nolan Reese Scholarship

Patience Ahoff

Yuan Chen

Van Evans

Kathleen Malliarakis

Tianxue Qui

Miriam Mednick Rothman Scholarship

Providenza Loera

The School of Social Policy & Practice Award

Elizabeth Daily

Julie Howard

Jean and Charles Segal Endowed Scholarship

Josephine A. Mazzaferrri

Patricia and David Silvers Family Fellowship

Damian Ramsey

Alan Simon Term Scholarship Award

Kevin Douglas

Michael Evans

The Louis and Bessie Stein Foundation Fellowship

Michelle Agostini

CLASS GIFT CAMPAIGN

“Ask me how we can change the world.” When the Class of 2008 chose this as the motto for their campaign, it was almost as if they issued an invitation to the SP2 community to witness how much they would accomplish. As the fourth graduating class at SP2 in as many years to hold a class gift campaign, these students had big shoes to fill; their predecessors had already sponsored the renovation of two Caster classrooms and the SP2 student lounge. But they were up for the challenge, and set their sights on transforming the Caster basement into something more than a dim hallway lined with outdated metal lockers. And what a transformation they sponsored!

In the course of their five week campaign between January and February, 2008, the class raised \$20,571 and achieved a participation rate of 86%. Those funds, which included a \$10,000 gift from matching donor Margie Gordon Schaye, CW’75, allowed for the old floor to be removed and replaced with new, colorful tiles; the walls to be freshly painted; the old lockers to be taken out and replaced with new ones installed outside the student lounge on the second floor; and the installation of benches and mural-size paintings throughout the hallway. The canvas paintings depict scenes and skylines from countries around the world, and illustrate SP2’s international role in social work education.



2008 CLASS GIFT CAMPAIGN AT A GLANCE:

Dollars Raised: \$20,571

Percentage of graduating students who donated: 86%

Total Number of Donors: 157

Campaign Chair: Abram Harris, MSW’08

Matching Donor: Margie Gordon Schaye, CW’75



CENTER FOR HIGH IMPACT PHILANTHROPY



Penn

Center for High Impact Philanthropy

Executive Director: Katherina M. Rosqueta, MBA

The Center for High Impact Philanthropy is changing the field of charitable giving. Created to help philanthropists understand how to do more good with the dollars they give, the center translates and synthesizes information, designs decision-making tools and metrics, and convenes experts and leaders committed to improving philanthropic effectiveness.

The fact that CHIP is neither grant-giving nor grant-seeking positions it uniquely in the philanthropic world and has allowed the Center to have candid conversations with philanthropists and foundations that might not otherwise be possible. For example, during the past year, the Center completed a study of high net worth individual philanthropists, examining how they currently make their gift choices, and what limitations they confront. The findings revealed participants' evolving roles and approaches, their almost exclusive reliance on their social networks for information, and their ambivalence – and in some cases, discomfort – with being labeled a philanthropist despite annual gifts that averaged \$1 million. The information collected in these interviews will aid CHIP in developing tools and materials aimed at supporting better philanthropic decisions. And because of CHIP's commitment to transparency, when the findings are published this fall, they will be available online in their entirety.

In the past year, the Center has also completed two philanthropic sector reports: one on Global Public Health (focus: malaria) and one on Education. Both of these reports translate information from multiple sources (research, policy analyses, literature reviews, program evaluations, expert opinion and stakeholder interviews) into a synthesis that can be easily understood and used by philanthropists. For example, the education sector report, *Pathways to Student Success: A Guide to Translating Good Intentions into Meaningful Impact*, is both an analysis of the needs of at-risk students as well as a roadmap for how philanthropists can help (see Executive Summary to the right). The guide to addressing malaria achieves the same goals, highlighting points like the fact that “increasing access to new Artemisinin Combination Therapy at the community level has the potential to save many thousands of children each year and avert even more sickness and suffering.”

In addition to its emerging role as a leader in providing authoritative and practical advice for individual philanthropists, the Center and its staff are increasingly sought out as a thought partner on issues of effective philanthropy. This year, the Center was interviewed by the Gates Foundation and, along with institutions like the Rockefeller and Google Foundations, participated in a working group on measuring and managing social impact that was convened by Acumen. And much closer to home, the Center has been collaborating with Ken Shropshire, the David W. Hauck Professor at the Wharton School of the University of Pennsylvania and Director, Wharton Sports Business Initiative, to develop a program on effective philanthropy for professional athletes exiting the game. It will be delivered as part of their executive education program and will be piloted this fall. By all accounts, CHIP has been a welcome addition to the field of philanthropy, and will continue to help philanthropists achieve more social impact.

VISION: The Center for High Impact Philanthropy (CHIP) seeks to define the *efficient frontier of philanthropy*, where nonprofit financing is linked to potential for impact.

www.impact.upenn.edu



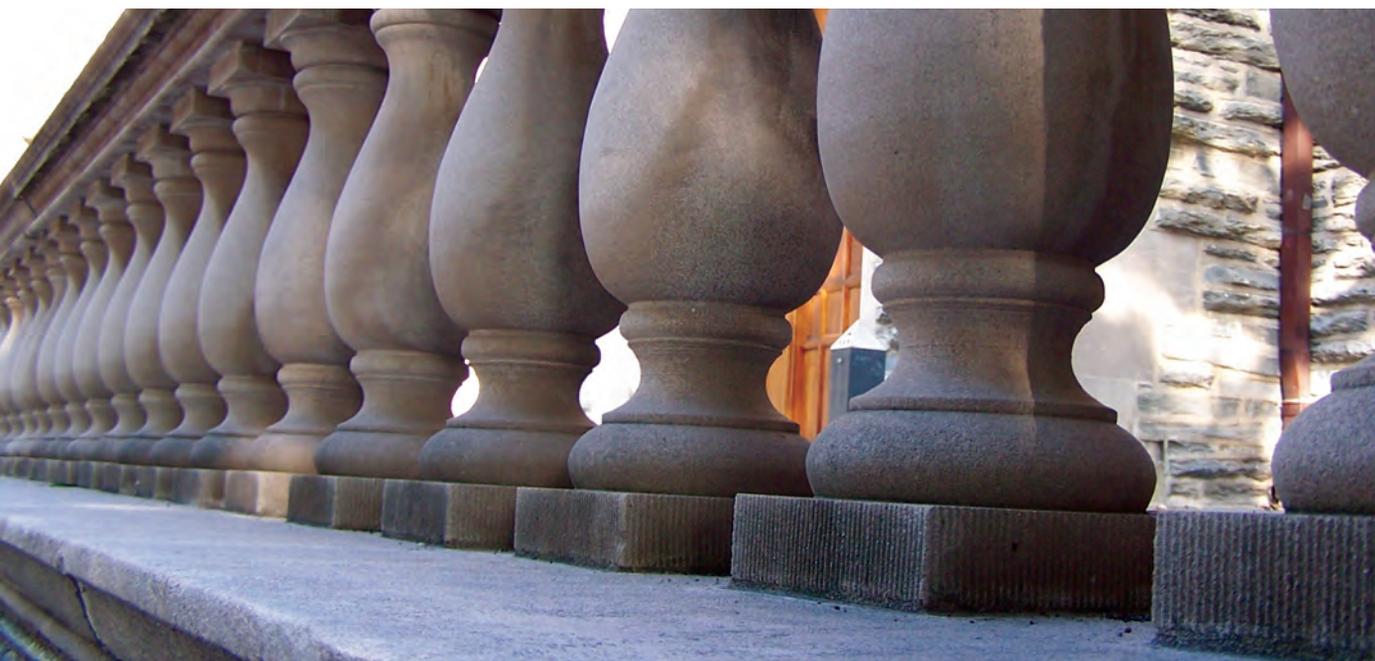
PATHWAYS TO STUDENT SUCCESS: A GUIDE TO TRANSLATING GOOD INTENTIONS INTO MEANINGFUL IMPACT

Hilary Rhodes, Katherina Rosqueta, and Kathleen Noonan

Executive Summary

- **More than a million students drop out of school each year.** They are left without the skills and minimal postsecondary education they would need to become productive, self-reliant adults. Failure to address the student needs that interfere with educational outcomes is costly not only to the students, but also to society, which must cover the additional expenses produced by an undereducated public with fewer tax dollars
- **Philanthropists can act by targeting student needs both inside and outside of school.** Philanthropists are in a unique position to help because they are less constrained by bureaucracy, have a higher tolerance for risk, and are unfettered by the politics that can slow government's ability to respond
- **We analyze the education pathway that students need to navigate to achieve success in school, and identify interim targets for academic success.** The pathway comprises four phases: early childhood, primary school, secondary school and post-secondary education. We identify what at-risk students need and how philanthropists can help
- **We provide examples of ways in which philanthropists can and have helped.** These include: Early childhood: building preschool skills, and setting up periodic visits by nurses to homes; Primary school: early literacy instruction and comprehensive school reform; Secondary school: apprenticeships and out-of-school activities, connecting schools with existing resources, and college-track coursework and academic support; Post-secondary: wrap-around support services with tuition guarantee, social support through peer networks and university staff
- **A number of strategies can improve the impact of a philanthropic gift.** We offer advice on getting started in education philanthropy, including how to set a strategy, connect with networks of education experts, evaluate investment ideas, assess post-donation impact, and avoid practices that are known to not work

The full education sector report, as well as a guide on how philanthropists can combat malaria and the findings from a series of structured interviews with high net worth individual philanthropists will be available through the Center's website this fall. In the upcoming years, the Center's research will expand to provide analysis and guidance in other philanthropic sectors.



CARTOGRAPHIC MODELING LAB

Executive Director: Tara Jackson, Ph.D.

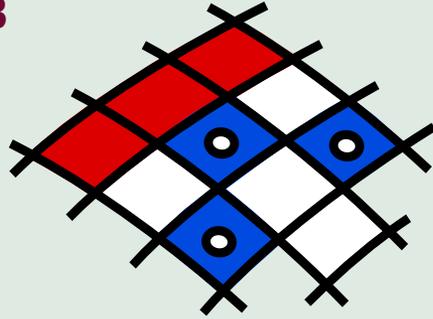
Faculty Directors: Charles Branas, Ph.D.; Dennis Culhane, Ph.D.; Amy Hillier, Ph.D.; Dana Tomlin, Ph.D.

On June 17, 2008, Philadelphia Mayor Michael A. Nutter, Police Commissioner Charles Ramsey, and Managing Director Dr. Camille Barnett launched the *Communities Working Together* initiative. This comprehensive initiative brings together multiple city departments and local non-profit agencies to focus intense services on one neighborhood. During the pilot period, the Streets Department removed tons (literally) of trash from the area; Licenses & Inspections cleaned and sealed abandoned properties; non-profit agencies organized town hall meetings and set up a neighborhood watch; the police stepped up monitoring of the area in an effort to drastically reduce crime.

The goal of *Communities Working Together* is to provide neighborhoods with the support needed to improve the quality of life, and to see these efforts become self-sustaining. As with all new programs, evaluation and analysis are needed to determine its success, and the Cartographic Modeling Lab (CML) has been providing those services.

Spatial analysis is central to the CML's evaluation process. Using maps, the lab looks at individual blocks within a neighborhood, tracks the services that have been provided (i.e., how much trash was removed, which abandoned houses were sealed, where increased police presence occurred), and analyzes their impact on outcomes, such as the level of crime. Looking at maps of neighboring blocks and communities, the CML will determine if there was a "spillover" effect from the initiative: in other words, did the positive improvements of one block extend to nearby blocks that did not receive direct services? The evaluation of the pilot initiative will be completed this fall, and will be used to determine how this project will be replicated.

In another project, the CML is using Geographic Information Systems (GIS) to assist the Philadelphia Fire Department's non-profit arm, the Citizens for Fire Prevention Committee, as they aim to outfit every home in Philadelphia with smoke detectors. Through GIS, the CML provides the fire department with maps of the locations of engine and fire companies, layered with street maps and demographic information. With this information, project leaders can prioritize neighborhoods for outreach, track their progress,



and partner with local Community Development Corporations to spread the word to residents. This project, which is one of the mayor's priorities, is the first of its kind in the nation. Through a corporate sponsorship program similar to the Adopt-A-Highway model, companies cover the cost of smoke detectors in an area and are recognized for their contribution.

The CML is also continuing work on the Trauma Resource Allocation Model for Ambulances and Hospitals (TRAMAH). Through this project, collaborators from the CML, Penn Medicine, Johns Hopkins, and the American Trauma Society developed an application which supports state and regional-

level trauma center licensing agencies in their decision-making processes. The application, which is available online at maps.amtrauma.org/CML.TraumaCenters.Web/, allows a broad audience, including the public, to determine the service area of a trauma center based on the equipment (ambulances and helicopters) it possesses; calculate the population that will be served by any existing or planned trauma center based on demographic information; and, optimize the location of

new or planned trauma centers and related centers, thereby maximizing patient access to trauma centers.

The CML is working on a number of additional projects, including: an evaluation of the Philadelphia Local Initiative Support Corporation's (LISC's) Sustainable Communities Initiative in West Philadelphia; collaborating with Johns Hopkins University to establish their CML-like GIS research center; and providing mapping to support the Philadelphia Youth Network's annual report on the drop out rate in the Philadelphia School District.

"This is an 8 to 12 week pilot program in the 25th Police District to reduce violent crime and increase the quality of life. The initiative operates on the premise that safe, stable neighborhoods can only thrive if government, community organizations and residents work together."

FIELD CENTER FOR CHILDREN'S POLICY, PRACTICE, AND RESEARCH

Founding Benefactors: Marie Field and Joseph Field, C'52

Executive Director: Debra Schilling Wolfe, M.Ed.

As the third largest county in Pennsylvania and with over fifty police jurisdictions, Montgomery County faced multiple obstacles to investigating and prosecuting child sexual and physical abuse cases. First, the lack of any consistent model of case investigation made it difficult to prosecute criminal cases. Second, and more important, the lack of coordinated effort to investigate reports of abuse often resulted in multiple, traumatic interviews for the child victims. Recognizing that there had to be a better way, the Montgomery County District Attorney and Director of the Office of Children and Youth decided to establish a countywide Child Advocacy Center and turned to the Field Center for assistance.

Based on national standards of practice, Child Advocacy Centers provide a model of investigation that utilizes a trained forensic interviewer who meets with the victim on behalf of a multidisciplinary team that includes the child welfare agency, district attorney, local police department, victim services, behavioral health provider, and physician. Through a one-year grant from the North Penn Community Health Foundation, the Field Center provided technical assistance to Montgomery County to assist in their development of a Child Advocacy Center. The Field Center examined the needs and resources within the county, conducted research, and utilized findings to inform the development and design of "Mission Kids," the county's new Child Advocacy Center. With hands-on involvement in all aspects of the new program, from facility design and grant-writing to board and protocol development, the Field Center provided critical input into the project. In addition to consultative services, the Field Center conducted best practice research, completed a needs assessment and a feasibility study, and developed a business plan for the new non-profit agency. Slated to open its doors in late 2009, the Field Center is continuing to provide assistance to Mission Kids in board and staff development, protocol design, and as a part of its management team.

The Field Center is also making an impact in other areas of child welfare practice, namely in technology. Through an initiative funded by the Hite Foundation that began in 2006, the Field Center has examined the need for an interoperable, real-time management information system for child welfare professionals. This ambitious project gathered some of the nation's leaders in child welfare and experts in information technology (including corporations such as Microsoft and Motorola) in a series of activities with an ultimate goal to design a state-of-the-art management information system.

A consumer-centric model of technology development was proposed to bridge traditional silos of services to children and their families. This technology would share critical information across systems of care and be available in real-time through hand-held devices for caseworkers. In moving forward with the project, the

Field Center will be convening technology experts, state and county human service leadership, and child welfare staff to develop a pilot model in one Pennsylvania county that is replicable in other jurisdictions.

This year, the Field Center also hosted three community symposia (including Findings from the Multi-Site Evaluation of Child Advocacy Centers: Implications for Future CAC Development; The

Allegheny County Experience: The Transformation of a Child Welfare System to a National Model; and Bang for Your Buck: Public Child Welfare and the Pursuit of Accountability); completed interdisciplinary evaluations of victims of child abuse and neglect for the Philadelphia Department of Human Services; hosted the Pennsylvania Senate Democratic Policy Committee Hearing on Foster Care (July 17, 2008); and published three issues of *News from the Field*, the Field Center newsletter.

SAVE THE DATE!

June 3–5, 2009

**One Child, Many Hands:
A Multidisciplinary
Conference on Child Welfare**

Third Biennial Conference

MISSION STATEMENT

Guided by the Schools of Social Policy & Practice, Law, and Medicine and the Children's Hospital of Philadelphia, the Field Center for Children's Policy, Practice and Research brings together the resources of the University of Pennsylvania to enhance and assure the well-being of abused and neglected children and those at risk of maltreatment. By moving beyond traditional approaches, the Field Center utilizes an interdisciplinary model to integrate clinical care, research and education, inform local and national policy, and prepare the nation's future leaders, for the benefit of children and their families.

www.fieldcenteratpenn.org



ORTNER-UNITY CENTER ON FAMILY VIOLENCE

Founding Benefactors: Evelyn Ortner and Robert Ortner, W'49

SPOTLIGHT ON SUSAN SORENSON, PH.D.

When Castle Rock, Colorado resident Jessica Gonzales received a restraining order against her estranged husband, Simon, the order was inputted into Colorado's central registry and included this statement to police:

You shall use every reasonable means to enforce this order. You shall arrest, or, if an arrest would be impractical under the circumstances, seek a warrant for the arrest of the restrained person when you have information amounting to probable cause that the restrained person has violated or attempted to violate any provision of this order.

But when Jessica called the police to report that her daughters had been abducted by Simon (a violation of the restraining order) and that she feared for their safety, the police did nothing. Hours later and after Jessica's multiple pleas to police to intervene, Simon drove to the Castle Rock police station, opened fire, and was killed by police. A search of his vehicle revealed the dead bodies of his three daughters. When Jessica filed suit against the Castle Rock police department (*Castle Rock v. Gonzales*) the Supreme Court ruled that the town of Castle Rock and its police department could not be sued for failure to enforce a restraining order. Which leads one to ask the question, "What good are restraining orders if law enforcement officials do not have to enforce them?"

It is questions like this that Susan Sorenson, Ph.D., wants to answer. An expert domestic violence researcher with a background in epidemiology and clinical psychology, Dr. Sorenson joined the Penn faculty in 2006 and was named director of the Ortner-Unity Center for Family Violence this fall. When asked about the attitudes towards domestic violence issues, especially in light of the Gonzales case and other cases that seem to favor abusers over victims, she points out, "society is aware of domestic violence. The challenge now is to get beyond awareness and assure that resources are allocated for training, education, and research." These are the keys to moving from awareness of to the prevention of domestic violence.



Advocacy. Research. Policy

One of the tools she is currently using is a U.S. city's CompStat data, to which she has been given access. CompStat, short for computer statistics system, offers information about crimes in real time. This technology has changed policing practices, enabling cities to respond to crime trends as they occur and eliminates the lag time that commonly exists between occurrence and tracking and analyzing data. The data include information about all types of criminal activity, and Dr. Sorenson and her team of doctoral students are analyzing the thousands of incidents of violence against women that occurred in a nine month period.

So far, their research indicates that young women (15, 16, and 17 year olds) who are victims of domestic violence experience the same type of violence as their older counterparts. In other words, teenagers who report abuse are not just in inconsequential, teenage relationships; these are serious, adult relationships that contain substantial levels of abuse. Part of this research was presented at the World Injury Conference in March 2008 in Mexico, and will reframe the lens through which responders (i.e., police) assess reports of violence against young women.



Access to rich data is central to advancing our understanding of the issues. And although lots of data are collected—through vehicles like CompStat, national surveys, and community agencies—many in the field express frustration that “not a lot comes out.” Analyzing complex data can be time and resource intensive for community agencies committed to assisting victims of domestic violence.

Under Dr. Sorenson’s leadership, there are two new ways in which the Ortner-Unity Center will help to counteract this black hole into which data disappears. First, in keeping with founding benefactors Evelyn and Robert Ortner’s vision that the center contain a resource library, she is planning to create an electronic data library. The library, which will house information from a number of sources, will provide a rich database for future research. Students and researchers at Penn will be able to access and download from this database library to run analyses that address questions about violence against women. Second, with the help of doctoral students, Dr. Sorenson aims to expand the center’s service provision to local agencies. The center will assist community agencies and organizations that are working to end violence against women, and help them make sense of their

data and translate it into policy and practice. For example, she is working with the Women’s Law Project to better understand the needs of women seeking court-issued protection from abuse orders.

But research alone will not bring about an end to domestic violence, and Dr. Sorenson is quick to point out that education is just as important. This spring, she taught *Violence in Relationships Through the Lifespan* to students from the MSW, criminology, and doctoral nursing programs. Penn is noted for its multi-disciplinary strength—indeed, that is one of the factors that attracted the Ortners to establishing the center at the university—and the different fields these students represent is a testament to that strength.

Through the work being done by Dr. Sorenson and the Ortner-Unity Center on Family Violence, society’s awareness and understanding of violence against women will only increase, bringing us closer to the day when crimes like the one experienced by Jessica Gonzales and her family no longer occur.



Dr. Susan Sorenson (left) delivered the 2007 Ortner-Unity Family Violence Center’s annual lecture and spoke with participants afterwards

www.sp2.upenn.edu/ortner

OUT-OF-SCHOOL TIME RESOURCE CENTER

Director: Nancy Peter, M.Ed.

In early 2008, Mayor Michael Nutter began examining how out-of-school time services are coordinated, delivered, supported, and evaluated in the City of Philadelphia. In a series of rapidly unfolding events, Philadelphia Safe and Sound, which had administered most city-funded afterschool and youth development programs since 2001, ceased operations on June 30, 2008. Recognized as a leader in the out-of-school time field for its research, evaluation, and recommendations, the Out-of-School Time Resource Center (OSTRC) was called upon to play a critical role in helping the city craft its new out-of-school time agenda. Specifically, the OSTRC helped the city prepare its intermediary Request for Proposals, consider the intermediary applicants, revisit provider criteria, and investigate city-wide OST programs in other major U.S. cities.

It is not surprising that Philadelphia turned to the OSTRC for guidance. Since its inception five years ago, the OSTRC has greatly enhanced the field of out-of-school time professional development. First, it helps staff access existing curricula, training, funding sources, and other resources through its Listserv, website, resource directories, and email/telephone helpline. Second, the OSTRC combines literature reviews, empirical research, promising practices, and thorough evaluation to improve staff development efforts. And third, the OSTRC strives to impact practice and policy by recommending changes in how OST professional development is defined, constructed, implemented, evaluated, funded, and regulated.

The OSTRC research activities have flourished over the past year. Through its Professional Development Enhancement Project (PDEP), OSTRC staff worked closely with ten local OST organizations to examine, improve, expand, and evaluate their professional development offerings. As a result of these activities, the OSTRC has decided to focus on a single “case study” organization in the upcoming year, on which



to concentrate its professional development research and evaluation efforts. The Center will also develop and disseminate a toolkit that will enable others to evaluate their own OST workshops and conferences.

In the past twelve months, the OSTRC has continued to provide Peer Networking Meetings (over 160 agencies have been represented at these meetings since January 2006), evaluations, presentations, and research to the out-of-school time professional

The new OSTRC website is coming soon. The new website will include more user-friendly and sophisticated communications materials and mechanisms. The new design takes into account website user statistics, marketing surveys, and patterns in externally initiated contacts.

community: they evaluated the annual Philadelphia Youth Development Conference, the National Afterschool Association Conference, and the Annual Eastern Regional Conference on After-School; participated in workgroups hosted by the National Afterschool Association and Pennsylvania Afterschool/Youth Development Network to develop OST trainer competencies and career ladders and presented “Promising Practices in OST Professional Development” at one institute and one conference; and published three papers: “Promising Practices in Out-of-School Time Professional Development,” “Annotated Bibliography of Out-of-School Time

Professional Development,” and “Development of the OSTRC Evaluation Toolkit.” And, as a result of their involvement with the city’s restructuring of the out-of-school time environment, OSTRC staff now participate in the city’s “Out-of-School Time Advisory Group,” which is helping Philadelphia develop a new, collaborative, integrated, and outcomes-driven OST system.

www.sp2.upenn.edu/OSTRC

PROGRAM FOR RELIGION AND SOCIAL POLICY RESEARCH

Director: Ram Cnaan, Ph.D.

If we were to assign a dollar amount to the value of the programs, services, and support provided by Philadelphia's 2,120 congregations, it would be almost one quarter of a billion dollars. This is the conclusion reached by Ram Cnaan and his team of researchers after examining the staff size, operating budgets, and programs of Philadelphia's congregations for *The Other Philadelphia Story* (2006). But how can you assign a dollar amount to the crime that is prevented when a congregation holds a midnight basketball league twice a year? Or the number of suicides that are prevented because of a congregation's influence in the community?

For the past year and a half, the Program for Religion and Social Policy Research has conducted a census of the religious congregations in Wilmington, Delaware. Funded by the Jessie Ball DuPont Foundation, the study is modeled after PRSPR's previous census of Philadelphia congregations, but goes one step further. This latest census sought quantitative and qualitative data in order to measure the monetary impact of congregations on the social economy in their communities. However, quantifying a congregation's contribution to the social economy is not easy. For example, when assessing the value of prevention programs, it can be difficult to determine if teens in a congregation's gang-prevention program are not engaged in crime because the program teaches them not to be, or because teens that join congregations are less likely to commit crimes.

Although the data is just beginning to be compiled from the Wilmington census, the results from the Philadelphia and Wilmington studies indicate that a typical urban congregation's estimated social contributions are worth more than \$430,000. Three examples: congregations' contributions to the safety of their communities reduce crime, and consequently, the costs associated with housing an inmate (approximately \$36,900 per congregation per year); many congregations (82.5% in Philadelphia) own their property and invest in keeping it maintained, thereby bolstering the surrounding property values

(possibly adding as much as \$28,000 to the value of neighboring properties); congregational schools reduce the number of students attending public schools and ease the burden on taxpayers to fund these educations (valued at \$10,000 per child).

MISSION STATEMENT

The Program for Religion and Social Policy Research is a research, education, and policy program dedicated to understanding the nexus between organized religion and the provision of social services. We aim to contribute new knowledge on the scope, nature, and practice methods of religious-based social services; develop methods for studying congregations and religious-based organizations; and equip future cadre of social service practitioners and researchers in the integration of social work and religion.

The Wilmington study also examined another way in which congregations can impact the community: politics. Religion and its relationship to politics (in terms of individuals' political beliefs) is increasingly in the news, but not a lot of research has been conducted on clergy and their impact on congregations' political activities. In order to gain a better understanding of the correlation between clergy and politics, the Wilmington census sought to identify which, if any, factors contribute to clergy's political attitudes and involvement. The census found that none of the clergy characteristics that were examined (education, gender, seniority) were significantly associated with congregational involvement in political activities, and the most common political activity in which clergy engaged was delivering sermons with a political message.

In the upcoming year, Ram Cnaan will begin work on the book about the Delaware congregations. In addition, PRSPR will also be reviewing and assessing the Fugitive Safe Surrender Program, which was started by the U.S. Marshals in an attempt to help those with outstanding Misdemeanor offenses.



Program for
Religion &
Social Policy
Research

www.sp2.upenn.edu/prspr

IT'S NOT JUST A CRIMINAL JUSTICE ISSUE: SOCIAL WORK AND INCARCERATION

TWO FACULTY MEMBERS FOCUS ON ISSUES OF INCARCERATION

Incarceration and the U.S. prison system is a multi-faceted issue. Jeff Draine and Ram Cnaan, both members of the standing faculty, conduct much needed research on jails, prisons, incarceration, and how they relate to social services. Dr. Cnaan's research focuses on jails and prisoner re-entry, while Dr. Draine's research pertains more to the treatment of those with mental illness who become involved in the justice system.

Their research advances social work practice and policies by improving access to services for those being released from prisons and jails. And, given that incarceration rates in the U.S. are five times higher today than they were in the 1970s, this is no small issue for the social work profession. Together with Beverly Frazier and Jill Sinha they recently published an article in the *Journal of Policy & Practice* entitled, "Ex-Prisoner's re-entry: An emerging frontier and a social work challenge," which highlights the numerous issues facing the U.S. prison system and those being released from it.

JEFF DRAINE, PH.D.

As it currently exists, the criminal justice system creates barrier after barrier for those who are re-entering society, making it nearly impossible for them to get "back on track." As Dr. Draine points out, "the policies of the last thirty years ratcheted up punishments and now we are stuck with those policies." Luckily, current research shows promising ways in which the criminal justice system can be improved. Part of the answer, says Dr. Draine, is to stop thinking about the experience of jail, prison, and incarceration as simply a criminal justice issue, and to focus on the fact that these are issues of public health, public safety, and essentially, social work. And that is exactly what he aims to do through his research.

His expertise is in criminal justice and mental illness, and many of his current projects lie at the intersection of these two issues. Policies for the mentally ill require special attention because these individuals are not only more likely to experience arrest, but are also more likely to face issues like poverty and substance abuse. One study, being conducted with Amy Watson of the University of Illinois Chicago and funded by the National Institute of Mental Health, studies Crisis Intervention Teams (CIT). Through this program, police officers are trained and supported in responding to those with mental illness. The goal is to increase access to treatment for people with mental illness while reducing the likelihood of arrest. Although there has been some evaluation of CIT, more research is needed to fully understand its effectiveness. In another, related project, Dr. Draine is conducting an evaluation of a pilot of CIT teams in Philadelphia in the Kensington area of the city.

Another treatment option, Critical Time Intervention (CTI), offers comprehensive support to men leaving prison as they transition back into society. This intervention is currently being studied by Dr. Draine and his colleagues through an NIMH funded randomized trial that follows over 300 men for eighteen months after they leave prison. The original CTI model was developed by social workers and psychiatrists at Columbia to aid those with mental illness who were leaving homeless shelters. It shows great promise for ex-offenders, and is the type of program that will likely be adopted quickly for this purpose.

These are just two of the projects on which Dr. Draine is working, and there are many others. The majority of these projects involve collaborations with other Penn MSW faculty, students, or alumni (both within Penn and at outside community organizations). Central to every project is the recognition that long-term success requires not only treatment options (in the case of those with mental illness or substance abuse) but also access to housing, employment, and pro-social contacts. All of these things are well within the arena of social work, and are the reason Dr. Draine calls upon social workers to "not give up their role in the justice system."

RAM CNAAN, PH.D.

Dr. Cnaan and former doctoral student Beverly Frazier, Ph.D., recently completed a census of the Philadelphia-area social services available to men and women leaving jails and prisons. Because the Program for Religion and Social Policy Research had experience completing the census of congregations, and because of the large number of faith based organization providing services to ex-offenders, the Mayor's Office for Re-Entry (M.O.R.E.) turned to PRSPR to complete this study. Through their research, Cnaan and Frazier discovered that the number of agencies providing these services was extensive. The problem was not that the services didn't exist, but rather, as Dr. Cnaan says, the problem was "matching clients to the proper services and coordinating their delivery." Dr. Cnaan's research was featured in the Penn Current this summer and the article is reprinted on the next page.

EX-CONS GET LITTLE HELP UPON RELEASE

By: Greg Johnson

This article was originally published in the Penn Current on July 3, 2008. Reprinted with permission.

On any given day, there are between 200,000 and 400,000 ex-prisoners living in Philadelphia, nearly 20 percent of the city's population.

Close to 40,000 ex-convicts are released into the Philadelphia region each year, and most will not receive the organized traditional services they need to transition back into society, a researcher in the School of Social Policy and Practice has found.

Ram Cnaan, associate dean for research, professor and chair of the Doctoral Program in Social Welfare, assessed Philadelphia's ability to provide social services to ex-prisoners re-entering society and says more interagency collaboration and information sharing is needed. These organized traditional services—including employment, housing, health, education, counseling, legal and mental health assistance—help keep ex-prisoners from returning to prison. “Not every ex-prisoner needs all of these, but a majority of them need many of those services,” Cnaan says.

When a person is released from prison, there is no one to guide him or her on where to get these required services. Where aiding agencies do exist, Cnaan says they are uncoordinated. There is a program in West Philadelphia that directs ex-prisoners to services, which Cnaan says is a “beautiful project,” but “too small, and only one.”

These services are often needed after an extended stay in prison, when Cnaan says a person's contacts with society are severed. Upon release, he or she may not be able to perform the most basic tasks. “Your ability to navigate bureaucracy was never very good and now you come [out of prison] and people tell you that you have to stand in line, you have to fill out forms, and you don't know how to do it,” he says.

One ex-prisoner said it took him six months to get a copy of his Social Security Card. When he finally realized he had to go to the Social Security Office, he was denied a card because he didn't have any identification.

While other societies have enacted systems to ensure that ex-prisoners are released into a beneficial environment, Cnaan says the United States is “the most incarcerated society in the history of the human race,” and simply punishes. In Oman, for example, if a person goes to prison, his family receives an allowance from the government so that the family does not become destitute or feel as though they are enemies of the state.



If a person goes to prison in Israel for more than a year (for a non-security related crime), he is entitled to 72 hours of family-leave every month thereafter. “So you're never disconnected from your family,” Cnaan says. “You know what's going on, you're a part of them, you visit them, you start planning your future with them.”

It also makes sense financially to help ex-prisoners stay out of prison, he says. Philadelphia spends nearly \$290 million annually to house 9,000 prisoners. The State of California spends billions to house its over 160,000 prisoners, as does the federal government.

The United States, though, is slowly starting to change course. President Bush signed the Second Chance Act in April, saying, “Our government has a responsibility to help prisoners to return as contributing members of their community.”

In Newark, N.J., Mayor Cory Booker formed Opportunity Reconnect and Reentry Legal Services to help ex-offenders cope with their transition back into society. Philadelphia Mayor Michael Nutter announced earlier this year a program that gives companies that hire ex-prisoners a \$10,000 tax break for three years.

“This is a wonderful first step,” Cnaan says. “There is a growing understanding and awareness of working with ex-prisoners but we are years away from a meaningful change.”

More programs to alleviate the transition from prison to society are needed, specifically service integration and public awareness. “The amazing thing is that most of the eight services, they're always there and, with one exception, they all told us, ‘We can accommodate many more,’” Cnaan says.

CENTER FOR RESEARCH ON YOUTH & SOCIAL POLICY (CRYSP)

Director: Richard Gelles, Ph.D.

Co-Director: Susan Kinney, Ph.D.

With its action-oriented mission of using research, planning, and technical assistance to impact the issues and systems affecting vulnerable populations, CRYSP evaluates diverse programs and initiatives in order to bring about social justice and change. In the past year alone, CRYSP's projects have ranged from assessments of housing and mentoring initiatives to evaluations of parole decision processes and legal child advocacy.

In a project funded by the JEHT Foundation, CRYSP conducted a two-part study of *The Impact of Victim Input on Parole Release Decisions*. *Part I* focuses on the intersection of prisoner rights, victims' rights, and other political pressure points of the criminal justice system. Data were collected from one State Parole Board's case files on a sample of 820 inmates whose parole release decisions were made during 2004. Analyses thus far demonstrate that input was not a significant predictor of parole release; however, measures of institutional behavior, crime severity, and criminal history were significantly associated with parole release. *Part II* focuses on the differences among State Parole Boards with regard to structure, legislative mandates, protocols, and trends in parole releases, with an emphasis on the elements governing victim and non-victim input.

In another project pertaining to parole release CRYSP partnered with the Association of Paroling Authorities International, the Pennsylvania Board of Probation and Parole, the Pew Foundation, and the Georgia State Board of Pardons and Paroles to design and implement an international survey of releasing authorities. Respondents were asked a series of questions related to their structure and scope, the release decision process, time served and early release, supervision, violations of supervision, and revocation. Overall, the APAI survey was successful in gathering a great deal of information about the policies and protocols of the RAs domestically and, to a lesser extent, internationally. The Center is in the process of creating a series of parole board models based on the data from the survey.

CRYSP is also working on an *Evaluation of the Violence Free Zone and All Stars Programs in Atlanta*. (Both programs and the evaluation are funded by The Marcus Foundation in Atlanta.) The Violence Free Zone program uses ex-offenders from the immediate community as Youth Advisors to work during and after school with the most troubled youth. The work of the Youth Advisors is not constrained by formal parameters, but extends to the hallways, the

classrooms, and the area immediately outside the school. The *All Stars* program is more traditional in that it uses teachers for after-school academic mentoring under the supervision of the Department of Kinesiology and Health at Georgia State University. CRYSP's evaluation compares outcomes from the two programs with regard to disciplinary incidents, suspensions, attendance, and academic performance. The interim report indicates that both programs are performing as intended and both have positive impact on the young people they serve.

In another project, CRYSP is collaborating with The University of Pennsylvania Law School, Penn State Dickinson College of Law, and the Juvenile Law Center in Philadelphia on a study of Child Advocates working on dependency cases in Pennsylvania. The study recently completed a survey of lawyers in both the public and private sphere to measure the type of activities involved in the representation of children in family court, whether the lawyers work with social workers, paralegals or other non-lawyer para-professionals, and what those others add to the representation. The collaborative group expects to demonstrate that having social work or other professional or para-professional support increases the likelihood that necessary tasks are completed and that representation benefits as a result. Susan Kinney from CRYSP and Alan Lerner from Penn Law School will present preliminary results at a meeting of law scholars, the Bellows Fellows, at Stanford Law School.

CRYSP also completed a number of other projects this year, including work on a five-year evaluation with the Asociacion de Puertorriquenos en Marcha, Inc. of an outreach program for Latino prisoners at risk for HIV; co-editing a Special Issue of *The Journal of Evidence-Based Social Work*, which included the findings from this and other projects funded by the national Substance Abuse and Mental Health Services Administration; and work with the Philadelphia Housing Authority (PHA) on their Mentoring Demonstration Project that successfully helped clients on public assistance move toward financial sustainability. Additionally, CRYSP continues to work with the PHA on their Ludlow community relocation project.



CENTER FOR RESEARCH ON
YOUTH AND SOCIAL POLICY

www.sp2.upenn.edu/CRYSP

As part of their efforts to recruit more black males to the profession of social work and to SP2, Black Men at Penn School of Social Work, Inc. is providing workshops at the following schools this year: Cheyney University, Community College of Philadelphia, Delaware State University, Howard University, Johnson C. Smith University, and Lincoln University.

BLACK MEN AT PENN

President: Chad Dion Lassiter, MSW'01

OVERVIEW

Founded in 2002, Black Men at Penn School of Social Work, Inc. was created to be a conduit between the African-American community and Penn's School of Social Policy & Practice (School of Social Work at the time). The group's mission is twofold: recruit African-American males to the school and the profession of social work (and offer support in these arenas), and provide a face and a voice to the peculiar experiences that Black males face in American society.

WHY BECOME A MENTOR? Research shows that mentoring relationships have a number of positive outcomes: it helps youth focus, it exposes them to new activities, it provides life lessons (etiquette, job preparation), and it often enables them to feel more hopeful. Given all of these factors, it is no wonder that Black Men at Penn School of Social Work, Inc. has focused a considerable amount of time and effort on mentoring youth in the area.

In partnership with FAMILY, Inc. (Fostering, Adopting, and Mentoring to Improve the Lives of Youth), Black Men at Penn received a two-part grant from the United Way of Southeastern Pennsylvania to promote mentoring. The first phase of the grant, entitled, "*Innovative Strategies for Increasing the Number of African-American Male Mentors,*" focused on visiting churches, mosques, recreational centers, barbershops, sporting events, and places of employment to build interest in mentoring. As a result, they recruited 93 African American males committed to becoming mentors. In the second phase, called "*Matching and Supporting African-American Male*

GOVERNMENT RELATIONS

The expertise of Black Men at Penn was called upon by government officials at both the local and state levels: Chad Dion Lassiter provided testimony to United States Senator Arlen Specter (R-PA) about how to enhance mentoring in Philadelphia, and the senator invited BMAP and other local agencies to discuss recruitment strategies for male mentors; Darin Toliver worked with State Rep. Curtis Thomas on violence prevention strategies; the group volunteered with Mayor Michael Nutter's campaign and after his election served on the Prison transition and Re-entry transition teams; and Mayor Nutter appointed Chad Dion Lassiter to the Board of Trustees for the Philadelphia Prisons.



Members of Black Men at Penn School of Social Work, Inc. pose with Senator Arlen Specter (R-PA).

Mentors," Black Men at Penn and FAMILY matched many of these mentors to youth who desired a mentor in their lives. These mentor/mentee relationships are designed to last six months or longer. The success of their recruitment led the United Way to invite them to present a workshop entitled, "Recruitment Strategies: The Best of Practices," for Philadelphia and Pennsylvania programs that mentor children.

The majority of the group's other activities this year also focused on mentoring. On December 17, 2007, Black Men at Penn hosted 25 diverse male students from Philadelphia Futures, a non-profit organization that prepares high achieving urban high school students for college and offers support during college. The students attended a workshop at SP2 on interviewing techniques, resume writing, educational attainment, and career exposure. Additionally, BMAP provided workshops for 200 black male students at Simon Gratz High School, addressing issues like countering the negative images of black youth, stopping the school to prison pipeline, the importance of reading and writing, and how to handle being stopped by the police.

One of the challenges faced by mentoring programs can be the lack of available mentors for students and youth enrolled in those programs. This is the case for the mentoring programs at Dream Academy, the New Salem Baptist Church, and the Achieving Independence Center, whose mentoring programs match adults with youth who need a mentor. Black Men at Penn is beginning to work with these agencies to build participation in their mentoring programs.

Finally, Black Men at Penn also set up effective mentoring programs at five area churches and provided anti-racism training at three of them, and took 25 inner-city youth to the Great Blacks in Wax Museum in Baltimore.

www.blackmenatpenn.org

PROJECTS

FELDMAN INITIATIVE

What is the role of an outside university in the aftermath of a disaster? Through the Penn in the Gulf university-wide project, the School of Social Policy & Practice along with School of Arts and Sciences Fox Leadership Project, School of Dental Medicine, School of Design's CUREx, School of Engineering & Applied Sciences and School of Nursing are developing an answer to that complex question. Although Penn is 1,000 miles from Pearlington, Mississippi, the distance has not kept SP2 from providing much needed disaster recovery in the years following Hurricane Katrina. While creating a model for how universities can support disaster-ravaged communities far from their campuses, the Feldman Initiative simultaneously provides tangible, on-the-ground, support to the residents of the areas hardest-hit by Katrina.

In her two years as Program Director for the Feldman Initiative, Connie Hoe has become an expert on the underlying, post-disaster needs of communities. "When local agencies are overworked and understaffed, when services change on a daily basis, when geographically isolated communities are further hindered by the lack of public transportation and when most of the volunteer efforts are paid to housing, it is inevitable that many residents fall through the cracks," she says. The area's social service system was devastated in the aftermath of the storm—agencies were physically destroyed and providers left the area—and the lack of mental health and health resources has taken its toll on residents.

It is these mental health needs that have been the focus of the work performed by SP2 volunteers who visit Mississippi as part of the Feldman Initiative. In one of the Initiative's biggest projects of the year, Hoe worked with several agencies to create "Your Guide to Social Services, Hancock County," and organized the Pearlington Health Fair. The fair drew over 100 families (an estimated 300 people) and was staffed in part by 32 Penn volunteers on the Winter 2008 trip.

Between July, 2007 and June, 2008, four separate Feldman Initiative trips (ranging in length from 7 days to 4 weeks) brought 67 Penn volunteers to the area. The volunteers from SP2 provided compassionate listening, outreach, and information and referrals through door-to-door visits and at agencies like the Boys & Girls Club, City Team Ministries, Hancock County Food Pantry,



Penn in the Gulf: SP2 Feldman Initiative was the cover story of the July/August issue of The Pennsylvania Gazette, and can be viewed online at www.penninthegulf.upenn.edu.

"Penn volunteers travel door-to-door, in the scorching Mississippi summers or the brisk winters, not only to provide compassionate listening and collect information for local organizations, but also to refer residents to services available in the area." —Connie Hoe

the Hancock County Housing Resource Center, and WQRZ radio station. They participated in an array of community events, including St. Rose's Sunday Supper, City Team's Kreative Kid's Art Festival, Kaboom's

100th Build, and the Mental Health Summit. But their work isn't limited to Mississippi and Louisiana: back in Philadelphia, program participants continue to advocate for the "residents who have touched their lives." The February, 2008 "Don't Forget Katrina" panel featured volunteers from each of Penn's four participating schools. Panelists presented their experiences from the trip to the Penn and Philadelphia communities in order to raise awareness about the work that still needs to be done. Hoe points out that the Feldman Initiative—

both at Penn and in the communities it serves—is "changing the lives of students and the way people view social work as a profession. It is also helping to raise awareness about the importance of community outreach."

www.penninthegulf.upenn.edu



Social Work and Nursing students do social outreach in Pearlington, MS



SP2 Students volunteer at WQRZ-LP, a Bay St. Louis-based community radio station

In the past year, the Penn in the Gulf: SP2 Feldman Initiative has:

- Sent over 67 volunteers to the area
- Contributed over 2,600 volunteer hours to the hardest-hit communities
- Mobilized three schools at Penn and transformed itself into an interdisciplinary program
- Been featured more than 16 times in the media



SP2 students with Pearlington, MS resident



In the deeply impoverished, Katrina-devastated town of Pearlington, Mississippi, a nursing and a social work student discovered a sinking home during their door-to-door health and mental health outreach. Stressed and frantic, the homeowner feared that his family would have to abandon their house altogether—a non-option for those who must rely on the dwindling volunteer pool to rebuild. The students quickly referred the resident to Penn’s engineering team that was testing local wells for bacterial contamination. The engineering students realized that a broken septic tank contributed to the problem and offered low-cost solutions for the family.

PROJECTS

PIPELINE FOR PROMISE

Founding Benefactor: Claire Lomax, C'84 and the Lomax Family Foundation

Program Director: Anthony Bruno, DSW'84

When Penn Social Policy & Practice partnered with Community College of Philadelphia (CCP) in fall 2006 to form Pipeline for Promise, the two institutions envisioned a program that would expose underserved community college students to social work coursework at an Ivy League institution. The goal was to encourage students to complete an undergraduate degree and eventually apply to a graduate program in social work. Just two years after its inception, that goal has been achieved: Veronis Yates, a member of the 2007 cohort, is now completing her bachelor's degree at St. Joseph's University and plans to apply to Penn's MSW program for Fall 2009. She even returned to the Pipeline for Promise program this summer as the course's teaching assistant. Program director Dr. Anthony Bruno, DSW'84, part-time faculty at SP2 and instructor at CPP, says that he "envisions an increase in the number of program graduates following this same path."

Using the undergraduate course, SWRK 214: History of Social Welfare, as a foundation, students in the program were introduced to both the social work profession and Penn's campus. The program began with an orientation session in March, which included remarks by several MSW alumni who recounted their personal stories of the road to graduate school (and how the assumption that they would not get into Penn almost kept them from applying). Then, during the summer course, alumni Joseph Davis, MSW'01, and Danielle Jackson, MSW'08, visited the class as guest speakers to describe their career trajectories into the social work profession. On another occasion, Dean Richard Gelles and Professor Carol Wilson Spigner presented summaries of their domestic violence and child welfare research to the seven students in the course. Outside of the classroom, students attended a guided tour of Penn's Van Pelt library, highlighting the University's technological resources.

The course addressed theoretical and historical antecedents of social policy in the United States. Drawing on works by Gelles, Anderson, Rothman, and Kozol, it sought to establish a framework for a deeper understanding of policy issues. One of the course's core components was a guided tour of the Philadelphia Youth Study Center (YSC) which culminated in a group conversation between the SWRK 214 students and 12 YSC residents. Assignments included a series of short papers and group exercises designed to immerse students in the discourse.

In keeping with the program's mission to encourage students to go on to pursue bachelor's and master's degrees, the program also included a presentation by Dr. Mary Mazzola, Associate Dean of Enrollment Management at SP2, about the admissions requirements to the MSW program, and Chestnut Hill College, Temple University, and St. Joseph University all made undergraduate recruitment presentations to the class.

Under the direction of Dr. Bruno, ten students from area community colleges and other colleges and universities will be recruited for the 2009 cohort.



Dr. Anthony Bruno with Pipeline for Promise students

The Pipeline for Promise mission is to increase the number of applications of underserved community college and other college/university students to graduate schools of social work. To begin this process, recruited students enroll in an undergraduate social welfare course that affords them exposure to academic expectations in the undergraduate setting; attend graduate faculty presentations; hear the personal and professional trajectories of Penn alumni; learn about the vast resources of an Ivy League university; visit a juvenile detention facility; and gather information about applications to area undergraduate programs in social work.

SOCIAL IMPACT OF THE ARTS

Principal Investigator: Mark J. Stern, Ph.D.
Director: Susan C. Seifert, AICP

Since 1994, the Social Impact of the Arts Project (SIAP) has focused on developing empirical methods to study the links between cultural engagement and community well-being. SIAP conducts research on the role of arts and culture in American cities with a particular interest in strategies for culture-based revitalization.

Over the past year, SIAP has focused on the link between immigration and the arts. In association with the Philadelphia Migration Project, SIAP completed a study of immigration and the arts and began designing an expanded effort to document the role of the arts and culture in Philadelphia's immigrant community. Growing out of its research on "natural" cultural districts, SIAP has continued its work with The Reinvestment Fund (a Philadelphia-based community development financial institution) to study the life-histories of cultural clusters and the factors associated with their success and failure.

Why focus on the link between immigration and the arts? Immigrants are transforming the social fabric of American cities. After several decades in which most immigrants settled in a few "gateway" cities, over the past decade, they have dispersed themselves more widely across the nation. Until a few years ago, Philadelphia was not a destination for many immigrants, but between 1990 and 2006, the proportion of foreign-born in the city has increased from 6.6 to 11.3 percent.

Using its existing databases, SIAP has traced levels of cultural participation among immigrants and immigrant artists' efforts to make a living. The study discovered that immigrants have adapted to their new home by incorporating some "American" cultural practices and retaining some of their own. At the same time, however, immigrant cultural practice is changing the organization of arts and culture in the United States. In particular, the presence of immigrant artists has strained the "American" system of nonprofit arts. Although the status of nonprofit cultural organizations had already been challenged by other changes in the cultural world and its audiences, immigrants' cultural engagement may accelerate this trend.

SIAP's data demonstrate that immigrants are relatively disengaged from the mainstream cultural



institutions of metropolitan Philadelphia. Yet migrants are engaged in informal and commercial culture in levels comparable to those of the U.S.-born population. The expansion of immigrant cultural engagement has given a push to trends that were already well under way in the arts world, specifically the shift in the division of labor between nonprofit, commercial, and informal arts.

The study also examined the potential of the arts and culture as a "hook" for connecting new Philadelphians to the rest of the community. Like the settlement house movement of the early 20th century, community arts groups may provide a means of building social networks among immigrants and allowing them to identify other social services that would benefit them.

Toward that end, SIAP principal investigator Mark Stern testified before a committee of Philadelphia City Council on the creative economy in May 2008 and served on the planning committee and facilitated the arts and culture breakout session at the Civic Forum on Immigration in Greater Philadelphia sponsored by the City of Philadelphia's Office of Multicultural Affairs at City Hall in June. Additionally, he and project director Susan Seifert presented a paper at the

Americans for the Arts conference in Philadelphia in June 2008.

In the upcoming year, the major focus of SIAP's work will be completing the evaluation of the John S. and James L. Knight Foundation's Community Partners in Arts Access initiative. One aspect will involve collaboration with the Greater Philadelphia Cultural Alliance in a study of regional patterns of cultural participation. SIAP will also implement its immigrant arts and "natural" cultural district projects and participate on the planning committee for a series of immigration forums and conferences announced in Mayor Nutter's executive order on language access (Executive order 9-08).

"If the city is to encourage the growth of a creative sector dominated by high-income, college-educated workers, we need to take steps to assure that the benefits of the new economy are shared by all of the city's residents. We can achieve this goal, first, by building ladders to creative sector jobs that don't require a college education and, second, by cultivating our neighborhoods' creative clusters." —Mark Stern

www.sp2.upenn.edu/SIAP

FACULTY

STANDING FACULTY



Joretha Bourjolly, Ph.D.
Associate Professor



Ram A. Cnaan, Ph.D.
Professor



Dennis Culhane, Ph.D.
Professor



Joan K. Davitt, Ph.D.
Assistant Professor



Ezekiel Dixon-Román, Ph.D.
Assistant Professor



Andrea M. Doyle, Ph.D.
Assistant Professor



Jeffrey Draine, Ph.D.
Associate Professor



Richard J. Estes, DSW
Professor



Damon W. Freeman, J.D., Ph.D.
Assistant Professor



Richard James Gelles, Ph.D.
Professor



Zvi D. Gellis, Ph.D., LMSW
Associate Professor



Toorjo (TJ) Ghose, Ph.D.
Assistant Professor



Femida Handy, Ph.D.
Professor



Amy Hillier, Ph.D.
*Assistant Professor, School of Design
Assistant Professor, SP2*



Roberta Rehner Iversen, Ph.D.
Associate Professor



Steven Marcus, Ph.D.
Research Associate Professor



Karin Rhodes, M.D., MS
*Director, Division of Emergency
Care Policy & Research
Research Professor, SP2*



Aileen Rothbard, Sc.D.
*Research Professor, School of
Medicine and SP2*



Roberta G. Sands, Ph.D.
Professor



Kenwyn Smith, Ph.D.
Professor



Phyllis Solomon, Ph.D.
Professor



Susan Sorenson, Ph.D.
Professor



Carol Wilson Spigner, DSW
Associate Professor



Mark J. Stern, PhD
Professor



Yin-Ling Irene Wong, PhD
Associate Professor

DR. VIVIAN SELTZER RETIRES

Vivian Center Seltzer retired from her position as Professor of Human Behavior and Development after 32 years of service to SP2 and the University. Dr. Seltzer wore a number of hats in the MSW program. She chaired the Human Behavior and Social Environment sequence for 18 years, taught courses in 4 of the 5 curricular sequences, and for several years served as advisor to the three year part-time program. She chaired the curriculum committee, curricular specialization committees, and faculty governance committees. In the Doctoral program, Dr. Seltzer served as Chair of the Doctoral Programs and simultaneously held membership in the University Graduate Council. In the Ph.D. curriculum, she taught research and social science courses and was a member of the Graduate Group. She also served as the school liaison to the Animal Behavior program of the Veterinary School and treated animal-owner problems, seeing both animals and owners in the behavior clinic.



Dr. Seltzer was also active in curricular matters and course teaching in other Penn schools. She held a secondary appointment as Professor of Education in the Graduate School of Education where she was a member of the personnel committee and the Ph.D. Graduate Group, yearly taught a freshman course in the School of Arts and Sciences Freshman Seminar program, and was a faculty steering committee member of the School of Arts and Science program in Organizational Dynamics where she taught courses on the Psychology of Identity, of Growth, and of Conflict in the organizational setting. Dr. Seltzer's participation in domestic and international professional organizations enabled her to collaborate with overseas colleagues on data collection. She is particularly appreciative of her overseas appointments as exchange professor at the University of Edinburgh and Penn Liaison for the SSW-Edinburgh program, as visiting Professor to the Hebrew University of Jerusalem, and as consultant to the Dean of the School of Economics and Social Sciences in developing their social science curriculum in the inaugural years of Singapore Management University.

Vivian Seltzer has lectured domestically and overseas on her research and writings regarding the impact of comparisons with peers on adolescent development and behavior, and of peer impact on setting goals for their futures. She developed an original protocol for cross-national collaborators to use in canvassing over 5,000 adolescents in six disparately located countries around the globe. Utilizing findings from these studies and from domestic research to enrich her conclusions on adolescent-peer attachment, she wrote three books and is putting finishing touches on a fourth: 1) *Adolescent Social Development: Dynamic Functional Interaction (DFI)*, a peer-attachment theory of adolescent normative psychosocial development as well as maladaptive functioning; 2) *The Psychosocial Worlds of the Adolescent: Public and Private*, selected for inclusion in the prestigious John Wiley Psychological Processes series, presents research studies and findings which support DFI premises, reorients research protocols into clinical tools, and offers options for pragmatic use of DFI theory in junior/high-school programming, adolescent parent education, and clinical diagnosis and treatment; and 3) *Handbook on Effective Practice with Adolescents*, a revisionist peer-attachment model in press for release by New York University Press in 2009. It includes her newly-developed protocols for diagnosis and PAL, an original group therapy model exclusive to adolescents only. Her fourth book is tentatively titled *A New Lens on Parenting Adolescents*.

Dr. Seltzer's conviction that her teaching and research would be enriched by closer ties with faculty of other schools in the University and participation in University activities led to appointments as Chair of the University Student Activities Committee and the International Committee, appointment to the Provost' Committee on International Programs, and appointment as Chair of the Social Sciences and Economics curricular division of the University Research Foundation semi-annual faculty grant program. After serving in the University Faculty Senate in various capacities, Dr. Seltzer was honored by her University peers when she was elected Chair of the University Faculty Senate. She set the programmatic agenda, charged faculty committees and worked closely with the administration, faculty, and students, individually or in tandem on committees and/or special initiatives, and spoke for the faculty regarding Capital expenditures and long-range planning.

Throughout her tenure as a professor at Penn, Vivian Seltzer made time to serve greater Philadelphia communities in leadership positions in charitable, professional, educational, and civic associations. She currently presides over the Center City Residents Association.

In Dr. Seltzer's parting comments to SP2 colleagues she said, "I have had a 'good ride.' I have completed my academic goals." Very precious to her was what she considers a two-sided privilege: serving her students, SP2, and the University; and spending her career in an electric atmosphere where new questions are continually stimulated and investigations flourish.

FACULTY

NEW STANDING FACULTY

EZEKIEL DIXON-ROMÁN, PH.D.

Ezekiel Dixon-Román recently completed a two-year Institute of Education Sciences postdoctoral fellowship in the Institute for Policy Research at Northwestern University. His research examines the cumulative effects of inherited familial social history on the social distribution of learning and development. He has recently been awarded a research grant from the American Educational Research Association to examine how the externalized practices of social and cultural capital mediate the cumulative effect of inherited familial social history.

One of his major projects is a book volume titled *Mystery of inequity: The political economy of learning and development*. In this book volume he is revising and expanding his dissertation models and examining how the effect of intergenerational economic capital is mediated by social, cultural, health, and school institutional capital. In order to account for the limitations of classical statistical analysis, Bayesian statistical modeling is used with the Child Development Supplement to the Panel Study of Income Dynamics. This work is strongly grounded by the critical theories of Pierre Bourdieu and is, in part, a quantitative/intergenerational analysis of what Annett Lareau (2003) captured in *Unequal Childhoods*.

Dr. Dixon-Román received his BA in psychology and Spanish from North Carolina Central University and an MA in the social sciences from the University of Chicago where he concentrated on quantitative methods and race, class and culture. He also accrued an MA in psychology while working on his Ph.D. in psychometrics at Fordham University.



ANDREA DOYLE, MSW, PH.D.

Dr. Andrea Doyle recently completed her doctorate in social welfare at the University of Washington School of Social Work. She is a seasoned practitioner trained in dialectical behavioral therapy and psychodynamic approaches to clinical therapy. Her interest in dynamic processes in clinical encounters led to training in a variety of research methods, and she has incorporated chaos and catastrophe theory and the mathematics of change into her work. She also has experience in qualitative ethnographic methods. While at the University of Washington, she was a member of the treatment development team at the Behavioral Research and Therapy Clinic in the Department of Psychology, a clinical research laboratory that brings together an integrated staff of clinicians, research methodologists and computer technician analysts. More recently, Dr. Doyle worked for the Fred Hutchinson Cancer Research Center evaluating counselor fidelity to a smoking cessation intervention targeted towards adolescents and based on cognitive behavioral and motivational interviewing techniques.

Dr. Doyle designed, implemented, and was part of the evaluation team for a psychoeducational adherence support group for disenfranchised low-income women with HIV as part of a larger National Institutes of Health and SAMSHA funded adherence to treatment intervention study. Additionally, she has clinical experience in the areas of trauma and substance abuse.

Dr. Doyle received a certification in sex therapy from the Canadian Centre for Clinical Sexology, completed the Individual Psychoanalytic Psychotherapy Training Program at the Institute of Community and Family Psychiatry at Jewish General Hospital of Montreal, completed the Group Psychotherapy Training Program at Montreal General Hospital, and received her Master of Social Work degree from McGill University. She has been a member of multiple professional associations, including the American Association of Sex Educators, Counselors and Therapists (AASECT), the American Orthopsychiatric Association, Healthcare for the Homeless, and the International Society for Quality of Life.



ZVI D. GELLIS, PH.D., LMSW

Zvi D. Gellis was most recently at the University of Albany, where he served as Director of the Center for Mental Health and Aging. In 2002, he was selected as a Hartford Foundation Geriatric Social Work Faculty Scholar. He is a Research Fellow of the National Institute on Aging. In 2005, he was awarded a National Institute of Mental Health, 5-Year research grant to develop and evaluate mental health screening and cognitive behavioral treatment services for depressed and medically ill older home care patients. As an established gerontologist, Dr. Gellis has over 18 years of clinical and management experience in community mental health programs. His current research interests are in depression and anxiety assessment, and treatment for community-dwelling older adults. He provides leadership to the New York State Evidence-Based Mental Health Training program. Dr. Gellis has authored numerous journal articles and book chapters and has delivered papers and workshops at over 170 conferences nationally and internationally.



Dr. Gellis is an expert trainer in Problem Solving Therapy (PST), an evidence-based psychological treatment utilized for depression in homebound frail older adults. He currently provides PST training in the states of New York and Texas. Recently, Dr. Gellis completed several clinical intervention studies examining the effectiveness of problem solving therapy (PST) for geriatric depression in medically ill home care elderly (Gellis et al, 2007; Gellis et al., in press).

Dr. Gellis has been the recipient of numerous awards including a Visiting Professor Fellowship in South Korea and two SUNY Research Foundation awards. Dr. Gellis has been internationally recognized for his research on cognitive behavioral interventions for late life depression in home health care, most recently at the International Social Work in Health and Mental Health Conference in Hong Kong, China. Dr. Gellis is a Research Associate with the Cornell Institute of Geriatric Psychiatry, Weill Medical College. He is the national Chair of the Council on Social Work Education Geriatric Mental Health Research Reviews committee. Also, he was appointed to the New York State Governor's Interagency Planning Council for Geriatric Mental Health services.



STANDING FACULTY HIGHLIGHTS

SELECT HIGHLIGHTS OF THE ACCOMPLISHMENTS OF THE STANDING FACULTY DURING THE 2007–2008 ACADEMIC YEAR:

AWARDS

Joan K. Davitt received the James G. Zimmer New Investigator Award from the Gerontological Health section of the American Public Health Association in November.

Richard Estes was nominated for the 2008 *Distinguished Social Indicators Research Award* of the International Society for Quality of Life Research.

Carol Wilson Spigner was a recipient of the 2008 Lindback Awards for Excellence in Teaching (details below).

HONORS AND APPOINTMENTS

Joan K. Davitt is a faculty member of the recently endowed New Courtland Center for Transitions and Health in the School of Nursing. She was a co-PI on the center grant, *A Socio-Ecological Perspective on the Relationships between the Growing Burden of Chronic Illness and the US Health Care System's Response*, funded by the Provost's Interdisciplinary Seminar Fund. Dr. Davitt has also chaired a strategic planning

initiative for the past year as a member of the board of directors of the Center for Advocacy for the Rights and Interests of the Elderly. She was assisted in this endeavor by three Nonprofit/NGO Leadership students, Tilak Mishra, Robin Rich, and Katherine Truitt.

Damon Freeman officially affiliated with the Center for Africana Studies at the University of Pennsylvania, and was invited to be a member of the Board of Directors for Haven Youth Center, the only center in Philadelphia that provides afterschool services to HIV+ children.

Femida Handy was promoted to full professor with tenure at the University of Pennsylvania School of Social Policy & Practice.

Susan Sorenson was elected Fellow to the American Psychological Association, Society for the Psychological Study of Social Issues.

Irene Wong was appointed Member (overseas academics, social work) to the Assessment Panel, Social Workers Registration Board, Hong Kong, China.

CAROL WILSON SPIGNER RECEIVES LINDBACK AWARD FOR DISTINGUISHED TEACHING

The Lindback Awards for Distinguished Teaching at the University of Pennsylvania were established in 1961 with the help of the Christian R. and Mary F. Lindback Foundation. Christian Lindback was president and principal of Abbotts Dairies, Inc. and a trustee of Bucknell University. The Foundation established Lindback Awards for Distinguished Teaching at colleges and universities through the Abbotts Dairies, Inc.'s service area in New Jersey, Pennsylvania, Maryland, Delaware and Virginia. The University of Pennsylvania normally gives out eight Lindback awards each year, divided evenly between health-related disciplines and all other departments and divisions. Award winners are determined by nominations and recommendations made by faculty and students in December based on certain guidelines. Two separate committees, one in the health schools and one in the non-health schools consisting of six previous award winners and four students, carefully decide among the nominees. Winners receive a Lindback Foundation scroll and a cash award of \$3000.



Carol Wilson Spigner, DSW, Kenneth L.M. Pray Distinguished Professor/Clinician Educator in the School of Social Policy & Practice, is a 2008 recipient of the award. She began teaching at Penn in 1999, after a long career as a teacher and practitioner in child welfare, including more than five years as Associate Commissioner for the Children's Bureau in the US Department of Health and Human Services. She earned a DSW and MSW from the University of Southern California and a BA from the University of California at Riverside. Her students praise her ability to inspire and support them while challenging their assumptions: "I received a 'B+,'" reports one alumnus, "and I was more proud of it than any 'A' I received during my academic career." They also note her skill at transmitting her experience and knowledge without dominating the classroom. "In spite of all her educational and professional achievements," says a current MSW candidate, "Dr. Spigner is a humble and approachable person who loves to share her extensive knowledge." A current MSSP candidate writes that she is "the representation of both power and gentleness, and she leads by example. She...inspires those around her to hold fast to what they know is right."

CONFERENCES, TALKS, AND APPEARANCES

Ram Cnaan presented his research and gave lectures around the world, including: “The Limits of Citizenship: Rights of Prisoners and ex-Prisoners in USA” (Global Collaborative Faculty Seminar at Kyung Hee University, Seoul, Korea: August 29, 2008); “Voluntary action among students: A cross-national study” (ISTR Eighth bi-annual conference on “The Third Sector and Sustainable Social Change: New Frontiers for Research” at Universitat de Barcelona, Barcelona, Spain: July 9-12, 2008); “Valuation of urban congregation’s social and economic benefits” (The First Annual ANSER-ARES conference at University of British Columbia, Canada: June 4-6, 2008); “The Contribution of urban religious congregations to the local social economy in the USA” (International Workshop on Social Audit, Social Accounting and Accountability at Charles University in Prague, Czech Republic: May 15-16, 2008); and “Action research: Services for Reentry in Philadelphia” (Bar Ilan University, Israel: January 14, 2008).

Dennis Culhane presented a number of invited lectures around the country, including “A Typology of Family Homelessness” (to The Bill and Melinda Gates Foundation in Seattle, WA, February 2008), “The Dynamics of Homelessness” (at the University of California at Los Angeles, November 2007), “Homelessness Research and Public Policy” (at the University of Notre Dame Law School in South Bend,

IN, October 2007), and “Homelessness research and policy in a US context” (at the Tri-County Conference on Homelessness at the White House).

Joan K. Davitt presented a number of peer reviewed papers this year: “Supporting Elder Friendly Urban Environments: Interdisciplinary and Participatory Research that Matters” (Social Work and Research, Annual Meeting, January, 2008); “Thinking Globally, Acting Locally: Using Spatial Modeling to Assess Health and Social Services in Urban Environments” (Gerontological Society of America, November, 2007); “Thinking Globally, Acting Locally: Generating Elder Friendly Urban Environments” (Gerontological Society of America, November, 2007); “Racial Disparities in Access to Medicare Home Health Care: The Disparate Impact of Policy” (American Public Health Association, annual meeting).

Richard Estes presented the following invited lectures during the past academic year: “Social Work, Social Welfare and Social Development: Towards a New Paradigm for Practice” (presented under the joint auspices of the Chinese University of Hong Kong, the University of Hong Kong and the Hong Kong Council of Social Service in Hong Kong); “Methodological Issues in Conducting Comparative Social Research” (presented at the University of Hong Kong); and “Theoretical Models of Comparative Social Research” (presented at the University of Hong Kong).

Damon Freeman was selected to participate in a week-long Summer Institute at the Clinton Institute for American Studies at University College, Dublin, in July 2007, where he gave a paper on “Kenneth B. Clark and the Problem of the Brown v. Board of Education Decision.” In December 2007, he presented “How Social Work Contained and Managed Racial Conflict After World War II” at the Black Cultural Center at Swarthmore College in Pennsylvania. In February 2008, he presented “Notes on the ‘Race Beat’” as a respondent to “The Race Beat: Media and the Civil Rights Movement,” a Penn Urban Studies Program lecture by Herb Klibanoff. In March 2008, he presented “James Robinson and the Harlem Origins of Operation Crossroads Africa, 1929-1960,” at the “Global Civil Rights” conference, Third Annual Scholars in Critical Race Studies Conference at the University of Memphis in Tennessee. In May 2008, he presented “James Robinson and the Harlem Origins of Operation Crossroads Africa, 1929-1960” at the “Civil Rights, Human Rights” conference at the Birmingham Civil Rights Institute in Alabama.

Femida Handy gave a seminar entitled, “Accountability, Governance and Ethics in Nonprofits” at Hebrew University of Jerusalem in Israel in April, 2008. That same month, she was also an invited speaker at the Faculty Research Seminar, RSM, at



Erasmus University in Rotterdam, Netherlands, presenting, "Volunteering cross cultural perspectives." In May 2008, she presented "What is it worth?: Using Expanded value statements for Membership organizations' Social Accounting and Auditing Workshop," at Charles University in Prague. Additionally, she presented, "Why University Students Volunteer: Comparisons across Five Countries" at The Association for Nonprofit and Social Economy Research (ANSER), Meeting of the Canadian Congress in June 2008, at the University of British Columbia, Canada.

Roberta Iversen appeared for an hour on "Radio Times with Marty Moss-Coane," WHYY (NPR) Radio on November 26, 2007, to discuss upward mobility among African Americans in the U.S., together with Julia Isaacs from the Brookings Institution. Findings from Iversen's 2006 book, *Jobs Aren't Enough: Toward a New Economic Mobility for Low-Income Families*, formed a major part of the discussion.

Roberta Sands presented a number of papers, including "Family Relations of African American Women who Became Muslim (2008 Annual Conference of the Society for Social Work and Research, Washington, D.C.); "The 'In-between' Status of Baalei Teshuvah" (December 2007, Annual Conference of the Association for Jewish Studies, Toronto, Canada); with Joretha Bourjolly, Victoria Stanhope, and Phyllis Solomon: "Evaluating Culturally Competent Practice: Development of a Vignette-Based Assessment Measure" (October 2007, Annual Program Meeting of the Council on Social Work Education, San Francisco, CA).

Phyllis Solomon gave a number of lectures in Japan on mental health, including one at the University of Tokyo and one at the Japan College of Social Work. At the Japan College of Social Work, she also led seminars on critiquing doctoral students' research.

Susan Sorenson gave the Ortner-Unity annual lecture at the University of Pennsylvania on November 1, 2007. The lecture was entitled "Reducing lethal violence against women: Firearms, policy, and politics." She delivered a lecture, "First responders to intimate partner violence: 10,000 law enforcement reports," at the World Injury Conference in Merida, Mexico, held March 15-18, 2008.

BRIEFINGS AND CONSULTATIONS

Dennis Culhane provided several briefings on homelessness, including those to Governor Jon Huntsman (Utah) in February, and Lieutenant Governor Tim Murray (Massachusetts), in January.

Phyllis Solomon provided consultation and technical assistance to the National Institute of Mental Health in Japan and a developing mental health advocacy NGO.

Irene Wong provided consultation as an external reviewer for the Research Grants Council, Hong Kong, China. She also finished her term as External Examiner for the Higher Diploma in Social Security Program, School of Professional and Continuing Education, The University of Hong Kong, Hong Kong, China (2003-2007).

TESTIMONY

Dennis Culhane gave invited testimony to the United States House of Representatives, Financial Services Committee, Subcommittee on Housing and Community Opportunity, in Washington, DC on October 16, 2007.

Mark Stern testified before a committee of Philadelphia City Council on the creative economy in May 2008.

PUBLICATIONS: Journal Articles

Cnaan, R. A., & Dichter, M. (2008). Thoughts on the use of knowledge in social work practice. *Research in Social Work Practice*, 18(4), 278-284.

Haski-Leventhal, D., **Cnaan, R.A., Handy, F., et al.** (2008). Students' Vocational Choices and Voluntary Action: A 12-Nation Study. *Voluntas: The International Journal of Voluntary & Nonprofit Organizations*, 19 (1), pp 1-21 DOI 10.1007/s11266-008-9052-1

Wineburg, R. J., Coleman, B. L., Boddie, S. C., & **Cnaan, R. A.** (2008). Leveling the playing field: Epitomizing devolution through faith-based organizations. *Journal of Sociology and Social Welfare*, XXXV(1), 17-42.

Branas, D.D., Richmond, T.S., **Culhane, D.P., & Wiebe, D.J.** (2008). Novel linkage of individual and geographic data to study firearm violence. *Homicide Studies*, 12(3), 298-320.

Culhane, D.P., & Metraux, S. (2008). Rearranging the deckchairs or reallocating the lifeboats: Homelessness assistance and its alternatives. *Journal of the American Planning Association*, 74 (1), 111-121.

Culhane, D.P., Metraux, S., Park, J.M., Schretzmen, M.A., & Valente, J. (2007). Testing a typology of family homelessness based on patterns of public shelter utilization in four US jurisdictions: Implications for Policy and Program Planning. *Housing Policy Debate*, 18 (1), 1-28.

McWayne, C., McDermott, P., Fantuzzo, J., & **Culhane, D.** (2007). Employing community data to investigate social and structural dimensions of urban neighborhoods: An early childhood example. *American Journal of Community Psychology*, 39, 47-60.

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EXCELLENCE IN TEACHING AWARDS IN THE MSW PROGRAM

The Excellence in Teaching Award in the MSW Program is presented to both a standing faculty member and a part-time faculty member each year. Recipients of these awards are selected by all students and must demonstrate a high level of scholarship in courses taught; a teaching style that stimulates the students' interest; a commitment to student learning; respect for students' personal differences; and a significant and lasting impact on the professional development of students. The awards were presented at the School's commencement ceremony on May 19.

Standing Faculty: Mark Stern

Mark J. Stern, Ph.D., is professor of social welfare and history and co-director of the Urban Studies program. Before joining the School of Social Work's faculty in 1980, he received his Ph.D. in history from York University (Canada). He collaborated with professor emeritus Dr. June Axinn in developing the required history and philosophy course in the master of social work curriculum. Drs. Axinn and Stern co-authored *Social Welfare: A History of the American Response To Need* which is now in its seventh edition. Dr. Stern has authored or co-authored five books, most recently with Dr. Michael Katz, the Walter H. Annenberg Professor of History, *One Nation Divisible: What America Was and What It Is Becoming* (Russell Sage Foundation Press, 2006). In addition to his work on American social history and the history of social welfare, Dr. Stern and his wife, Susan Seifert, direct the Social Impact of the Arts Project which examines the role of community arts and cultural programs in revitalizing urban neighborhoods.

Part-time Faculty: Andrew Fussner

Andrew Fussner, MSW, teaches first year Foundations of Social Work Practice and Child and Adolescent Psychopathology. He is employed at the School District of Philadelphia in the Pre-K Head Start program as a consultant on the mental health issues of early childhood. In addition, he is the Child and Family Therapy Consultant and Trainer at the Astor Home for Children in Rhinebeck, New York. With thirty years of experience as a social worker and clinician in children's mental health, including twenty years on the staff at the Philadelphia Child Guidance Clinic, Andrew serves on the Board of Directors in the Youth Services Division of the Archdiocese of Philadelphia and on the Committee for Early Childhood Mental Health in the State of Pennsylvania. He has traveled extensively, giving workshops and conducting seminars on family therapy in the USA, Europe, and Asia. He has been on the faculty of Institut fur Beratung in Berlin, Germany since 1993. Two book chapters bear his authorship; in *Casebook in Family Therapy*, edited by Lawson and Prevatt, Brooks/Cole Publishing (1999), and *Working with Aggressive Children*, edited by Crenshaw, Jason Aronson Publishers (2008).

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Cnaan, R. A., & Rothman, J. (2008). Capacity development and the building of community. In Rothman, J., Erlich, J. L., & J. E. Tropman (Eds.), *Strategies of community intervention* (7th ed.) (pp. 243-262). Itasca, IL: Peacock.

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STANDING FACULTY: FEMIDA HANDY, PH.D.

When asked what drew her to study the non-profit sector, Femida Handy's answer is simple, "Except for the bank and the grocery store, most of my waking hours are spent in the non-profit sector. So that's what I study." Within the non-profit world, the majority of her research focuses specifically on volunteerism, both in the U.S. and around the globe.



Since volunteering is central to the economy—in the United States and abroad—Handy and her colleagues began by testing the theory of net-cost volunteering. (The theory posits that volunteers always benefit from their volunteering activities, but the benefits to the volunteer are usually non-monetary and less than the costs of volunteering.) That research then expanded into a major study of volunteers in thirteen countries (Belgium, Canada, China, Croatia, Finland, India, Israel, Japan, Korea, The Netherlands, New Zealand, the United Arab Emirates, the United Kingdom, and the United States), and is now the basis for several of her recent articles. This “truly cross-cultural” study evaluated university students and their attitudes towards, and rates of, volunteering. What leads students to volunteer? The most common answer is that students volunteer because it helps to build their resumes for school and job applications. But there are other reasons, too. In China, for example, students report that they volunteer because it is a way to meet other people. Despite difference between countries, it is clear that the ethos of volunteering is engrained in the global economy.

Originally from India, a large portion of her research takes place there. She has studied issues of women's empowerment and non-governmental organizations in rural India, and recently authored a book on that topic, *Grass-roots NGOs by Women for Women: The Driving Force of Development in India*. Also, she is finishing a book on volunteering in India tentatively titled *From Sewa to Cyberspace: The Changing Face of Volunteering in India*. The international focus of her work is not limited only to research, and this summer, along with fellow SP2 faculty Ram Cnaan and Richard Estes, she taught Economics of Human Behavior at Kyung Hee University in Korea.

Femida Handy is a Professor at the School of Social Policy & Practice and an advisor to the Nonprofit/Non-governmental Organization Leadership Program.

FACULTY

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- Mook, L. & **Handy, F.** (2008). Social Valuation of Volunteer Labor: Social Accounting for Value Creation in Nonprofits. In Bruce A. Seaman and Dennis R. Young (Eds.), *Nonprofit Management and Economics: The State of Research*. Northampton, MA: Edward Elgar Press.
- Greenspan, I., & **Handy, F.** (2008). From Discovery to Recovery and Beyond: The Role of Voluntary Health Sector Organizations in the Lives of Women with Breast Cancer. *Advances in Medical Sociology* (forthcoming).
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- Solomon, P.** (2008) Mental Health Practice Interventions. In Mizrahi, T., Davis, L. (Eds.), *Encyclopedia of Social Work* (20th ed.). New York, Oxford University Press.
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- Corrigan, P., Mueser, K., Bond, G., Drake, R., **Solomon, P.** (2007). Principles and Practice of Psychiatric Rehabilitation: An Empirical Perspective. New York: Guilford Press.

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Dennis Culhane:

- United States Department of Housing and Urban Development (2008). *The Second Annual Homelessness Assessment Report: A report to the US Congress*. Washington: Author.

- Culhane, D.P., Parker, W.D., Poppe, B, Gross, K. & Sykes, E. (2007). Accountability, cost-effectiveness, and program performance: Progress since 1998. Washington: US DHHS and DHUD.

- United States Department of Housing and Urban Development. (2007). *Annual Homelessness Assessment Report: A report to the US Congress*. Washington: Author.

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Part-time Faculty Members Joe McBride and Steve Wilmot

PART-TIME FACULTY INSTRUCTORS (2007–2009)

Leslie Alexander, Ph.D.
 Jeffrey Applegate, Ph.D.
 Sandra Bauman, MSW*
 Bruce Boylston, CPA
 Anthony Bruno, DSW
 Robert Carter, MSW
 Fernando Chang Muy, M.A., J.D.*
 Elizabeth Conston, MSS, LSW
 Giselle Coutinho, MSW, LCSW
 Diane Cover, MSW**
 Marc V. Ferlizzi, MSW**
 Andrew Fussner, MSW
 Marcela Gutierrez, Ph.D.**
 Lina Hartocollis, Ph.D.*
 Eileen Heismann, MSW
 Laura Hinds, MSW
 Karen Hudson, MSW, LSW
 Charles Johnson, Ph.D.
 Susan Kinnevy, Ph.D., MSW
 Lara Krawchuk, MSW, LSW, MPH
 Andrew Lamas, J.D.
 Chad Dion Lassiter, MSW*
 Sungeun Lee, Ph.D., MSW**
 Joel Levy, DSW*
 Jack B. Lewis, MSW, LCSW
 Mary Mazzola, MSW, LCSW, Ed.D.*
 Joseph McBride, MSW
 Thomas McKenna, MSW
 Diane Menio, M.S.
 Edward Monte, Ph.D.
 Nancy A Morrow, MSW
 Kim Nieves, Ph.D.
 Kathleen Ostertag, MSW, LSW

Walter Palmer, J.D.
 Carlton Payne, Ph.D.*
 Heather Rouse, Ph.D.*
 Arthur Schwartz, Ph.D.
 William Silver, DSW
 Thomas J. Tantillo, MSW, MBA
 Julie Tennille, MSW, LSW
 Symme Trachtenberg, MSW, LSW
 Marypat Tracy, MSW*
 Steven Wilmot, MSW
 David Wohlsifer, Ph.D., LCSW
 Caroline Wong, MSW, LSW

Doctoral Teaching/Teaching Assistants

Amy Blank, MSW*
 Sara Wiesel Cullen, MSW**
 Melissa Dichter, MSW*
 Kerry Dunn, J.D., MSW**
 Rosemary Frasso Jaramillo, M.S.
 Manisha Joshi, MPH**
 Tae Kim, MSW*
 Heather Klusaritz, MSW
 Sungkyu Lee, MSW**
 Jason Matejkowski, MSW
 Staci Perlman, MSW
 Tawandra Rowell, M.A.*
 Kristie Thomas, MSW**
 Keilty Turner, MSW**
 Karen Zurlo, MSW**

* Not teaching in 2008 - 2009

** Did not teach in 2007 - 2008

FACULTY

PART-TIME FACULTY: ROBERT CARTER, MSW'99

A graduate of Temple University's undergraduate program and Penn's MSW program, Robb Carter's education always had a strong community approach and that is paramount to the work he does today. Since 2005, he has held the position of Associate Director at the University of Pennsylvania's African-American Resource Center.

As AARC's Associate Director, Carter has a hand in many programs and initiatives that benefit the entire university community. Most notably, he serves as co-chair of the Dr. Martin Luther King, Jr. Symposium for Social Change. This annual, two-week "extravaganza" draws more than 500 volunteers, more than 300 of whom participate in the Day of Service on campus. The efforts of these volunteers benefit those in the Philadelphia area throughout the entire year; Carter explains that in one of the activities, volunteers read books aloud and record them on tape so that the school district can use them to help children learn to read. In addition to the Martin Luther King Symposium, AARC provides a number of other programs, including noontime lectures on topics like parenting, finances, racism, and caregiving; counseling services; and assistance with grievance procedures. All of AARC's services are free to any Penn administrator, faculty, staff, or student, and Carter and the other center staff are dedicated to making AARC a safe and confidential place on campus.

In addition to being AARC's Associate Director, Carter is also a teacher. Teaching is something that he has been doing in various capacities for most of his career, and, he explains, he takes his "role as teacher very seriously." In 1975, he worked in early childhood services and assisted staff at a day care center in identifying children with learning disabilities. Prior to joining the staff at AARC, he worked primarily with children and youth, both in the pre-school and behavioral health arenas. Now, he is a lecturer in the School of Social Policy & Practice teaching in the racism sequence, and an instructor at the Graduate School of Education where he co-teaches the course Psychoeducational Interactions with Black Males.

Carter's love for teaching has also led to his involvement in a number of other programs that support students outside of the classroom. Through a workplace mentoring program run by the Netter Center for Community Partnerships, he oversees community high school students who work at AARC three days a week to gain workplace experience. In addition, once a month he welcomes students from Shaw Middle School to his office to talk about college, school, and other related topics. He also serves as the Executive Chair of the Philadelphia Student Union, a group that empowers Philadelphia high school students to take an active part in their education by working for higher standards in their schools. Carter is the founder of Men of Color at Penn, a support group primarily for faculty and staff at Penn, and he is an advisor to Alliance and Understanding, an organization that promotes dialogue primarily between Blacks and Jews culminating in a civil rights tour during spring break.

Carter is also a member of Black Men at Penn, Inc., a lifetime member and past board member of Women Organized Against Rape, and a member of Keeper of the Culture Philadelphia's Afrocentric Storytelling Group. In all of these undertakings, Carter realizes that he is a "complimentary force on a great AARC team" with Executive Director Valerie Allen, MSW'93, DSW'10, and staff assistant Colleen Winn, all of whom are dedicated to "fostering high levels of engagement between people while assisting others in creating relationships that are honest, interdependent, and trustful."



PART-TIME FACULTY: SYMME TRACHTENBERG, MSW'73

Symme Trachtenberg has been a member of the SP2 part-time faculty for almost 20 years. She teaches first-year Foundations of Social Work Practice, and the elective course Developmental Disabilities. She also has held a Clinical Associate in Pediatrics appointment at the University of Pennsylvania School of Medicine since 1989. She is on the faculty of the Community Pediatrics and Advocacy Program and contributed to its development in 2000. She is also on the faculty of the Maternal and Child Health funded Leadership Education Neuro-developmental Disabilities, Leadership, Director, Community Outreach and Education, The Children's Hospital of Philadelphia and contributed to its development in 1997. This program trains Fellows in developmental pediatrics, physical and occupational therapy, psychology, as well as social work interns from Penn.



Recently, Symme Trachtenberg was named co-chair of the Institutional Initiative on Transition to Adulthood at The Children's Hospital of Philadelphia (CHOP). This task group, which brings together decision makers and clinicians from across the hospital to develop a hospital-wide plan on coordinating an approach to transition to adulthood services for patients with developmental disabilities and/or chronic illnesses, will complete benchmarking studies, review current transition programs, and develop best practice guidelines for CHOP's programs.

Symme Trachtenberg's first position at The Children's Hospital of Philadelphia was her field placement in 1972, and she has been there ever since. Today, she is the Director of Community Education and supervises Penn MSW student interns—something she has been doing since the year after she graduated.

Current students in Penn's MSW program choose to specialize in macro or direct practice. But as many alumni and faculty probably recall, the practice concentrations used to be different. When Trachtenberg was a student, she pursued the generic concentration: the one that offered training in *both* clinical and macro social work skills. The overlap between macro and clinical is prevalent in her work and is something to which she exposes her student interns.

As Director of Community Education, she oversees projects at the hospital that advance the quality of care and quality of life of children, youth and young adults with chronic illnesses and disabilities. Part of her job includes managing the programs for these patients (both at Children's Hospital and in the community) that focus on transition to adulthood regarding healthcare, patient education which includes self-advocacy and self-care, and employment. This encompasses overseeing Project SEARCH, which arranges "internships" for students to help them

prepare for, and adapt to, a job.

The project is now in its third pilot year, and is modeled after the program at Cincinnati Children's Hospital and Medical Center. Because of

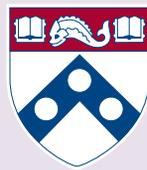
the success of CHOP's pilot, in collaboration with Philadelphia's Office of Vocational Rehabilitation, Pennsylvania was one of only six states to receive federal grant money—under a proposal written Pennsylvania's Department of Labor and Industry—to implement this program state-wide. Another aspect of her job is to serve as the interface with the hospital for the Care Coordination Network. This project provides a Family Resource Database as well as the Care Binder project, designed to teach families to organize their children's medical, educational and social service reports and advocate for themselves. Additionally, Trachtenberg is the social worker for the Trisomy 21 (Down syndrome) Program at Children's Hospital.

Pennsylvania is a leader in providing services to youth with developmental disabilities and chronic illness, in part through the work of groups like the American Academy of Pediatrics and the American Academy of Family Practitioners. These are state agencies that promote comprehensive care, Medical Home practice, and model case management services and Symme is a member of both advisory boards, routinely making presentations to them and advising them on issues.

But her work and advocacy outside of Children's Hospital do not stop there. She sits on the PA Traumatic Brain Injury Advisory Board with representatives from Pennsylvania's departments of corrections, aging, labor, public welfare, and others. She is also a part of the Philadelphia Department of Health's Transition to Adulthood workgroup, whose mission is to improve the healthcare services to young adults with chronic illness and/or disabilities. And, like all social workers committed to advancing access and equality for all populations, she is a constant advocate in her community for those with chronic illness and disabilities.

Trachtenberg is the recipient of several honors, including the Mary J. Gerace Award for Extraordinary Service, Children's Seashore House; the D. Bruce Yoppi Award for Outstanding Personal Commitment, Caring and Contributions to the Field of Developmental Disabilities, Philadelphia; and the 1998 University of Pennsylvania School of Social Work Alumni Recognition Award.

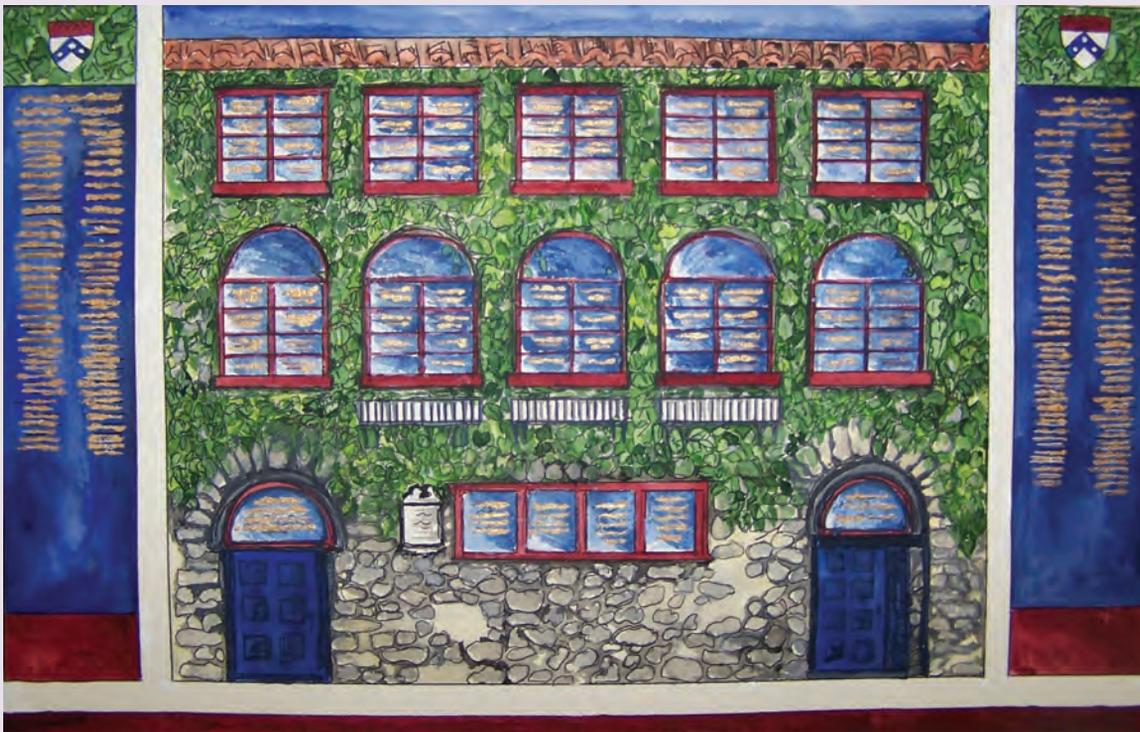
SOCIAL JUSTICE



Penn Social Policy & Practice

100 years of social work education

THE CAMPAIGN FOR SOCIAL JUSTICE



THE CENTENNIAL WALL

In conjunction with the Campaign and the SP2 Centennial Celebration, the School of Social Policy & Practice is honoring all donors who make a gift or pledge* of \$400 or more on a Centennial Wall. This wall will be a ceramic depiction of the façade of the original social work building on Pine Street, and will hang in the lobby of the School of Social Policy & Practice for perpetuity.

For more information about the Centennial Wall, contact Timothy Wortham, Jr. at 215-898-5526 or visit www.sp2.upenn.edu/give/centennial.html

*Pledges may be initiated at any time in the next two years, but must be paid in full by June, 2010 in order for the donor's name to be included on the wall.

CAMPAIGN

THE SP2 CAMPAIGN FOR SOCIAL JUSTICE:

TACKLING SOCIETY'S MOST COMPLEX PROBLEMS

The University of Pennsylvania launched “Making History: The Campaign for Penn” in 2007. SP2’s *Campaign for Social Justice* is part of Penn’s Campaign and its tag line—*tackling society’s most complex problems*—is fitting given SP2’s multiple degrees that prepare students to truly make a difference in the world. To date, SP2 has raised \$16M toward its \$33M Campaign goal. All gifts given to the SP2 until the year 2012 will be counted in both Penn’s *Making History Campaign* and SP2’s *Campaign for Social Justice*.

CAMPAIGN UPDATE As of 8/1/08

OVERALL GOAL: \$33,000,000

RAISED TO DATE: \$16,424,566

PERCENT OF GOAL ACHIEVED: 50%

PRIORITIES:

Graduate Student Financial Aid

Goal: \$6,000,000

Raised: \$3,348,784 (56%)

Support for Research Centers

Goal: \$3,000,000

Raised: \$1,700,450 (57%)

Other research initiatives

Goal: \$3,000,000

Raised: \$2,812,774 (94%)

Chairs and Professorships

Goal: \$12,000,000

Raised: \$4,500,000 (38%)

Program Support

Goal: \$6,000,000

Raised: \$3,747,886 (62%)

Capital Improvement/Renovation

Goal: \$3,000,000

Raised: \$189,672 (6%)



SECOND CENTURY SOCIETY

The School of Social Policy & Practice is now 100 years old and stronger than ever! The School is committed to ensuring that SP2 continues to be a leader in social work education and embody Penn's historical commitment to social justice for at least another 100 years. Toward this end, the Dean has created the **Second Century Society** for the School's most loyal alumni and friends who wish to consider SP2 in their estate planning. A planned gift offers a viable alternative that provides resources and creates extraordinary opportunities to help preserve the School's future. There are myriad gift options from which to choose—from naming SP2 as a beneficiary of a will to a more complex trust arrangement.

QUALIFICATIONS FOR MEMBERSHIP

We are pleased to include in the *Second Century Society* individuals who provide support for the School of Social Policy & Practice (SP2) in one or more of the following ways:

- Make a bequest to SP2 through a will or living trust
- Establish a gift with SP2 that provides a stream of payments to the donor for life, such as a charitable gift annuity, charitable trust or pooled income fund
- Name SP2 as owner and/or beneficiary of a life insurance policy
- Name SP2 as a beneficiary of an IRA, 401(k), 403(b) or other retirement plan
- Establish a charitable remainder trust to benefit SP2
- Make some other form of estate or planned gift to SP2, such as a gift of a life estate or charitable lead trust.

MEMBERSHIP BENEFITS

The Second Century Society is a chapter of the University of Pennsylvania's Charles Curtis Harrison Society, the University-wide recognition program administered by the Office of Gift Planning for planned giving donors. Membership benefits include invitations to annual luncheons, special events and seminars, and a subscription to the University's gift planning

newsletter *The Used Key is Always Bright*. The symbol of the Harrison Society is the "key," because planned gifts are key to the future and success of the School. Donors have the satisfaction of knowing that they are not only helping to ensure the future of the School of Social Policy & Practice, but also to benefit SP2 students, who will become global change agents in the area of social work practice and social policy.

JOINING THE SECOND CENTURY SOCIETY

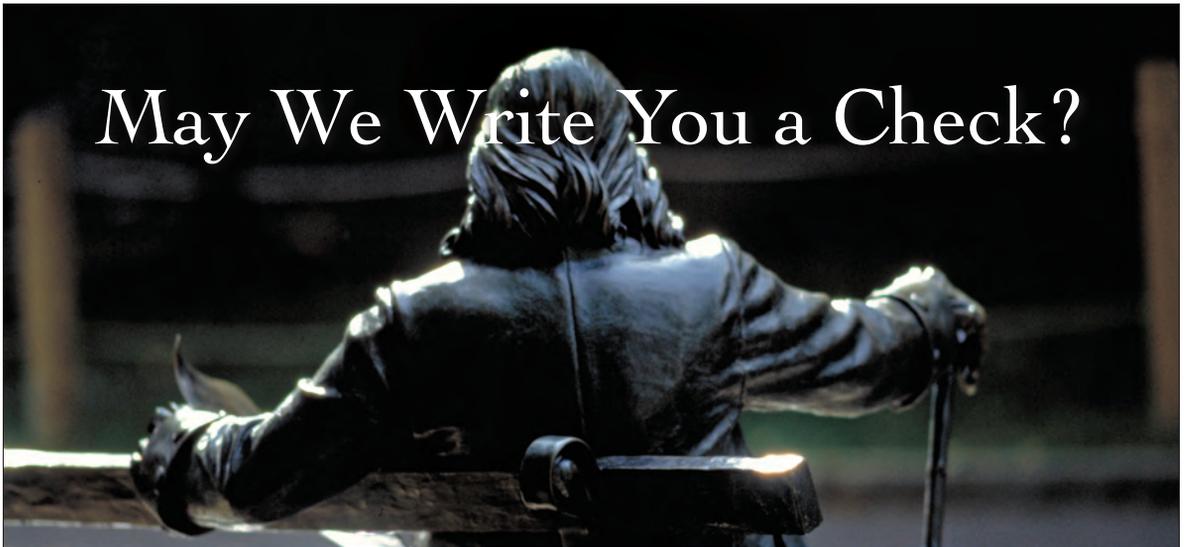
To become a member, please contact Frank Barr J.D., Director of Gift Planning and liaison for the School of Social Policy & Practice at fbarr@upenn.edu or 800-223-8236 regarding the nature of the bequest or planned gift you have made or would like to make. You also may contact Nadina Deigh, Director of Development and Alumni Relations directly at deighn@sp2.upenn.edu or 215-898-5518.

Many individuals supply a copy of the specific paragraph or section of a will or trust document that designates his or her commitment to the School of Social Policy & Practice. All information provided will be maintained in the strictest confidence. If you wish, you may be enrolled as an anonymous member.

Frank Barr, J.D., is the Office of Gift Planning's dedicated contact person for the School of Social Policy & Practice. Frank recently came to Penn from Rutgers University, and now serves as Penn's Director of Gift Planning. Frank has also been an attorney in private practice, and has served on the legal staff of Dow Jones. He is a graduate of Gettysburg College and of Washington & Lee University School of Law. Look for the new column in the monthly issues of Penn Matters in which Frank answers gift planning questions from alumni.

www.upenn.planyourlegacy.org

CAMPAIGN



May We Write You a Check?

SUPPORT THE FUTURE OF THE SCHOOL OF SOCIAL POLICY & PRACTICE *With a Charitable Gift Annuity*

It has never been easier to provide for the financial security of you and your loved ones while also supporting the School of Social Policy & Practice and its future.

Your gift of appreciated stock or cash can provide you with:

- *Payments for life, a portion of which may be tax-free*
- *Guaranteed, fixed income at a high rate (up to 8.9% depending upon your age)*
- *A current income tax deduction for a portion of your gift*
- *Security in the knowledge you are supporting the School of Social Policy & Practice*

For more information, including a personalized illustration of how a Charitable Gift Annuity can work for you or to review the full range of ways to meet personal planning objectives while securing the future of the School of Social Policy & Practice contact Frank Barr, the SP2 liaison in the Office of Gift Planning at 800.223.8236/215.898.6171 or fbarr@upenn.edu or visit www.upenn.planyourlegacy.org.



100 years of social work education
THE CAMPAIGN FOR SOCIAL JUSTICE

SAMPLE RATE CHART FOR A \$10,000 GIFT ANNUITY ON A SINGLE LIFE

Annuitant Age at Gift	Age 60	Age 65	Age 70	Age 75	Age 80	Age 85
Annuity Rate	5.5%	5.7%	6.1%	6.7%	7.6%	8.9%
Annual Payment	\$550	\$570	\$610	\$670	\$760	\$890
Charitable Deduction*	\$2,686	\$3,341	\$3,898	\$4,415	\$4,909	\$5,370

* The deduction will vary with the Federal discount rate at the time of your gift.

Note: Charitable Gift Annuities are not investments or insurance and are not regulated by the insurance department of any state.

PENN MATTERS

The latest SP2 news is online! Penn Matters is the online magazine of the School of Social Policy & Practice, published monthly during the academic year. It is often the medium through which the school shares breaking news with members of the SP2 community. For example, Penn Matters readers were the first to hear about the School's plans to relocate the Caster entrance to Locust Walk and renovate the lobby and basement classrooms. Every issue contains announcements about upcoming events, alumni highlights, faculty accomplishments, school happenings and more. The Penn Matters archive is available at www.sp2.upenn.edu/pennmatters, but readers can link directly to the current issue from the SP2 homepage.

Stay current on school news! Alumni who have email addresses on file are notified whenever a new issue goes online. To have Penn Matters delivered directly to your inbox, send your name and email address to alumnirelations@sp2.upenn.edu.

ALUMNI WEEKEND AND REUNION 2009

ALUMNI WEEKEND

Save the date: This year's alumni weekend will be held on Friday, May 15 and Saturday, May 16. The complete schedule of events will be available later this winter, and registration will open in March. In addition to the events hosted by Social Policy & Practice, SP2 alumni can register for the diverse events held across campus that are open to all alumni. Be sure to look for the SP2 registration materials in the 2009 supermailing at the end of February, and keep an eye out for the Alumni Weekend guide in the March/April issue of the Penn Gazette.

**1944, 1949, 1954, 1959,
1964, 1969, 1974, 1979,
1984, 1989, 1994, 1999,
2004**

If your graduation year ends in a '4' or a '9', mark your calendar for the Reunion Reception on Friday, May 15! Whether you are a member of the class of 1944, 2004, or somewhere in between, plan to join us at the Union League of Philadelphia to celebrate your reunion with friends, classmates, and faculty. The event is free for all reunion-year alumni and their guests.



Alumni Weekend 2008

ATTENTION CLASS OF 2008

You're invited too! Celebrate the milestone of your first reunion at the Reunion Reception on Friday, May 15. Don't miss the chance to stay connected with your classmates and colleagues as you move forward with your career. Additional details to follow.



*Dean Richard Gelles and Ernest Goldsborough, MSW'48
at the 2008 Reunion Reception*

The Alumni Relations Office would like to extend a special thanks to the following alumni who volunteered as Centennial Reunion Agents and helped to make Reunion 2008 a resounding success:

Elizabeth Edgerton, MSW'83
Linda Engelking-Cooper, MSW'88
Cassandra Lockerman-Robinson, MSW'98
Deborah McMillan, MSW'73
Jared Rolsky, MSW'68
Paul Starling, MSW'98

CAREER SERVICES FOR ALUMNI

Graduates report that career-related services are some of the alumni benefits they value most. Penn offers a variety of career services to its alumni, and many of these resources are available online. Detailed information about the Office of Career Services and the resources that are available through them can be found at www.vpul.upenn.edu/careerservices/sp2. Here is a partial list of the services alumni can take advantage of.

PACNET

The Penn Alumni Career Network (PACNet for short), is an online, password protected network of alumni who have volunteered to be contacted by fellow Penn graduates on career-related topics. You can search for a contact by Penn school or degree, geographic region, industry, mentoring interest, and more. PACNet is only available to Penn alumni who are registered members of the online community (QuakerNet). Whether you're looking for career advice or would like to share your career insights with other graduates, signing up for PACNet is an easy way to network with fellow alumni. To get started today, go to www.alumniconnections.com/penn and click on PACNet.

CAREER SERVICES LISTSERVS

If you want job announcements delivered directly to your inbox, sign up for the career services job listservs today. The listservs that are most relevant to SP2 alumni include: Clinical/Direct Practice; Macro/Policy/Research/NPL; and Doctoral Academic. You can sign up for as many listservs as you would like by following the instructions at www.vpul.upenn.edu/careerservices/sp2. These listservs also include announcements about recruiting events and job fairs, many of which are open to alumni.

PENNLINK

PennLink is an online, searchable database of full-time, part-time, and summer job postings and internship announcements. Alumni who graduated in 2003 or later can login to PennLink with their PennKey; graduates prior to 2003 can follow the instructions to create a new PennLink account. In addition to searching for jobs, alumni can also use PennLink to post job announcements. Advertising a position to Penn alumni is free; for a small fee you can also expand the posting to be advertised at other schools who are members of the NACELink partnership.

DO WE HAVE YOUR EMAIL?

If we don't have your email address on record, you are missing important news and information from the School. Alumni with a valid email address receive event invitations, discount tickets, and other special announcements that are not sent out through the mail. To provide or update your email address, you can contact the Alumni Relations Office at alumnirelations@sp2.upenn.edu or 215-573-7133, or go online to your profile in the online directory at www.alumniconnections.com/penn.

A NETWORK OF HUNDREDS

Help us reach our goal of having at least 100 SP2 alumni join PACNet before June 30, 2009. Any alumnus/a who creates a PACNet profile before that deadline will be entered into a monthly raffle for a limited-edition SP2 travel mug. The earlier you register, the more chances you have to win. And if you're already registered in PACNet, you will automatically be entered into the drawing each month.

SP2 GOES ON THE ROAD

The School's Centennial Celebration kicked off earlier this year, and in honor of 100 years of social work education, SP2 has gone on the road. This past year, Dean Gelles and other members of the SP2 administration hosted Centennial Receptions and met with alumni in four U.S. cities; events are being scheduled in more cities during the upcoming year. In addition to offering alumni a glimpse of what is new at the school and a chance to hear from the dean, these receptions also provide an opportunity to network with fellow graduates in the area.

New York – November 16, 2007

Washington, D.C. – February 22, 2008

Hawaii – May 13, 2008

Los Angeles – June 6, 2008

Chicago – November 14, 2008

Wilmington, DE - TBA (Spring 2009)

Boston – TBA (Spring 2009)



Sidney Moss and Mary Sewell Smith, both members of the Class of 1958, celebrate their 50th Reunion.

CENTENNIAL EDITION ALUMNI DIRECTORY

The 2008 Centennial Edition of the SP2 Alumni Directory was released over the summer. This was the first time a project like this had been undertaken by the school, and the finished product is a valuable resource that promotes networking and collegial support among SP2 graduates. Because the directory contains personal information, it is available *only to SP2 alumni and only for personal use*. Thank you to everyone who responded to the requests from Harris Connect, Inc. to verify or update your directory listing and make this project a success!



“WHAT I KNOW NOW THAT I WISH I KNEW THEN...”

For students getting ready to embark on careers, one of the most welcome additions to their job search is the opportunity to hear from alumni. In the past year, the Alumni Relations Office hosted several programs that brought students and alumni together, and provided students with insight into the post-graduation world.

On September 6, 2007, a group of alumni volunteers joined the Alumni Council in welcoming students to (and back to) SP2 at the beginning of the semester. This third annual **Welcome Breakfast** was popular with students, who appreciated the words of wisdom from alumni who shared “what they know now that they wish they knew then.”

In March, graduating students who attended **Career Connections** heard from five alumni panelists who discussed everything from negotiating salary and advancing within an agency, to managing student loan payments and getting licensed. A third program that connected students and alumni was the **Career Exploration Series**. This new series brought alumni back to campus to offer advice about their own areas of practice and share insight into their individual career tracks. Each session included a small group of students and one alumni presenter, allowing participants to have candid and in-depth discussions with an expert in the field. The alumni presenters represented numerous fields of practice, including government, union organizing, disability services, grant writing, non-profit management, and private practice.

Alumni who are interested in participating in alumni/student career programming or other volunteer opportunities can contact Emily Brueckner in the Alumni Relations Office at 215-573-7133 or alumnirelations@sp2.upenn.edu.

SPECIAL THANKS TO OUR 2007–2008 CAREER CONNECTIONS PANELISTS AND CAREER EXPLORATION SERIES HOSTS:

Emily Amerman, MSW'77
Christina Chang, MSW'01
David Dunbeck, MSW'99
Laurie Friedman, MSW'03
Wendy Hornick, MSW'75
Inderjit Jaipaul, DSW'68
Lara Krawchuk, MSW'95
Santo Marabella, DSW'91
Lisa Park, MSW'02
Ellen Becker Scharff, MSW'67
Alan Speed, MSW'07
Adina Tayar, MSW'04
Anne Weiss, MSW'81
Steven Wilmot, MSW'97

CONTINUING EDUCATION AND PROFESSIONAL DEVELOPMENT

If you're a licensed social worker, then you already know that March 1, 2009 marks the end of the Pennsylvania licensure cycle. Pennsylvania licensed social workers are required to have 30 continuing education credits at the end of this cycle. Every year, the Continuing Education and Professional Development program at the School of Social Policy & Practice offers a wide range of courses for social workers and licensed therapists.

The 2008–2009 schedule, which began in October and continues through May, includes continuing education on topics that include everything from immigration policy to guided imagery, and domestic violence to Personality Type Theory. Under the direction of Joseph McBride, MSW, LCSW, BCD, the CE course offerings now also include two-day workshops, a social work ethics series, a social work clinical supervision series, and the nonprofit leadership workshop series.

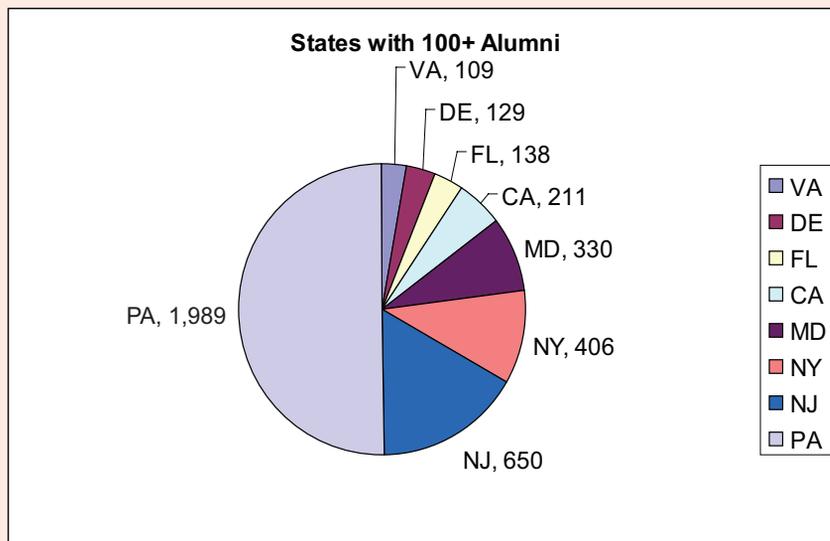
Receive a \$10 discount on the cost of an SP2 Continuing Education course if you are:

- A Penn alumnus/a
- A current SP2 Field Instructor
- One of three or more employees from the same agency taking the course

ALUMNI

WHERE ARE OUR ALUMNI?

THERE ARE MORE THAN 5,200 SP2 ALUMNI IN THE WORLD TODAY, MAKING A DIFFERENCE IN THEIR FIELDS AND AROUND THE GLOBE.



ALUMNI AMBASSADORS

Become an Alumni Ambassador and volunteer at your alma mater. The Alumni Ambassadors program is designed to connect SP2 alumni with volunteer activities at the school that best match their interests. Graduates who sign up for the Alumni Ambassadors program receive announcements about events, activities, programs, and networking functions for which the school seeks volunteers. Ambassadors are then free to decide which opportunities best suit them. Over the past year, Alumni Ambassadors have helped with outreach for the Reunion, spoken at the Pipeline for Promise Orientation, hosted Career Exploration Series sessions, served as panelists at Career Connections, welcomed students to the school, and more.

Regardless of when you graduated or which career track you pursued, you can find a volunteer activity that matches your interests and availability. To sign up to become an Alumni Ambassador or to learn more about the program, visit www.sp2.upenn.edu/alumni/alumni_ambassadors. Once your interest is received, someone from the Alumni Relations Office will contact you with additional details.

ALUMNI YELLOW PAGES

Do you have a business or service that you would like to advertise to your fellow SP2 alumni? SP2 is adding a new "Yellow Pages" section to our alumni relations website. This section will allow alumni to browse alumni listings as well as submit a posting of their own. Use this as a way to search for social work, non-profit, and other services provided by your colleagues and fellow alumni. To submit a posting to the yellow pages, email alumnirelations@sp2.upenn.edu or 215.573.7133.



Harvey Finkle, MSW'61, and Bill Rivers, MSW'62 at the 2008 Alumni Weekend picnic.

ALUMNI HIGHLIGHT

JENNA MEHNERT, MSW'95

Executive Director, National Association of Social Workers, Pennsylvania Chapter *A Social Worker's Social Worker*

Pennsylvania's Act 68, which went into effect on September 8 of this year, is big news for social workers. The bill gives "title protection" to the profession so that only those individuals who have a social work degree can call themselves social workers. Achieving title protection required the advocacy efforts of thousands of social workers around the state, and those efforts were spearheaded by **Jenna Mehnert, MSW'95**, the Executive Director of the Pennsylvania Chapter of the National Association of Social Workers. Under her leadership, NASW-PA lobbies and advocates for social workers—and the populations we serve—on a daily basis.

Mehnert became NASW-PA's Executive Director two years ago. Prior to this, she worked for Mayor Guiliani in New York City, Mayor Williams in Washington, D.C., and Estelle Richman, Secretary of the Department of Public Welfare in Pennsylvania. Through her work for these three different administrations, Mehnert "always saw the need for a stronger social work voice in practice and policy decisions." NASW is the voice for social workers, and through it, she is fighting to build their reputation among the legislature and increase their voice on important issues.

How strong is the social work voice in Pennsylvania? There are 40,000 social workers in the state, but only about 6,100 are members of NASW-PA. Mehnert notes that membership numbers impact NASW's ability to advocate effectively; every member of the Legislature with whom Mehnert meets are interested in knowing how many members her organization represents. As a result, she has set a goal to grow the chapter's membership to 10,000.

Act 68, which gives title protection to social workers, also changed the number of training hours needed to obtain an LCSW in Pennsylvania from 3,600 to 3,000, giving Pennsylvania the ability to have licensing reciprocity with 21 other states.

When she first assumed the Executive Director position, Mehnert conducted a survey of social workers to determine which issues facing the profession were thought to be the most pressing. In addition to gaining title protection, social workers identified the need to enhance the profession's public image as a priority. Mehnert



There are about 40,000 social workers in Pennsylvania, but only 6,100 of them are members of NASW-PA. Mehnert's goal is to increase membership to 10,000 to strengthen the social work voice on important practice and policy decisions.

also developed a strategic plan with input from deans of Pennsylvania's social work schools. As she points out, "when people see that the profession is strong, more people want to come into the field. The work of NASW and social work schools is intricately related."

While a student in the MSW program, Mehnert completed a field placement at the Center for Research on Youth and Social Policy (CRYSP) under the director of Dr. Suzanne McMurphy.

Mehnert credits Dr. Murphy with instilling in her the importance of joining NASW—even as a "macro" social worker. Now, Mehnert is a field placement supervisor herself and for the past ten years has given her students training in government, policy, and advocacy work.

As Mehnert advocates tirelessly for the social work profession, social workers, and those they serve, there is one issue about which she is passionate on a personal level: drawing more social workers into working with autistic children. As the mother of an autistic child, Mehnert sees firsthand the valuable impact that social workers make in this area of practice. She is committed to raising awareness about autism and how we provide services to autistic children and their families.

Mehnert remains connected to the School of Social Policy & Practice by serving as a member of the Dean's Advisory Council, and through her appearances as an alumni panelist and a guest speaker at school events.

ALUMNI COUNCIL

MEMBERS OF THE ALUMNI COUNCIL

Steven Wilmot, MSW'97, Chair
David Dunbeck, MSW'99
Lisa Gottesman, MSW'07
Chad Lassiter, MSW'01
Santo Marabella, DSW'91
Robert Spena, DSW'80

Get to know the members of the Alumni Council: Members will be highlighted in upcoming issues of Penn Matters.

The Social Policy & Practice Alumni Council is an alumni advisory group at the School. The council advises the Alumni Relations Office on issues pertaining to alumni events, initiatives, and involvement, and supports alumni/student programming throughout the year. In partnership with the SP2 Alumni Relations Office, the Alumni Council was actively involved in a number of activities this year at SP2, including the Alumni Council Leadership Award, which was presented to a graduating student, the Welcome Breakfast, the Alumni Council Study Break, and the Virginia Robinson Publication Prize.

Thank you to R. Kevin Grigsby and William Johnston-Walsh who completed terms on the Alumni Council on May 31, 2008. Dr. Grigsby served as the Chair of the Alumni Council for the past four years, and Mr. Johnston-Walsh has been a member of the Council for more than five years. Both of these alumni have given immensely of their time and talent, and the School of Social Policy & Practice gratefully acknowledges everything they have done for their alma mater.

QUAKERNET

QuakerNet is the online community of the University of Pennsylvania, and is available at www.alumniconnections.com/penn. It is the portal through which alumni can access PACNet and the online directory. In addition, the “my profile” feature of QuakerNet enables alumni to update their address, email, or other piece of contact information on their own. Most QuakerNet features are password protected and only available to registered Penn alumni, so create your profile today:

1. Go to www.alumniconnections.com/penn
2. Click on “Profile Registration” (hint: it is the fourth item from the top in the left menu)
3. Follow the instructions in the blue box on the right to find your record and create an account

Once you are a registered community member, you can:

Update your contact information

1. Go to www.alumniconnections.com/penn
2. Click on “Your Profile” (hint: it is the third item from the top in the left menu)
3. Click on “View/Update Your Listing” (hint: it is the second item from the top)
4. If you are not already logged in, enter your username and password

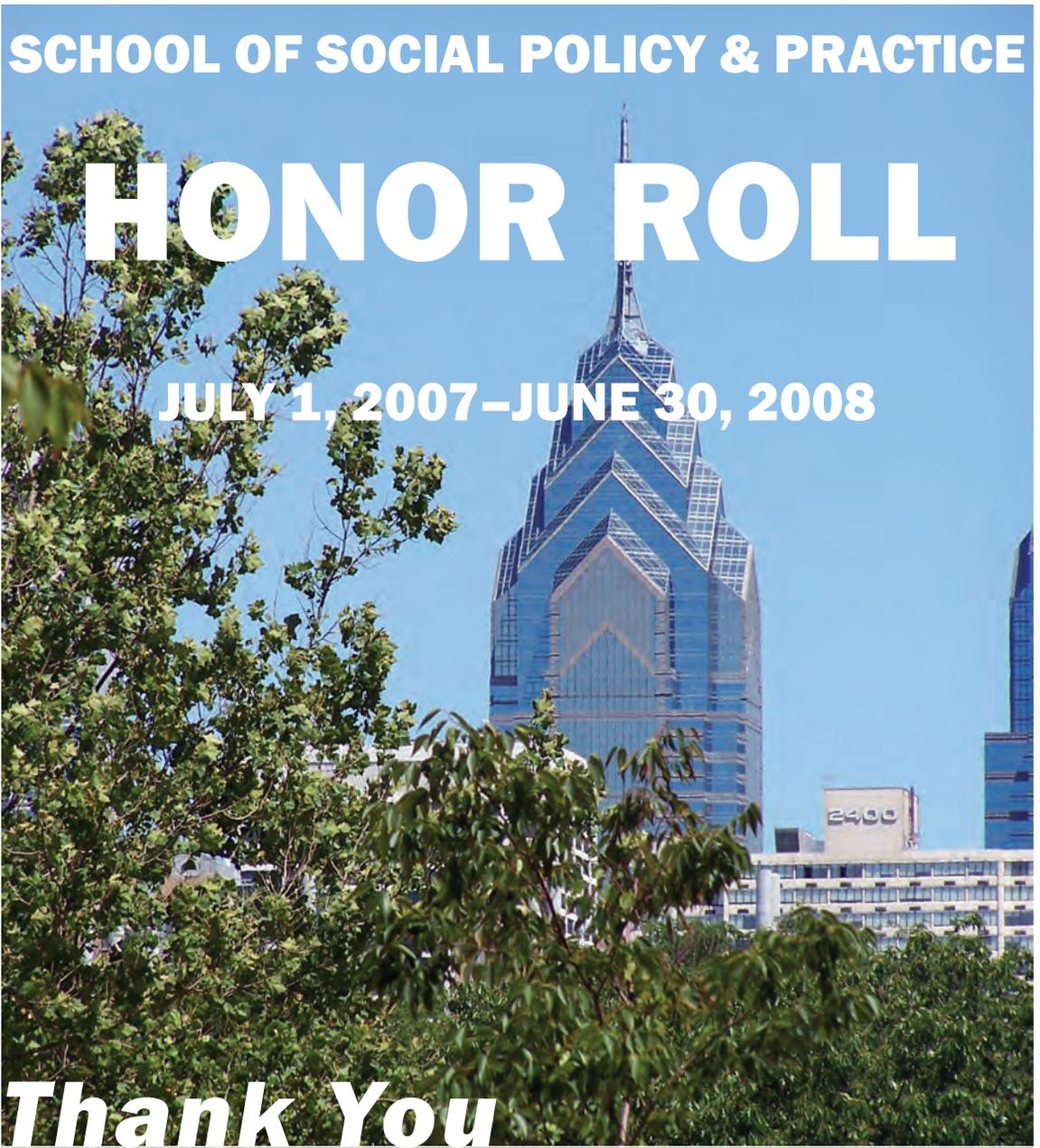
5. Determine which items you would like to update, and click the “Click to Update” button at the top of that section.
6. Update the appropriate information, and click “Update” at the bottom of the page

Find a classmate or fellow alum

1. Go to www.alumniconnections.com/penn
2. Click on “Directory” (hint: it is the sixth item from the top)
3. If you are not already logged in, enter your username and password
4. Click on “Search the Directory”
5. Using the Simple Search, enter as much information as you know, or the criteria you wish to search by

Find alumni in your area

1. Follow instructions 1-4 under “Find a classmate or fellow alum” above
2. Click on “Advanced Search” in the second paragraph
3. Fill in the fields you wish to search by (Note: the results can sometimes take a little while to appear on your screen, so if they don't show up right away, don't worry)



SCHOOL OF SOCIAL POLICY & PRACTICE

HONOR ROLL

JULY 1, 2007–JUNE 30, 2008

Thank You

The School of Social Policy & Practice would like to thank the 971 donors (a 10% increase over last year) who made gifts or pledges in fiscal year 2007–2008. Multi-level gifts from students, staff, alumni, faculty and friends helped to fund financial aid, cutting edge research, building renovations, special programs and more. Thank you again for your ongoing interest and support!

CELEBRATING 100 YEARS OF SOCIAL WORK EDUCATION

HONOR ROLL

ANNUAL FUND

SOCIAL WORK LEADERS

SP2 alumni who have made a gift of \$500 or more the Annual Fund in 2007–2008

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Amanda M. Goldstein, '04
David A. Goolsby, C'73, '77
Barbara J. Haile, '76, DSW'83
Anne M. Hainsworth, '07
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Sheryl Cohen Markowitz, '89
Ann Peirce Morris, '62
Pearl Moulton, '59
Rebecca F. Riff, '04
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Sharon C. Singer, '01
Thomas J. Tantillo, Jr., '76
Michelle M. Tiger, '03
Sally Walker, G'68, '85

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SP2 alumni who have contributed to the School's Annual Fund for a minimum of five consecutive years

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Sheldon Wilson Jones, '51
Myron M. Judy, '81
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Katherine A. Kandravy, '95
Linda Kanner, '82
Mildred Fine Kaplan, '46
Mildred S. Keeyes, '63
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Doris Baker Kersten, '64
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Pearl Moulton, '59
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Hiasaura Rubenstein, '59

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Geraldine Summerville, '99
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R. Laura Wechsler, '84, DSW'90
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Michael Woodman, '49

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Mrs. Mary Ann B. Greenawalt, CW'62
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Ms. Sharon C. Singer, '01

Dr. Catharine F. Toso, GED'84, '88,
DSW'93

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Linda R. Andersen, '78
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Blanche Cirker, '41
Blanche & Hayward Cirker Gift
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Barbara J. Haile, '76, DSW'83
Anne M. Hainsworth, '07
Michael J. Hainsworth, '01
John E. Hansan, '56
Wisteria F. Johnson, '73
Amy Klein Keisling, '87
Sheryl Cohen Markowitz, '89
Thomas B. Morris, Jr., Esq.
Ann Peirce Morris, '62
Pearl Moulton, '59
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Rebecca F. Riff, '04
Janice B. Rowe, '64
Lloyd A. Rowe, WG'56, GR'65
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Michelle M. Tiger, '03
Sally Walker, G'68, '85
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David S. Baumstein, '41
Cyrus S. Behroozi, DSW'74
Evon L. Bergery, '97
Stephen J. Betchen, '81, DSW'86
H. Frank Brull, '51
Anthony F. Bruno, '81, DSW'84

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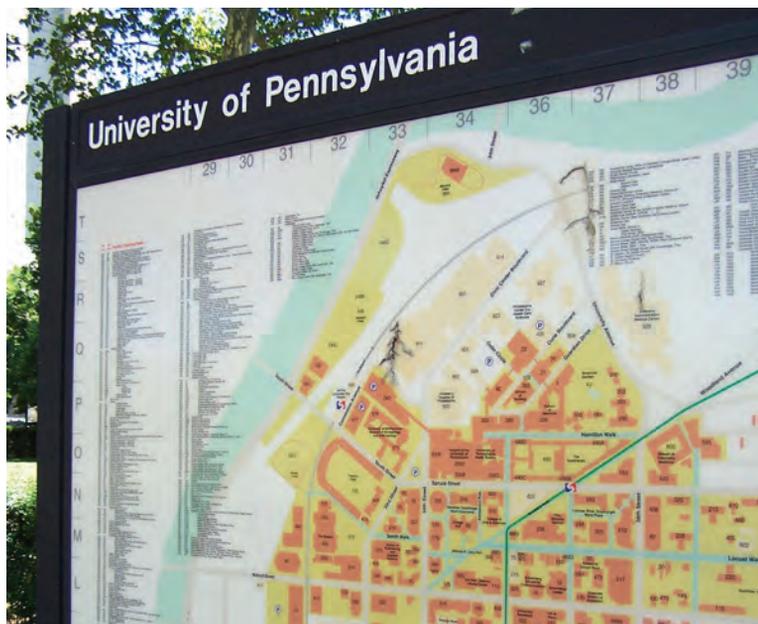
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HISTORY

Advisory boards at Penn began in 1928 when the *Statutes of the Corporation* were amended to allow for constituent boards to provide counsel for each of the University’s faculties. In 1972, the Trustees and the President decided to build on this earlier precedent by establishing boards of overseers for Penn’s schools and major resource centers.

PURPOSE OF THE BOARDS OF OVERSEERS

Overseer boards serve as bridges between Penn’s schools and centers and the community beyond campus boundaries. Although overseers do not have fiduciary responsibility, the President, Provost and Board of Trustees rely heavily on these boards to help inform the work of the schools and centers.

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- 10/29/08 **National Association of Deans and Directors of Schools of Social Work**
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- 10/31/08 **Council on Social Work Education Annual Conference**
Jonathan Kozol, Award-Winning Author and Advocate for Educational Equality
"The Race Gap": Why Does it Persist? What Are the Solutions?"
- 11/6/08 **Louis S. Carter Lecture**
"Race Relations in the Post-Bush Era"
Dr. Howard Stevenson, Associate Professor & Chair, Applied Psychology and Human Development Division, University of Pennsylvania Graduate School of Education
- 11/21/08 **Association for Research on Nonprofit Organizations & Voluntary Action Annual Conference**
Benjamin Franklin Leadership Symposium
"Non-Profit Performance: It's All About the Leadership and Its Successors"
Michael Useem, Ph.D., The William and Jacalyn Egan Professor of Management, University of Pennsylvania Wharton School of Business
- 12/4/08 **Black Men at Penn 5th Anniversary Celebration**
"Without Struggle, There Is No Progress"
Refer to www.sp2.upenn.edu/centennial for updated event information
- 12/9/08 **Field Center Community Symposium**
Dr. David Olds, Professor of Pediatrics, Psychiatry, & Preventive Medicine, UCHSC; Director, Prevention Research Center for Family and Child Health, Adjunct Professor of Psychology at the University of Denver

Refer to www.sp2.upenn.edu/centennial for detailed event information