



CHHS

SCHOLARS FOR THE COMMUNITY: THE FIRST DECADE

San Francisco State University
College of Health and Human Services
Ten-Year Report

Scholars for the Community:

THE FIRST DECADE

NAME *College of Health and Human Services Ten-Year Report*

ADDRESS *1600 Holloway Avenue, San Francisco, CA 94132*

SCHOOL *San Francisco State University*



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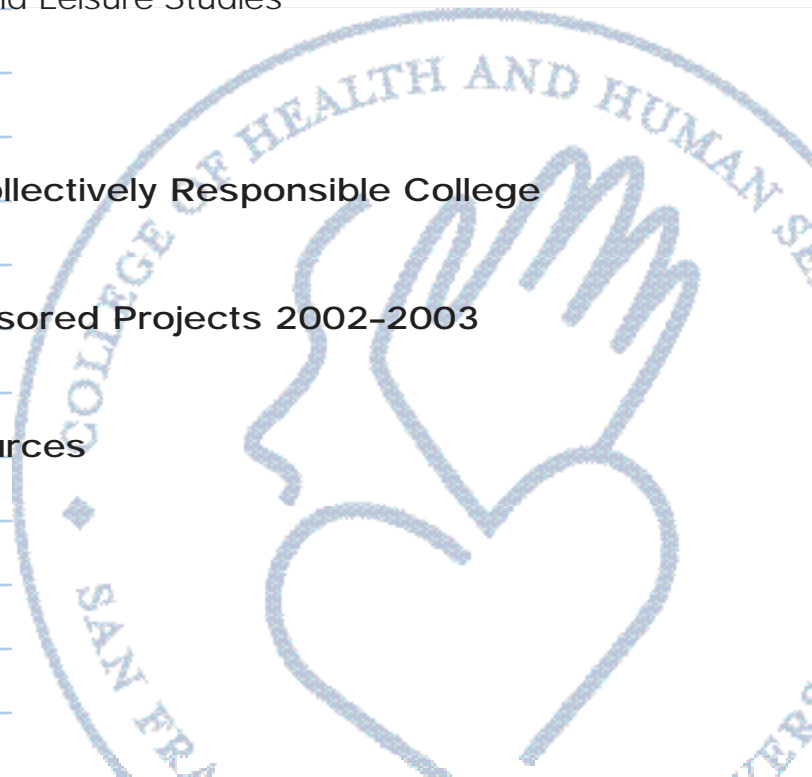
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Celebrate with us!



The 2003–2004 academic year marks the 10th anniversary of the College of Health and Human Services at San Francisco State University. From its beginning as a grassroots effort among faculty from varied disciplines, the College has made remarkable strides during this first decade toward achieving a

unified vision of “Quality of Life for All Californians.”

Because of the collective responsibility and collaborative contributions of our personnel and partners, the College of Health and Human Services has firmly established itself as a *community of scholars who are scholars for the community*. CHHS colleagues engage in the process of learning with respect for the promise of learning and do so with cultural competence and attention to the special needs of first generation and nontraditional college students. Our commitment to the integration of teaching, research and service is clearly demonstrated throughout our academic programs. Seventy-five percent of the undertakings in our current sponsored-projects portfolio of \$7 million involves some form of public service with a significant emphasis on addressing sociocultural issues.

Interesting that the diversity of CHHS mirrors that of the SF Bay Area population.

We approach our responsibilities as a true learning community.

Our constituents range from the undergraduate student doing valuable work in the field to the external sponsor whose grant makes it possible for us to achieve

Wow! It appears that CHHS is providing a model for the entire campus!

our goals. Now, we are ready to begin the next decade with a focus on several important initiatives aimed at strengthening professional collaborations, deepening community bonds and more seamlessly relating liberal and professional education.

On the pages that follow, you will find news about our accomplishments during the past decade. As you review our milestones, meet our “people to watch,” and read about some of our most noteworthy undertakings, you will better understand how we have achieved such great success in producing “intentional learners” who are empowered, informed and responsibly engaged.

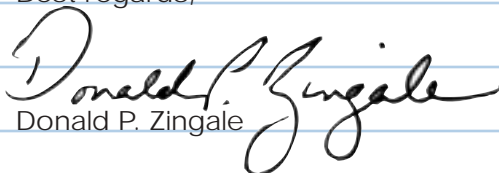
Isn't this part of the "greater expectations" movement of the Association of American Colleges and Universities?

As for the future, involvement of people like you is essential if we are to realize our next-generation goals. We are working to expand our base of active alumni, colleagues and friends; sharpen our focus on the community as classroom; and decrease our reliance on often-uncertain state resources.

We look forward to celebrating our first decade with you. And, if you are not already among our College's many stakeholders, I trust that “Scholars for the Community: The First Decade” will encourage you to join us as a student, faculty member, partner or supporter.

More than 40% of the \$16 million in fiscal resources in CHHS is externally generated. Great job!

Best regards,


Donald P. Zingale

Dean, College of Health and Human Services

About the College of Health and Human Services

In the early 1990s, a small group of professors from health education, nursing and physical therapy began getting together to wrestle with a thorny problem.

The University was sending graduates into an increasingly complex world that demanded

Students need this interaction to better deal with the complexities of case management.

a workforce with knowledge and skills from diverse disciplines.

Nowhere was this truer than in health and human services. While

San Francisco State offered impressively broad academic offerings,

the programs were scattered among various colleges, making little sense administratively and putting unnecessary obstacles in the way of students who wanted to tap into another department's offerings.

An expanded faculty group began meeting more formally during the fall

of 1992 and continued to hammer out ideas through the end of the

1993–94 school year. What came out of their discussions was a collective

Counseling and Communicative Disorders joined the discussions.

vision for an academic unit with common goals, mission, policies and procedures that

still respected the traditions, philosophies and idiosyncrasies that made each discipline

unique. Their argument was convincing and, on March 8, 1994, the Academic Senate

CHHS Faculty: tenured, probationary and full-time lecturers

ALLEN J. ABRAHAM (1963)
Professor, Kinesiology

ALVIN ALVAREZ (1997)
Associate Professor, Counseling

DAVID ANDERSON (1996)
Associate Professor, Kinesiology

TERESA BAHR (1990)
Lecturer, Nursing

PAMELA BAJ (1990)
Professor, Nursing

JOHN BLANDO (1999)
Assistant Professor, Counseling

CHRISTINE D. BOLLA (2002)
Clinical Assistant Professor, Nursing

LINDA BREWER (1987)
Lecturer, Social Work

ANN MARIE BROWN (1996)
Lecturer, Kinesiology

BUFFY BUNTING (1998)
Lecturer, Health Education

ADAM T. BURKE (2001)
Assistant Professor, Health
Education/Holistic Health

KENNETH H. BURROWS (1995)
Lecturer, Health Education/
Holistic Health

RAMON CASTELLBLANCH (2002)
Assistant Professor, Health Education

LAURENCE I. CAUGHLAN (1972)
Lecturer, Kinesiology

VIVIAN CHAVEZ (2000)
Assistant Professor, Health Education

ROBERT C. CHOPE (1975)
Professor, Counseling

ZOE CARDOZA CLAYSON (1996)
Professor, Health Education

passed a referendum authorizing a College of Health and Human Services at San Francisco State University. The newly formed College consisted of nine units: Consumer and Family Studies/Dietetics, Counseling, Gerontology, Health Education, Kinesiology, Nursing, Physical Therapy, Recreation and Leisure Studies and Social Work.

*More such colleges
are now appearing
nationwide!*

Interim stewardship for the evolving college came from Gail Whitaker, now dean of the College of Extended Learning, in 1994–95, followed by William Bonds, now emeritus professor of history, in 1995–96. After a national search, Donald P. Zingale was selected as the first permanent chief executive. Zingale had previously served as CSU Sacramento's associate vice president for Research and Graduate Studies and dean of the College of Health and Human Services at CSU Los Angeles.

The new College faced daunting challenges: a practice milieu of increasing diversity and complexity, competition for precious resources in an age of "social triage" and a digital revolution that was shaking the halls of academe. Given these exigencies, College leaders in 1997–98 undertook a planning process that gave rise to the College's vision—Quality of Life for All Californians—and a strategic plan that spelled out roles, responsibilities and expected results.

ANDRÉS CONSOLI (1996)
Associate Professor, Counseling

DEBORAH CRAIG (1995)
Lecturer, Kinesiology

KATE DANFORTH (1988)
Lecturer, Consumer and Family
Studies/Dietetics

HARVEY DAVIS (2002)
Assistant Professor, Nursing

BRIAN DE VRIES (1997)
Director and Professor, Gerontology

SHARON L. EATON (1982)
Associate Professor, Nursing

JOHN P. ELIA (1987)
Assistant Professor, Health Education

STEVEN J. EVANS (1970)
Professor, Kinesiology

LOUIS H. FALIK (1966)
Professor, Counseling

KENNETH R. FEHRMAN (1981)
Professor, Consumer and Family
Studies/Dietetics

JUDITH FEIN (1977)
Lecturer, Kinesiology

CHARLOTTE FERRETTI (1992)
Professor, Nursing

CAROL C. FIELDS (1970)
Lecturer, Consumer and Family
Studies/Dietetics

CAROLYN M. FONG (1988)
Professor, Nursing

MARILYN FOSTER (1975)
Lecturer, Consumer and Family
Studies/Dietetics

JANE GALVAN (2003)
Assistant Clinical Professor,
Physical Therapy

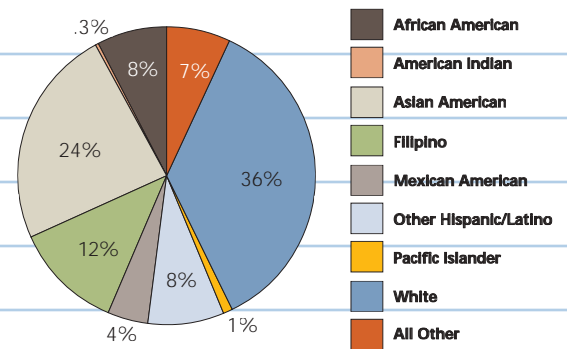
Early efforts also saw the adoption of a common accounting system based on true, dollar-based budgeting, an instructional-technology standard, a one-stop Student Resource Center, and an assessment plan for student learning that today serves as a campus model.

Didn't the college also develop a model for "Coordinated Accountability Reporting"?

Now a decade old, the College's core faculty in 2003 had grown to 134 full-time equivalent, state-supported faculty positions, at least 70 percent of them tenure track. While the number of student majors held steady at about 3,000, the student-faculty ratio dropped from 17 to 1 in 1996 to a little more than 16 to 1 in 2003. Community-partnership learning experiences grew dramatically to encompass about 400 off-campus sites.

During the 2002-03 academic year, the College graduated nearly 700 students, continuing its annual awarding of degrees at a rate approaching 25 percent of the nearly 3,000 headcount majors enrolled each year. The cost of educating one FTE student was an average \$3,000 per year—about 10 percent less than in 1996.

Ethnicity of 650 Degree Recipients in 2002



CHHS Faculty

TERRY B. GUTKIN (2001)
Department Chair and Professor,
Counseling

ROMA P. GUY (1992)
Lecturer, Health Education

ANN HALLUM (1990)
Acting Dean, Graduate Division and
Professor, Physical Therapy

GRACE HARDIE (1991)
Professor, Nursing

MARY ANN HAW (1984)
Professor, Nursing

PATRICIA HESS (1967)
Professor, Nursing

JOSEPH R. HIGGINS (1991)
Lecturer, Kinesiology

LISA HINES (2003)
Assistant Professor, Social Work

AMY HITTNER (1982)
Professor, Counseling

JOSEPH HUNTER (1990)
Athletic Coach and Lecturer, Kinesiology

JACK HYDE (1979)
Athletic Coach and Lecturer, Kinesiology

VIRGINIA S. JAQUITH (1979)
Department Chair and Professor,
Recreation and Leisure Studies

LARS A. JENSEN (1981)
Athletic Coach and Lecturer, Kinesiology

KAREN JOHNSON-BRENNAN (1978)
Professor, Nursing

KAREN JOHNSON-CARROLL (1988)
Associate Professor, Consumer and
Family Studies/Dietetics

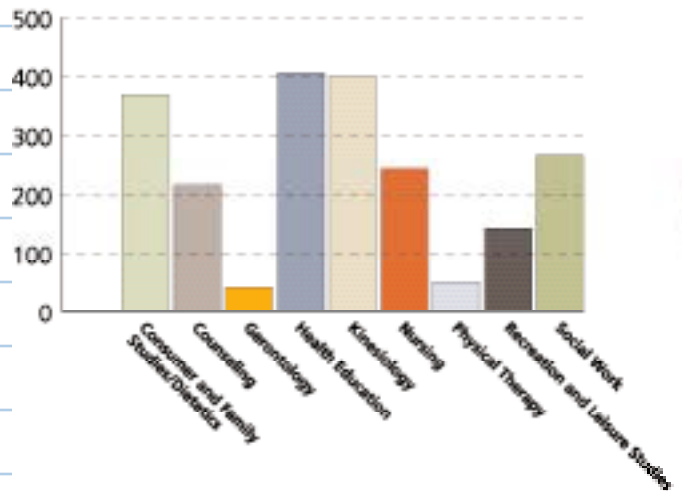
MARIALICE KERN (1994)
Associate Professor, Kinesiology

Since its conception just a decade ago, the College of Health and Human Services has become widely respected as a *community of scholars who are scholars for the community*. For example, the College is helping restore an endangered Lake Merced, tending to the health care needs of underserved San Franciscans in the Mission District, and providing aquatic recreation opportunities throughout the Bay Area. More than 75 percent of the College's current sponsored-projects portfolio of \$7 million involves some form of public service with many opportunities for students to address critical urban issues.

Aren't significant numbers of adjunct faculty supported by sponsored projects?

Today, the College embarks on its second decade newly invigorated and deeply committed to an agenda that includes strengthening professional collaborations, broadening community bonds, and better integrating liberal and professional education.

Enrollment by Department Among 2,220 Full-Time Equivalent CHHS Students



MI-SOOK KIM (1999)
Assistant Professor, Kinesiology

LIZ KNOX (2003)
Assistant Professor, Social Work and Project Coordinator, Title IV-E Child Welfare Training Project

ARDEN KRAGALOTT (1991)
Athletic Coach and Lecturer, Kinesiology

SIMMONE L. KUO (1980)
Lecturer, Kinesiology

ANNA Y. KWONG (2002)
Lecturer, Nursing

LYNETTE LANDRY (2003)
Assistant Professor, Nursing

ANITA LEAL-IDROGO (1994)
Professor, Counseling

MATTHEW LEE (2001)
Assistant Professor, Kinesiology

WANDA M. LEE (1990)
Professor, Counseling

JOHN ALLEN LEMMON (1977)
Professor, Social Work

EILEEN F. LEVY (1991)
Director and Associate Professor, Social Work

ROBYN LOCK (1998)
Associate Professor, Kinesiology

MARY ELIZABETH LOVE (1987)
Department Chair and Professor, Health Education

SANDRA J. MACKAY (1988)
Professor, Nursing

DIANNE D. MAHAN (1991)
Lecturer, Social Work

FRANK E. McLAUGHLIN (1981)
Professor, Nursing

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Consumer & Family

San Francisco State seniors Christine Mondfrans and Sonnet Sun know exactly the effect they want to achieve: soft and soothing—like a warm bath with scented candles.

The two are arranging a display window for Origins, the bath and body retailer, at San Francisco's Stonestown. Crowded into the narrow space behind the window, the pair work quickly and say little. Mondfrans drapes a seafoam-green cloth over a waist-high table and steps back to check the effect. Sun places plastic daisies in a bowl of glass beads.

Within two hours, the display is done. Hurried shoppers slow their pace, pausing to peer at the jars of sea salts, foams and scrubs. Among the onlookers is Origins store manager Andy Padilla, who nods his head. "I think it's great," he said.

Padilla especially likes the cost. The two students arranged the window free of charge to Origins as part of a fieldwork requirement for their Visual Merchandising and Promotion course. The payoff will come after graduation when Mondfrans and Sun get to boast during job interviews that they designed



More than window dressing: Sonnet Sun, left, and Christine Mondfrans arrange a window display at Stonestown.

and installed a window display for a major mall retailer.

"Today, you don't get a job because you have a degree, you get a job because you have connections, and connections come from volunteering your services and doing a good job," says Assistant Professor Connie Ulasewicz, who teaches the course.

Every day, Consumer and Family Studies/Dietetics students like Mondfrans and Sun fan out across the San Francisco Bay Area, gaining valuable experience while also lending a hand to businesses and nonprofit agencies whose payrolls are stretched thin.

Interior design students are manning showrooms at the prestigious San Francisco Design Center while apparel design students are working for top-drawer firms like Levis and Jessica McClintock. Acute care facilities are benefiting from the expertise and enthusiasm of dietetics students.

The ringing telephone in her office tells Department Chairwoman Nancy Rabolt that her students are doing a good job.

"They call us all the time looking for interns because they know our students are professional and really dedicated," Rabolt says. "In this world, that's hard to find."

Studies/Dietetics

Spotlight on...

The Department of Consumer and Family Studies/Dietetics

offers the only comprehensive, four-year curriculum in family and consumer sciences in the 10-county San Francisco Bay Area region. The program prepares professionals to contribute to the well-being of individuals, families, and consumers in diverse, urban communities.

The dietetics program produces registered dietitians for clinical and foodservice settings, while the interior design and apparel design and merchandising programs supply personnel for industries catering to consumer well-being.

Students work on campus in the Child Study Center and the Vista Room restaurant, while also becoming involved with community agencies and businesses.

Milestones

In fall 2002, the Department added new bachelor of science degrees in interior design and apparel design and merchandising (ADM). The new ADM program gained a significant boost with a \$10,000 endowment from Stonestown to fund annual scholarships.

With new state approval of the Department's emphasis in Family & Consumer Sciences Teacher Preparation, graduates go on to earn a credential to teach family and consumer sciences at the secondary level. Since 1995, students have been taking advantage of new and more spacious laboratory facilities on the fourth floor of Burk Hall. Student work continues to be showcased in the community at venues such as the San Francisco Design Center Galleria.

Looking Ahead

With the addition of new classes in business practices and advanced computer-aided drafting, the Interior Design program will apply for accreditation from the Foundation for Interior Design Research. Dietetics interns will be placed in more than 25 sites in the San Francisco Bay Area, among them acute care facilities, long-term care facilities, and community based programs

Student work will continue to be exhibited at campus and community venues such as the SFSU Art Gallery and the San Francisco Design Center. The Department will work with Hospitality Management in the College of Business to help the Vista Room restaurant in Burk Hall transition to a cashless business with a Web-based reservation system.



Nicole Schmitt

When Nicole Schmitt started her new job as marketing director at Stonestown in San Francisco nearly three years ago, she looked next door and envisioned the perfect symbiotic relationship.

She saw the mall providing real-world experience for San Francisco State students pursuing careers in the retail world and the students bringing raw energy and enthusiasm into the buttoned-up corporate world.

Since then, Schmitt has seen her vision become a reality. Her efforts to forge new ties between the mall and university have resulted in an annual spring fashion show, numerous internships, a \$10,000 scholarship, and an ongoing opportunity for merchandising students to gain experience designing storefront windows.

"We really look to SF State as the ultimate resource," says Schmitt, 28, a Tennessean who came to San Francisco by way of Los Angeles, where she was marketing coordinator at Century City Shopping Center.

After earning a degree in marketing from Belmont University in Nashville, Schmitt went into retail marketing, public relations, event planning and promotions. Today, she heads the Northern California Marketing Directors Association.

fast facts

DEGREES

- BA in Family & Consumer Sciences
- BS in Apparel Design & Merchandising
- BS in Interior Design
- BS in Dietetics
- MA in Family & Consumer Sciences

ACCREDITATION

- American Dietetic Association
- American Association of Family and Consumer Sciences

FULL-TIME EQUIVALENT FACULTY 15

TENURE TRACK FACULTY 60.6%

FULL-TIME EQUIVALENT STUDENTS 369

STUDENT-FACULTY RATIO 24.6:1

ANNUAL EXTERNAL SPONSORSHIP \$65,000

FIRST DECADE CHAIRS

- Nancy Rabolt (1998–present)
- Jill Armstrong (interim, 1996–1998)
- Billie Lou Sands (1987–1996)

Counseling

Ever since he was a kid, Eric Sandoval wanted to be a doctor. He didn't know a lot about them—his parents were Mexican immigrants with no health insurance, so doctor visits were rare. But he knew one thing for sure: When he was sick, doctors made him well.

“To have the ability to heal another human being, that was what I wanted,” says Sandoval, 25.

But Sandoval didn't see a medical career in his future. Neither his father, a landscaper, nor his mother, who cleaned houses, completed the eighth grade. Though he graduated from a local high school with grades good enough to get into San Francisco State, once he got to the University, he was too insecure to take the science courses required to get into medical school.

It took a few caring professors and the backing of an SFSU program called HealthPath to give Sandoval the confidence he needed to pursue his dream.

He switched his major to biology and, with the help of HealthPath, is now studying medicine at the University of California, Irvine, on a full scholarship. He



Nose to the grindstone:
Medical student
Eric Sandoval at the
UC Irvine library.

hopes to become a family practitioner and work with underserved communities.

HealthPath, directed by Amy Hittner, professor of counseling, provides academic enrichment and counseling support to more than 300 financially and educationally disadvantaged students, starting at middle school and reaching to the college and university level.

The goal is to increase the numbers of traditionally underrepresented populations in the health and medical professions—from dietitians and physical therapists to dentists and doctors.

Counseling and advising services are provided by graduate interns from the Counseling Department and others who work with students at middle and high schools, City College of San Francisco, the University of California, San Francisco, and SFSU. HealthPath students also participate in networking events and visit work sites of health care professionals.

Sandoval knows the hard work is just beginning. He'll be spending long hours with his nose in an anatomy text before he gets to start his career. But now he knows that his dream is within his grasp, just as it is for other young people.

“If I can do it,” he says modestly, “other students can too.”

Spotlight on...

The Department of Counseling offers training in the specialties of career, college, gerontological, rehabilitation, school, and marriage, family and child counseling. It is one of only three departments nationwide with six accredited programs. In California, the Department offers one of only two accredited programs in career and college counseling and the only accredited program in gerontological counseling.

With a diverse faculty and broad core curriculum, the Department helps students develop into culturally competent professionals who can provide services responsive to the needs of increasingly diverse client populations. The Department emphasizes a strong conceptual base, personal awareness and growth, the application of theory to practice, and field work guided by experienced supervisors.

Milestones

Consistent with its mission to train culturally sensitive counselors to meet the needs of the San Francisco Bay Area's rainbow of client populations, the Department has become dramatically more diverse. Today, more than one third of students and 60 percent of tenure track faculty are people of color. At the same time, the Department has experienced growth in sponsored projects and scholarly works that helps advance the state of practice and produces graduates who will be on the leading edge as service providers.

The Department's move to more spacious facilities in Burk Hall made it possible to open a fully equipped counseling clinic and new space for supervising confidential counseling services provided by students.

Looking Ahead

As the complexities and stressors of the 21st century create increasing demands for counseling services, the Department plans to stay ahead of the curve by producing highly qualified graduates, filling important community leadership roles, and conducting applied research that will advance professional practice.

To meet the counseling needs of a graying population, the Department is working toward increasing the number of graduates specializing in gerontological counseling. The planned addition of psychopharmacology training will further enhance students' abilities to address interactions between psychiatric medications and human emotions and behavior. The Department will continue to expand its historical emphasis on cultural competence—a core value for the Department and a skill that will grow in importance each year.



Lee Mun Wah

It was the brutal murder of his mother in 1985 that ultimately revealed to Lee Mun Wah the purpose of his life. Out of that horror, he found a path to peace.

"I ended up working with men who were violent," says Lee, 57, a therapist and nationally known champion of diversity. "I began to understand the roots of why people turned to violence—poverty and racism."

After earning a counseling degree from SF State, Lee, who is Chinese American, taught special education in San Francisco for 25 years. He is the founding director of StirFry Seminars & Consulting in Oakland, which provides diversity training for corporations and nonprofit and government agencies.

Thousands of people across the country have heard Lee's message of peace and understanding between races. In 1995, Oprah Winfrey devoted her hourlong show to Lee's work and life.

Also an award-winning documentary filmmaker, Lee's latest production is the six-part "Last Chance for Eden," which explores racism, sexism and heterosexism.

fast facts

DEGREES

- MS in Counseling
- MS in Counseling: Marriage, Family and Child Counseling
- MS in Rehabilitation Counseling

ACCREDITATION

- Council for the Accreditation of Counseling and Related Educational Programs
- Council on Rehabilitation Education

FULL-TIME EQUIVALENT FACULTY 16.6

TENURE TRACK FACULTY 80%

FULL-TIME EQUIVALENT STUDENTS 216

STUDENT-FACULTY RATIO 13:1

ANNUAL EXTERNAL SPONSORSHIP \$821,100

FIRST DECADE CHAIRS

- Terry Gutkin (2001–present)
- Louis Falik (interim, 2000–2001)
- Wanda Lee (interim, 1999–2000)
- Gene Zwillinger (1994–1999)
- Amy Hittner (1992–1994)

Gerontology

Ted Samuels waves his hands in the air, clears his voice with aplomb, then squints at the script cards in his hands.

“What do I need the theater for?” his voice booms, bouncing off the walls of his small apartment. “I need it like a hole in the head!” His wife, Lee, over in the corner rehearsing her role as the parrot, bawks, “Polly want a cracker!” And the group of gray-haired actors, wearing reading glasses and sweats, snickers into their scripts.

If retirement is a time to rest, someone forgot to tell these energetic thespians. Each year, from January to July, Samuels, 79, a retired teacher who studied at the Pasadena Playhouse in his youth, and Lee, 74, gather a cast of seniors at their San Francisco home to rehearse a play that will be staged later in the year on the SF State campus.

The play, this year the Moss Hart comedy “Light Up the Sky,” about the offstage antics of actors in a Broadway show, is just one of many activities sponsored by an organization for seniors called 60 Plus. Run out of SFSU’s



As young as they feel:
SFSU’s 60 Plus seniors
on stage at Knuth Hall.

Gerontology Program, 60 Plus is designed to keep seniors physically and mentally active. With about 600 members, 60 Plus is so popular it had to split into two groups, Gammas and Betas, so that members could fit into the monthly meeting space.

Activities include lectures, social events, hikes and excursions. The most popular perk is the ability to audit the same classes taken by regularly enrolled students. Retired scientists are studying Shakespeare, former teachers are learning to dance.

“The premise is, you’re never too old to learn,” says coordinator Eileen Ward, who sees 60 Plus as part of a larger, lifelong learning movement started in the ’70s and still gaining ground. “It’s keeping people involved in the community. It’s huge and it’s growing.”

For Marguerite Romanello, 64, joining 60 Plus has already changed her outlook on aging.

“These people are very lively, very alert, very active,” whispers Romanello, seated on Samuels’ couch waiting to read her lines. “We have this vision of aging that everyone’s going to fall apart. These people obviously are not.”

Spotlight on...

Considered the leading gerontology program

at a public university in the western United States, the Gerontology Program prepares students for professional practice and leadership positions in one of the fastest-growing disciplines in the health and human services field.

The master's program, established in 1986, is the oldest graduate program in gerontology in the CSU and UC systems. This interdisciplinary, professional program in applied gerontology is designed for students preparing for a career in the field of aging or a related human service. For those intending to continue their studies, the program provides the academic background, experience and research skills necessary to succeed at the doctoral level.

Milestones

As one of the nation's premier training grounds for gerontologists, the Program played a role in key events that have helped reshape the understanding of aging and the study of gerontological issues during the past decade.

In 1995, the Program hosted the Region IX White House Conference on Aging. More recently, faculty members were instrumental in setting higher state standards for the education and training of service providers. The Program launched a successful emphasis in long-term care administration, one of the fastest-growing segments of the health care industry. With financial support from the California Wellness Foundation, the Gerontology Program is launching a new emphasis in Geriatric Care Management.

Looking Ahead

Beginning in 2010, some 10,000 baby boomers will turn 65 years of age daily until approximately 2030. This demographic boom is the ultimate challenge of health and human services organizations and sets the agenda for gerontology in the next decade.

How can we support healthy aging? How can we maintain aging in place? How can we provide the services that this pioneering cohort of older persons will demand and deserve?

During the next decade, the Gerontology Program plans to be at the leading edge of agencies and institutions finding answers to these questions and training the personnel who will implement new programs.

**David Ishida**

In the early 1970s, David Ishida was a ponytailed idealist working to make the world a better place for San Francisco's seniors.

In the years since, he has shed the long hair but not the idealism. Ishida, 51, is still crusading for a better world for seniors—today as head of the regional office of the federal government's Administration on Aging.

Ishida's efforts have improved systems of home and community-based long term care for thousands of minority and low-income seniors in the Administration's Region IX.

Ishida was an undergraduate at San Francisco State when a classmate who had just started a senior-service agency in Japantown offered him a job.

As a third-generation Japanese American, respect for elders was a strong part of Ishida's cultural heritage. Ishida accepted the job and ended up spending many years with the organization, where he expanded the meals program and developed a new senior center.

Though a busy administrator, Ishida is also a lifelong learner. Recently, he returned to his alma mater to earn a master's degree in gerontology.

fast facts

DEGREE

- MA in Gerontology

ACCREDITATION

- None

FULL-TIME EQUIVALENT FACULTY 3.2

TENURE TRACK FACULTY 87.5%

FULL-TIME EQUIVALENT STUDENTS 42

STUDENT-FACULTY RATIO 13:1

ANNUAL EXTERNAL SPONSORSHIP \$57,600

FIRST DECADE DIRECTORS

- Brian de Vries (2001–present)
- Anabel Pelham (1986–1996; 1998–2001)
- Darlene Yee (1996–1998)

Health Education

As a student at City College of San Francisco, Linda Mack Burch jumped aboard a train and disembarked at her dream destination: a master of public health from San Francisco State and a job she loves promoting community health.

The locomotive is the Health Train, a joint effort of the SFSU Health Education Department and the Health Science Program at City College of San Francisco. This innovative sequence of urban health education programs is helping under-represented racial and ethnic groups earn certificates and degrees so they can launch careers in public health and help diversify the workforce, said Mary Beth Love, Health Education chair.

Working closely with their counterparts at CCSF, SFSU Health Education faculty invite academically promising students like Burch to come on board the Health Train. Some of these students are the first in their families to attend college but faculty and staff make sure they receive encouragement, advising and—in some cases—financial aid.



All aboard:

Linda Mack Burch rode SFSU's Health Train to a master's degree and a great job.

The train's first stop is an 18-unit community health worker (CHW) certificate from City College, followed by a CHW specialty certificate and an associate's degree. Love and her team at Community Health Works developed and incubated these certificate programs at City College.

Students who want to travel farther on the Health Train can transfer to the Community Health Education program at San Francisco State. Here, they automatically receive 12 units toward a bachelor's degree as compensation for the part of the curriculum already covered at City College.

The most ambitious students stay on the Health Train until the end of the line—San Francisco State's new master of public health in Community Health Education. An evening program designed for working adults, the MPH is built around supportive learning communities that are especially effective in retaining women and students of color. The program focuses on leadership development, social justice, and linking theory and practice. Many graduates go on to examine broad public health issues.

Burch, who now works at the University of California, San Francisco, evaluating health interventions, said Health Train was not an easy ride. She worked hard at every step. But she's glad she jumped aboard.

Spotlight on...

The Department of Health Education

offers a wide range of academic programs with a primary focus on community-based, public health education. Students and graduates are empowered, informed and engaged community scholars and practitioners who work in a variety of community settings.

Their goal is to create healthier lifestyles for individuals and groups, while also promoting social conditions that lead to a more just society in which everyone has the resources and knowledge to live healthy lives.

In addition to bachelor's and master's degrees, the Department offers certificates and programs in holistic health and a supplemental teaching credential in health education.

Milestones

During the past decade, the Department of Health Education revamped its undergraduate program and launched a master of public health focusing on urban community health education. In partnership with Holistic Health and Healing Studies, the Department created a Holistic Health Learning Center, an interactive environment where students can reach beyond conventional assumptions of medicine, education and philosophy.

Health Education faculty have been successful in securing millions of dollars in funding for community programs. Among them are Community Health Works, which focuses on public health and primary care for low-income and immigrant populations; Welcome Back, a job counseling service for immigrant health professionals; and Yes We Can Urban Asthma Partnership.

Looking Ahead

The Department plans to build on its academic programs through the expansion of international internships, policy leadership opportunities and perhaps the development of a joint Ph.D. program in community-based public health.

The Department's Yes We Can Urban Asthma Partnership has been invited by the Centers for Disease Control to be a national model of a community-based, prevention-oriented program for chronic disease management. The Department's Welcome Back program, which reintegrates internationally prepared health and public health professionals into the health workforce, is also expected to become a national model. The department sees itself providing national leadership in the acceptance of self care and alternative healing as legitimate topics for academic preparation and scholarship.

**Emma Sanchez**

When Emma Sanchez came to the United States from Mexico 16 years ago, she spoke hardly a word of English and knew no one except her brother. Living in a small town in Washington state, she felt isolated, alone and uncertain of her future.

Sanchez soon realized that feeling sorry for herself would get her nowhere. She got a job picking apples and through it met women in similar circumstances.

In her spare time, she wrote a Spanish-language newspaper column that exposed the plight of farmworkers, especially women who toiled long hours yet could barely feed their families.

But Sanchez, who had earned a college degree in Mexico, wanted to do more for her community than write about it. To be taken seriously in the United States, though, she knew she would need to strengthen her academic credentials.

Nurtured by a caring faculty at San Francisco State, Sanchez earned a master of public health. Today, at age 36, she is completing a doctoral program in public health at Harvard University. After completing her dissertation, she hopes to teach and work in community-level health programs.

fast facts**DEGREES**

- BS in Health Education
- Master of Public Health

ACCREDITATION

- Council on Education for Public Health

FULL-TIME EQUIVALENT FACULTY 15**TENURE TRACK FACULTY 74%****FULL-TIME EQUIVALENT STUDENTS 406****STUDENT-FACULTY RATIO 24:1****ANNUAL EXTERNAL SPONSORSHIP \$1 million****FIRST DECADE CHAIRS**

- Mary Beth Love (1993–present)
- John Elia (interim, 2002–2003)
- Bev Ovrebo (interim, 1994)

Kinesiology

In the three-hanky wedding scene in 1946's *The Best Years of Our Lives*, ex-soldier Homer Parrish, who wears prostheses in place of the hands he lost in combat, grips a gold band between the prongs of a metal hook and slips it over the finger of his beaming bride.

Surprisingly, the technology that allowed the real-life double amputee who played Parrish to pick up the ring has changed little since the movie's release. The actor opened and closed his hooks by exerting tension on cables routed from a shoulder harness to his artificial hands.

These body-powered prostheses work well for some people but not all. The most adroit users can scoop a dime off the kitchen counter. But half of the people with amputations who attempt to use prostheses end up rejecting them and going without entirely.

At the Kinesiology Department's Motor Behavior Lab, researchers are working to improve those odds through the use of a remarkable device that makes it possible for an able-bodied person to experience what it's like to use a prosthetic hand.



Getting a grip:
Kinesiology Professor
Stephen Wallace
demonstrates the
prosthetic simulator.

Designed by a Campbell, Calif., firm, the prosthetic simulator has an extra-long forearm with a hand grip inside. When Professor Stephen Wallace slips on the prosthesis, he loses the use of his hand. To pick up a pencil, he twists his right shoulder to increase tension on a cable that opens two aluminum prongs.

For the neophyte, it is not as easy as Wallace makes it look. But with proper training, Wallace says, as many as 90 percent of prosthesis wearers are able to successfully use their artificial limbs.

Studies led by Wallace and Associate Professor David Anderson aim to improve training methods. Already, the group's research suggests that someone who has recently had an arm amputated will better adjust to a prosthesis if he or she practices with the simulator on the 'good' arm.

"The goal is to get people to be able to use these devices rather than having them end up as a bone pile in the closet," says Bonnie Conner, a researcher on the project.

Spotlight on...

The Department of Kinesiology

focuses on the study of human movement from multiple perspectives in both the biological and social sciences. Undergraduate and graduate programs are designed so that students experience the multidisciplinary foundations of physical activity while gaining theoretical and practical knowledge of the biological, sociocultural, philosophical and psychological factors underlying human movement.

Studies proceed from the view that movement activities play a role in healthy human development, skill acquisition, physiological function, and rehabilitation. Curriculum and faculty research interests go beyond typical disciplinary boundaries by drawing from dynamic and emerging knowledge bases across the academic spectrum.

Milestones

As a reflection of its greater emphasis on science-based instruction, the Department changed its name from Physical Education to Kinesiology during the early 1990s. Along with the change came a broadening of the Department's mission to include scientific description, characterization and elucidation of the physiological, neuromuscular and psychosocial principles underlying human movement and physical activity.

At the same time, the department strengthened its historic commitment to training physical education teachers for California schools.

The Department's broader mission applies to public health, skill acquisition and performance, and rehabilitation and maintenance of function across the life span and in multiple settings.

Looking Ahead

The Department will play a greater role in training students for the growing fields of health promotion and fitness and rehabilitation. Many of these students will play key roles in addressing vital public health issues associated with a sedentary lifestyle.

At the same time, the Department will continue its original mission, the training of high-quality physical education teachers for California schools. These skilled educators will provide leadership at the school-district level for the preventive aspects of physical activity in young children for the entire life span.

**Constance Birkie**

Some people just know what they want to do in life and go out and do it. People like Constance Birkie, for example.

"I always knew I wanted to teach," says Birkie, 68, a professor emerita of kinesiology, who dedicated 39 years to teaching at San Francisco State before her retirement in the mid 1990s.

But Birkie did more than realize her childhood dream. This energetic academic was a driving force behind some of the biggest developments in the Kinesiology Department.

A synchronized swimmer during her undergraduate years at Stanford University, Birkie helped bring women's competitive swimming to San Francisco State. She coached, served as league commissioner and drove the team bus when money was tight.

During the 1960s, Birkie went back to the classroom, earning a doctorate in 1970 at UC Berkeley. After returning to San Francisco State, she helped bring a course in motor development into the core curriculum.

Sensitive to the plight of students trying to earn degrees and make ends meet at the same time, Birkie administered department scholarships for three decades and endowed two scholarships herself.

fast facts

DEGREES

- BA in Kinesiology
- BS in Exercise Science Fitness
- BS in Human Movement Studies
- BS in Physical Education
- MA in Kinesiology with concentrations in Exercise Science, Movement Science and Sports Science

ACCREDITATION None**FULL-TIME EQUIVALENT FACULTY** 20.3**TENURE TRACK FACULTY** 58%**FULL-TIME EQUIVALENT STUDENTS** 400**STUDENT-FACULTY RATIO** 19.8:1**ANNUAL EXTERNAL SPONSORSHIP** \$30,000**FIRST DECADE CHAIRS**

- Bob Spina (2003–present)
- Allen Abraham (interim, 2002–2003)
- Susan Higgins (1993–2002)

Nursing

The two co-workers pause in the hospital corridor just long enough during the workday for a little commiseration. They have homework to do, essays to write and families to feed, all on top of a full-time job. It's not easy.

But thanks to a new program at SFSU's School of Nursing, the two women, career nurses at California Pacific Medical Center in San Francisco, are well on their way toward accomplishing a longtime goal—completing a master's degree in nursing.

"It's a juggle thing," explains 50-year-old Marilyn Masterson, dressed in blue scrubs on a break from the operating room. She's chatting with classmate and co-worker Barbara DeBaun, 49, director of infection control, who nods her head in agreement.

"There's nine of us students here at the hospital," adds DeBaun. "We work together. We study together. We commiserate together."

The only program of its kind in the California State University system, San Francisco State's master's in nursing was designed three years ago by associate



Back to school:
Nursing master's students
Marilyn Masterson, left,
and Barbara DeBaun.

professors Amy Nichols and Andrea Boyle to encourage career nurses like DeBaun and Masterson to return to school for advanced degrees. With the nation's nursing shortage extending to nursing leaders as well as those in the rank and file, the two SF State professors wanted to help ease the scarcity.

But a survey of 500 working RNs showed that nurses were nervous about returning to school after a long hiatus, that they couldn't attend daytime classes, and that they didn't want to be treated like brand new students. Boyle and Nichols set out to remove these roadblocks.

The resulting two-year MSN cohort program is designed for career nurses who want to enhance career mobility and earning potential without putting their lives on hold. Students complete all classes as a group at their own work locations. Classes are held during evenings and weekends. And faculty members help students set up individualized programs that are practical and meaningful within their work setting.

"I don't have to give up my life," DeBaun says. "I can still work full-time and even train for a marathon while going to school. For me, that's what makes life worth living."

Spotlight on...

The School of Nursing

is a major provider of advanced practitioners, leaders, managers and educators for the nursing field in the San Francisco Bay Area and beyond. Ranked among the nation's top 100 master's programs in nursing, the innovative MSN is helping ease the nationwide nursing crisis by training career nurses at their job sites.

Reflecting the broad diversity of the region, the School distinguished itself early for its emphasis on cultural assessment and culturally competent care in the language of the population served. Many student placements are targeted to help meet the health care needs of medically underserved groups.

Milestones

The School during the past decade began offering its master's program at select Bay Area medical facilities, helping fill a critical shortage of nursing leaders and making it possible for nurses to advance their careers while continuing to work. The School's retention rate rose to more than 90 percent and graduates' board scores continued to exceed California and national averages.

Following a successful accreditation process, the school shifted resources into the development of emphases in clinical care management, community and public health, administration/entrepreneurial leadership, and family nurse practitioner.

Looking Ahead

With unprecedented numbers of diverse and qualified applicants vying for a limited number of slots, the School is riding a crest of popularity that appears unlikely to diminish in coming years. It plans to engage in funding collaboratives with health care agencies in order to increase the numbers of new graduates and meet the demand for advanced nurses and specialty education in bachelor's, master's and post-credential programs.

One of the challenges facing the School is finding funding to recruit and retain quality faculty. State budget constraints and the attractive job market for nurses make it increasingly difficult for the University to offer competitive salaries.

**Ruth Ann Terry**

From the bedside to the boardroom, Ruth Ann Terry has been one of the state's most dedicated champions of the nursing profession for the past three decades.

"I truly have a passion for nursing," says Terry, 56, an Oakland native. "It's one of the health care professions that can really treat the patient as a whole."

Terry influences nursing legislation and education standards statewide as executive officer of the California Board of Registered Nursing, a consumer protection agency responsible for policing and licensing 300,000 registered nurses. She has an undergraduate degree in nursing from San Francisco State, a master's degree in public health from UC Berkeley and has taught at UCSF's nursing school.

Terry misses working directly with patients and students. But she revels in the rewards of her work with the Board. "As an administrator you can have some say in the direction of nursing in this state."

To help ease the critical shortage of nurses, Terry lobbies for increased availability of nursing education. She also is a strong advocate for legislation limiting the nurse-patient ratio.

fast facts

DEGREES

- BS in Nursing
- MS in Nursing

ACCREDITATION

- National League for Nursing Accrediting
- Commission on Collegiate Nursing Education
- California Board of Registered Nursing

FULL-TIME EQUIVALENT FACULTY 26.1

TENURE TRACK FACULTY 49.4%

FULL-TIME EQUIVALENT STUDENTS 243

STUDENT-FACULTY RATIO 9:1

ANNUAL EXTERNAL SPONSORSHIP \$325,000

FIRST DECADE CHAIRS

- Beatrice Yorker (2001–present)
- Karen Johnson-Brennan (interim, 1999–2001)
- Shannon Perry (1994–1999)
- Sarah Keating (1985–1994)

Physical Therapy

In a laboratory in the rear of the gymnasium, past the basketball courts and the swimming pool, researchers from the Physical Therapy Program are conducting a test with potentially dramatic implications for the treatment of Parkinson's disease.

The test measures the effectiveness of a treatment for Parkinson's disease called deep-brain stimulation. This new but increasingly common treatment involves the surgical implantation of small devices that stimulate malfunctioning circuits in the brain.

With tiny jolts delivered to their brains, Parkinson's patients seem to regain some of their lost mobility. Many walk with regular strides instead of the short, shuffling steps characteristic of people with the progressive disease of the nervous system. Their shaking is vastly diminished and they don't fall down nearly so often.

But questions remain about the way in which deep-brain stimulation works. Do the tiny jolts produce better results in one part of the brain over another?



Steady as he goes:
Melinda Piper, above and at
right with stopwatch, tests
Chris Priddis' balance with
assistance from researcher
January Atanacio.

Are they more effective when the patient is also taking oral medication?

To help find out, doctoral student Melinda Piper and her team of student assistants are conducting tests to find out how well Parkinson's patients can walk and balance themselves with and without stimulation and on and off their medication. The tests are part of a major clinical trial involving SFSU, UC San Francisco and the San Francisco Veterans Affairs Medical Center.

This day, their test subject is Chris Priddis, a retired Air Force officer who has had Parkinson's disease for half of his 54 years. To conduct the test, the researchers attach to Priddis' bare arms and legs small balls that are wrapped in silver reflective tape. As Priddis walks, infrared cameras capture the movement of the reflective markers. A software program converts the data into a mathematical analysis of Priddis' ability to walk and balance himself under various conditions.

About 1.5 million Americans have Parkinson's disease, with approximately 50,000 new cases being diagnosed each year in this country. While there is no cure for Parkinson's, research like that under way at San Francisco State may one day help ease the suffering of those stricken by this debilitating disease.

Spotlight on...

Jointly administered by SFSU and UC San

Francisco, the Graduate Program in Physical Therapy is a national leader in the field of rehabilitation science. *US News & World Report* has consistently ranked it among the top 20 physical therapy programs in the country.

Emphasizing the integration of physical therapy research and science, the program produces clinicians, educators and advocates whose work makes a significant impact in the prevention and rehabilitation of movement-related dysfunction.

In addition to a Master of Science, the program offers a Doctor of Physical Therapy Science (DPTSc), which prepares licensed physical therapists to assume roles as clinical researchers and academic faculty.

Milestones

In 2002, SFSU became the only California State University campus to offer a doctoral program in physical therapy science. This challenging clinical research program prepares the highest-caliber physical therapy students for work as clinical researchers, patient care specialists and educators.

Students in the program are addressing critically important questions in the treatment of a variety of movement-related disorders, among them Parkinson's disease and osteoporosis. Since its inception, the doctoral program has become a model for similar programs in other states. In 1998, the Physical Therapy program replaced its Master in Physical Therapy degree with a Master of Science, reflecting the program's broadening scientific foundation.

Looking Ahead

With the shift toward physical therapists as independent practitioners working with medically unstable patients in the home environment, the Commission on Accreditation of Physical Therapy Education now recommends that educational institutions offer the doctor of physical therapy (DPT) as the entry-level degree for physical therapists.

In an effort to continue attracting the highest quality students and maintain recognition as a national leader in rehabilitation science, SFSU and UCSF expect to begin offering a joint DPT in fall 2004. Through this program, San Francisco State will help fulfill a critical need for physical therapists with a stronger scientific and clinical background and a capability to provide innovative interventions to patients with complex impairments.

**Anita Silvers**

The academic world knows SFSU Philosophy Professor Anita Silvers for her brilliant scholarship in the areas of disability rights and ethics. The physical therapy community on campus knows her as something else: its angel.

Big on ideas but short on cash, the University launched a graduate program in physical therapy 13 years ago. With neither support staff nor budget, the program looked like it was going nowhere fast.

Silvers swooped in like a force of nature. She served on faculty hiring and retention, tenure and promotion committees. She dipped into her own pocket for start-up money. One day, she and a student assistant showed up with a mop and pail to help clean. All this extra work earned Silvers precisely nothing.

Silvers, 63, believes in the sacred trust between a public university and the people it serves. In 1990, San Francisco was struggling with a dire shortage of physical therapists. If she hadn't stepped up to the plate to help the University begin educating a new generation of students to heal the ill and injured, who would have?

"That's who I am," says Silvers. "I see things in the world that need to be done and I do them."

fast facts

DEGREES

- MS in Physical Therapy
- Doctor of Physical Therapy Science

ACCREDITATION

- Commission on Accreditation of Physical Therapy Education (American Physical Therapy Association)

FULL-TIME EQUIVALENT FACULTY 4.5

TENURE TRACK FACULTY 80%

FULL-TIME EQUIVALENT STUDENTS 51

STUDENT-FACULTY RATIO 11:1

ANNUAL EXTERNAL SPONSORSHIP \$200,000

FIRST DECADE CHAIRS

- Linda Wanek (2002–present)
- Marsha Melnick (1997–2002)
- Ann Hallum (1990–1997)

Recreation & Leisure

Melinda is so scared she's shaking. That's a problem when you're 30 feet off the ground clinging to the side of a tree.

"I can't do it," the 14-year-old wails to the crowd below. "If I fall, you guys are gonna get me, right?" Melinda is silent for a moment then cries out: "I'm gonna die!"

Finally, after several agonizing minutes, Melinda leaps into mid-air. The crowd of about 25 teens from the San Mateo County Probation Department, all here to try out San Francisco State's Fort Miley Adventure Challenge Course, bursts into applause.

From inner-city youth to corporate executives, about 4,000 people come to the course each year to take the Fort Miley challenge—a nerve-jangling exercise that involves leaping into the air from vertigo-inducing heights, walking tightrope-style along a cable bridge, and sliding down a 75-foot cable.

The purpose is to build self confidence, teamwork, leadership and decision-making skills, said Ezra Holland, director of the SFSU Pacific Leadership Institute,



Fear factor:
Melinda, 14, takes the Fort Miley challenge by leaping into thin air.

which runs the course for the Department of Recreation and Leisure Studies.

Opened in 1980, the course is located in a shady grove near the Cliff House in San Francisco. Despite the heart palpitations, the course is not really dangerous. Jumpers are attached to harnesses and ropes that prevent them from hitting the ground.

Still, these high-altitude feats seem dangerous, which is just the point.

"We're trying to scare these kids into going down a new road," says probation officer Michael Klingler who, along with his wife, deputy probation officer Lori Smiley-Klingler, has brought Melinda's group to Fort Miley.

"These kids are so hard on the streets. Here, they're small and quiet and vulnerable," adds Smiley-Klinger. "This is just a great confidence builder."

The change is evident by the end of the day, Holland says. After just one jump each, the San Mateo County teens are beaming with a new sense of pride and accomplishment.

Melinda is now back safely on the ground. "Oh God, it was scary," she says, climbing out of her harness and getting back in line to do it again.

Spotlight on...

Established in 1946,

the Department of Recreation and Leisure Studies produces highly trained and diverse leaders and professionals. At both the undergraduate and graduate levels, students can gain skills necessary for successful careers in outdoor, urban, therapeutic and public recreation; park resource management; leisure enterprise and nonprofit management; and other fields.

The Department sponsors a number of community programs that allow faculty and students to integrate learning, service and research in real-world environments. Among them are the Pacific Leadership Institute, which runs the popular Fort Miley Adventure Challenge Course, and BaySF, which offers sailing instruction for Bay Area residents.

Milestones

The Department during the past decade established BaySF, which offers sailing programs for SFSU students and community members, especially children and teens who would not otherwise have the chance to learn this popular sport. The Department also became a key player in a community effort to protect and restore Lake Merced.

In partnership with the city of San Francisco, the Department began offering recreation opportunities for people with disabilities through Operation Access. The Department's Care Break became the first SFSU course in which students create their own community-service learning experiences during spring break. The Pacific Leadership Institute has grown to serve more than 6,500 youth and 220 community organizations.

Looking ahead

Among the Department's most ambitious plans for the coming decade is the proposed Ferry Point Boating Instruction and Safety Center at Point Richmond. The center would provide boating opportunities for Bay Area residents, serve as a learning laboratory for students, and make possible new intercollegiate sports teams in sailing and rowing.

In partnership with the U.S. Forest Service, the Department will organize a national symposium on recreation, parks, and tourism research to be held in February 2004 on campus and at the Presidio. In spring 2004, Tall Ship Semester for Girls, a project of BaySF, sets sail for the first time under the SFSU banner.



Jim Richards

Jim Richards was an orderly in an East Bay hospital in 1965 when his pay was cut from \$1.90 to \$1.10 an hour. With a pregnant wife at home, the UC Berkeley pre-med student needed to do something fast to earn more money.

He took a playground job at the parks and recreation department in San Pablo for 30 cents more an hour. Soon, he was running a community recreation program, doing a great job and loving it.

Richards transferred to San Francisco State's recreation administration program and has never looked back. Today, he is president and chief professional officer of the Boys and Girls Clubs of San Francisco, the largest organization of its kind in the western United States.

"We're in the business of changing kids' lives," he says. The Club provides recreation, job skills, gang intervention and leadership training for 10,000 kids, particularly those from disadvantaged circumstances.

Working in the nonprofit sector isn't going to make him wealthy, but for Richards, the rewards aren't measured in dollars. "After 38 years, I still love going to work."

fast facts

DEGREES

- BA in Recreation
- MS in Recreation Administration

ACCREDITATION

- Council on Accreditation of the National Recreation and Park Association
- American Association for Leisure and Recreation

FULL-TIME EQUIVALENT FACULTY 7.6

TENURE TRACK FACULTY 79.1%

FULL-TIME EQUIVALENT STUDENTS 142.5

STUDENT-FACULTY RATIO 21.3:1

ANNUAL EXTERNAL SPONSORSHIP \$350,000

FIRST DECADE CHAIRS

- James F. Murphy (2003–present)
- Ginny Silva Jaquith (2001–2003)
- Don Taylor (1995–2001)
- Rene Fukuhara Dahl (interim, 1994–1995)
- Bill Michaelis (interim, 1993–1994)

Social Work

Psychotherapist Kate Allen is talking about the compulsion of abused children to return to violent households. It's the kind of behavior that might not make sense to the average person but the child welfare workers in the audience are nodding their heads in recognition. They see it all the time.

"It's home, regardless of how bad it is," says Susan Ferren, a volunteer at a San Mateo County nonprofit agency serving battered women and their families.

Allen agrees. What the child is thinking, she says, is, "This time, daddy is going to love me the way he's supposed to, or this time mommy will see that I'm really a good little girl."

A longtime trainer of clinical social workers and a professor emerita at California State University, Sacramento, Allen is here in this San Mateo County office building teaching a one-day course on the effects of domestic violence on children.

The course is sponsored by the Bay Area Academy, a San Francisco State program that is quietly yet powerfully helping improve the lives of youngsters who are part of the San Francisco Bay Area's child-welfare system.



Easing the pain:
SFSU's Bay Area Academy
helps make life better for
children in troubled families.

Now six years old, the Academy provides training and professional development services to hundreds of child welfare workers, supervisors, managers, nurses, foster care providers and others who work for public child-welfare agencies in the 12 counties around the Bay Area.

From Sonoma to San Benito counties, trainers such as Allen fan out across the region to provide child welfare workers with the most up-to-date information on topics and issues such as child development, attachment and bonding, abuse and neglect, and family assessments.

"An educated child welfare worker is the best way to avoid some of the mistakes that can occur in the child welfare system," says Martha Roditti, the Academy's acting director.

"Being based at a University, we have access to the latest research and academic studies, the best and newest books on child welfare and other schools of social work that are involved in child welfare training," she added.

Ferren said she left Allen's course with a deeper understanding of the dynamics of domestic violence. "It makes it a lot easier to do your job when you know these things," she said.

Spotlight on...

The School of Social Work

stands apart for its highly diverse student body and commitment to addressing the needs of oppressed, disenfranchised and marginalized peoples and communities. Many graduates work as advocates for economic and social justice while others serve in leadership posts at San Francisco Bay Area social service agencies.

Many students come to the School as immigrants and refugees, motivated by a strong desire to give back to the communities that helped them start new lives far from home. Others bring with them valuable work and volunteer experience that enriches the learning experience for all members of the student community.

Milestones

The School experienced record growth in enrollment at both the undergraduate and graduate levels during the past decade. Students and faculty, meanwhile, made significant contributions to the social-service delivery system in California, especially in the areas of community empowerment and development advocacy.

Now 10 years old, the Title IV-E Child Welfare Training Project trains and funds 40 master of social work students annually to become child welfare professionals. These new graduates are making an important difference in the lives of abused and neglected children and their families and helping bring about much-needed changes in programs, service delivery and outcomes. The successful Bay Area Academy, started in 1997, provides training and education for professionals in the field of child welfare.

Looking Ahead

With a diverse and experienced group of junior faculty on board, the School anticipates adding emphases in gerontology and international social work education and practice. Also planned is a revitalization of the Certificate Program in Non-Profit Human Services Administration.

Along with a major evaluation of the curriculum, the school will continue to forge partnerships with the community in keeping with the CHHS commitment to produce scholars for the community. With shrinking state resources, the school will work to increase grants and contracts in order to continue its community-service work and faculty scholarship.

**Greta Glugoski**

Greta Glugoski is too busy to talk right now. The SFSU professor emerita is working long and frantic days filling in for the vacationing Panamanian consulate in San Francisco.

"It's crazy here. I've been coming in at 6 a.m. and leaving at 9 p.m.," says the indefatigable Glugoski, 68.

It's typical of Glugoski, who has never been afraid of hard work.

After 28 years teaching social work at San Francisco State, the Panamanian-born Glugoski, who worked for many years as a social worker herself, retired in 2001. Today she's as busy as ever. In February, she was named Panama's honorary consul in San Francisco. She teaches during the summer and plans to work at a center for elderly Latinos.

During her travels around the Bay Area, Glugoski often runs into her former students. They're working for public and nonprofit agencies, schools and hospitals. It's gratifying to see the valuable contributions they make to the health and human services fields.

"I was a social worker, but I was always a teacher, too. I loved that connection," she says.

fast facts

DEGREES

- BA in Social Work
- Master of Social Work

ACCREDITATION

- Council on Social Work Education

FULL-TIME EQUIVALENT FACULTY 16.5

TENURE TRACK FACULTY 51.5%

FULL-TIME EQUIVALENT STUDENTS 267

STUDENT-FACULTY RATIO 16:1

ANNUAL EXTERNAL SPONSORSHIP \$3.7 million

FIRST DECADE CHAIRS

- Eileen Levy (2001–present)
- Susan Sung (interim, 2000–2001)
- Marvin Feit (1998–2000)
- Robert Walker (interim, 1997–1998)
- Juliette Silva (1995–1997)
- Michael Reisch (1986–1995)

Health and Human

Sophomore Fermin Ballesteros wasn't looking for a scolding. He felt bad enough already about letting his grades slip. What he needed was sound advice about getting back on track toward earning his degree.

That's exactly what he got at the College of Health and Human Services' Student Resource Center. After a 20-minute chat with Jason Katz, the Center's coordinator, Ballesteros left with a step-by-step plan for earning his way off academic probation and a new sense of confidence about his academic future.

"It was really helpful," says Ballesteros, 19, a kinesiology major from San Bruno. "Jason didn't blame me for what I missed, he just tried to help me."

Located in the HSS building, the Center has helped thousands of CHHS majors like Ballesteros sort out academic and personal problems so that they can focus on earning degrees. Ann Hallum, then CHHS associate dean and now acting dean of Graduate Studies, started the Center four years ago after the University began requiring mandatory advising for students on probation. The Center also offers pre-admission and general education advising and



Good guidance:
Student Resource Center
Coordinator Jason Katz
helps students get
back on track.

psychosocial counseling.

Five days a week, Katz and his small staff of counseling interns meet privately with students in quiet cubicles. Poring over transcripts, Katz and his team can pick up on patterns of behavior—repeated withdrawals, for example—that tend to get students in academic trouble.

"We try and get an accurate picture of what is actually going on and then help them organize things in a manageable way. Once they see everything in black and white, they usually realize it's not as bad as they think it is," says Katz, who has a master of science in counseling.

In just four years of operation, the Center is a success. CHHS majors are getting off probation faster and filing fewer requests for late withdrawals. Similar ventures modeled after the Center have opened elsewhere on campus.

Ballesteros blames his bad grades on his own laziness, compounded by a death in the family. But even as his grades plunged, he didn't seek help. With the Center's phone number stored in his cell phone, he promises not to make the same mistake again.

Services:

A COLLECTIVELY RESPONSIBLE COLLEGE

Born out of a grassroots effort by faculty rather than the usual administrative mandate for cost saving, the College of Health and Human Services has always been recognized as “collectively responsible.” In addition to the valued traditional work of the individual departments, the College consistently maintains an interdisciplinary and interdependent approach to key administrative, academic and advancement undertakings. That approach, in turn, promotes creative solutions to complex contemporary issues and problems while, at the same time, achieving efficacious use of resources. Clearly, the strength of the College’s fabric rests at this “collectively responsible” intersection of disciplines.

Milestones

Among College-wide accomplishments during the past decade was the opening of the Student Resource Center, a one-stop advising center to help students fulfill degree requirements. In just four years, the Center has helped thousands complete course work, boost their GPAs and earn degrees.

Prior to the opening of the Resource Center, the College completed a comprehensive strategic plan that promotes the integration of teaching, scholarship and service. And building on its quickly established reputation as a “community of scholars who are scholars for the community,” the College now maintains a direct, public-service agenda in at least 75 percent of the undertakings in its current sponsored-projects portfolio of \$7 million.

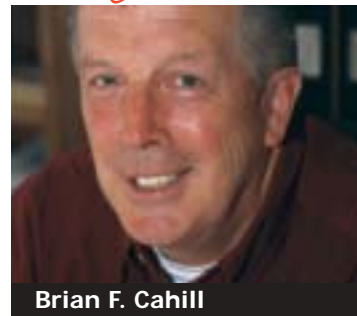
Looking Ahead

Building on the success of joint doctoral programs offered with the University of California, San Francisco, the College expects to offer other doctoral degrees in partnership with Bay Area institutions.

To decrease the College’s reliance on state funding, CHHS will develop additional programs that generate revenue while also enhancing the curriculum. Examples include the proposed Ferry Point Aquatics Center at Point Richmond on the San Francisco Bay.

On the immediate horizon is a pilot project that will be part of the American Association of Colleges and Universities’ “Greater Expectations” campaign. The effort seeks to more seamlessly relate liberal education to professional preparation.

Spotlight on...



Brian F. Cahill

When Brian F. Cahill was growing up in San Francisco, his family was always doing for others. Dad raised money for nonprofits. Mom worked with poor children at Hunters Point, taking little Brian along with her.

As a young man casting about for a career, it made sense that Cahill should pick social work. Among his first jobs was as a counselor at a boys home. He loved the challenge. He also loved the pick-up basketball games.

Cahill, who holds a master of social work from San Francisco State, was soon drawn to the managerial side of the social services world. He ran several nonprofits and in 1992 was tapped to direct the city’s Department of Social Services.

Today, Cahill, 62, is executive director of the San Francisco Archdiocese’s Catholic Charities/Catholic Youth Organization, which provides health and social services to 40,000 people in the Bay Area.

He no longer works directly with people in need and does not have time to shoot hoops at work. “But if I can see that services are being delivered and know I had something to do with it, well that’s really exciting.”

fast facts

CHHS FULL-TIME EQUIVALENT FACULTY 124.8

CHHS TENURE TRACK FACULTY 70.2%

CHHS FULL-TIME EQUIVALENT STUDENTS 2,219.7

CHHS STUDENT-FACULTY RATIO 17.68

CHHS UNDERGRADUATE MAJORS 1,813

CHHS GRADUATE MAJORS 1,053

ANNUAL EXTERNAL SPONSORSHIP \$5.5–\$7 million

AMONG MAJOR FUNDERS

State of California, U.S. Department of Education, The California Endowment, National Institutes of Health, City and County of San Francisco

FIRST DECADE DEANS

- Donald P. Zingale (1996–present)
- William Bonds (interim, 1995–1996)
- Gail Whitaker (interim, 1994–1995)

CHHS Sponsored Projects 2002–2003

Department	Project Director	Project Title
Counseling	Andres Consoli	Mental Health Care Decisions by Mexican Americans
Counseling	Alice Nemon	Rehabilitation Engineering Technology, year two
Counseling	Amy Hittner	HealthPath, year three of multi-year project
Gerontology	Anabel Pelham	Geriatric Care Management Training and Education
Health Education	Zoe Clayson	Evaluation of the California Endowment's Diabetes Strategic Grants
Health Education	Ramon Castellblanch	Hospital Nurses and Their Unions in the Era of Managed Care
Health Education	Mary Beth Love	Childhood Asthma Initiative Projects
Health Education	Mary Beth Love	Certificate in Drug and Alcohol Studies
Health Education	Mary Beth Love	Regional Health Occupational Resource Center
Health Education	Mary Beth Love	Community Collaborators Project
Health Education	Mary Beth Love	California Asthma Among School-Aged Project
Health Education	Mary Beth Love	Community Action to Fight Asthma
Kinesiology	Stephen Wallace	The Learning & Transfer of Prosthetic Control
Kinesiology	David Anderson	Experimental/Naturalistic Studies on Locomotor Experience
Nursing	Daphne Stannard	Advanced Education Nursing Traineeships
Nursing	Daphne Stannard	Critical Care Training at San Francisco Veterans Administration Medical Center
Nursing	Bea Yorker	Foster Care Nurses Training
Nursing	Charlotte Ferretti	Minority Nursing Research Pilot Program
Rec. & Leisure Studies	Ginny Jaquith	2003 Kauffman American Humanics Honors Internship Program
Rec. & Leisure Studies	Patrick Tierney	Planning 2004 Social Aspects and Recreation Research Symposium
Social Work	Martha Roditti	Child Welfare Training Program, year three of project ending in 2003
Social Work	Eileen Levy	Hartford Bay Area Practicum Consortium Training
Social Work	Eileen Levy	California Public Service Training Academics, year four of multi-year project
Social Work	Eileen Levy	Recruitment & Retention Program, Monterey
Social Work	Eileen Levy	Title IV-E Child Welfare Training Program
Social Work	Donald P. Zingale	Foster Parent Training Program
Social Work	Eileen Levy	Child Welfare Training
Social Work	Eileen Levy	Monterey County Child Welfare Training Center
Social Work	Donald P. Zingale	Recruitment and Retention Program

At least 75% of these projects involve direct service to the community.

CHHS Faculty, continued from page 7

WILLIAM J. MICHAELIS (1979) Professor, Recreation and Leisure Studies	JAMES F. MURPHY (2002) Professor and Chair, Recreation and Leisure Studies	ANABEL O. PELHAM (1977) Professor, Gerontology
NATHALIE MIZELLE (2002) Assistant Professor, Counseling	BOBBE NORRIS (1984) Lecturer, Kinesiology	ERIK PEPER (1976) Professor, Holistic Health
BEATRICE T. MONTOYA (1995) Clinical Assistant Professor, Nursing	MARGO OKAZAWA-REY (1990) Professor, Social Work	SHANNON E. PERRY (1986) Professor, Nursing
LISA DOROTHY MOORE (1995) Associate Professor, Health Education	GRACIELA OROZCO (2002) Assistant Professor, Counseling	NANCY J. RABOLT (1981) Department Chair and Professor, Consumer and Family Studies/Dietetics
PAULA MORAN (1995) Lecturer, Kinesiology; Director, Recreation/Intramural Sports	BEVERLY J. OVREBO (1987) Professor, Health Education	SANDRA RADTKA (1999) Associate Professor, Physical Therapy
	NEESHA PATEL (2003) Assistant Professor, Counseling	DINA REDMAN (2003) Assistant Professor, Social Work

Sponsor	Rate	Total
National Institute of Mental Health	50%	\$90,000
California Department of Rehabilitation	0%	\$42,207
U.S. Department of Health and Human Services, Health Resources and Services Administration, Office of Disadvantaged Assistance	8%	\$465,145
California Wellness Foundation	9%	\$75,000
Aguirre International, LLC	15%	\$202,240
UC Institute for Labor and Employment	0%	\$11,070
Subcontract with City College of San Francisco	5%	\$259,892
San Francisco City and County	8%	\$90,000
Subcontract with City College of San Francisco	4%	\$173,384
William and Flora Hewlett Foundation	10%	\$84,329
Subcontract with University of California	8%	\$26,666
The California Endowment	9%	\$458,058
U.S. Department of Education	51%	\$148,900
National Institutes of Health	26%	\$64,969
Department of Health and Human Services	0%	\$71,355
Department of Veterans Affairs	10%	\$17,251
California Department of Children's Medical Services	15%	\$91,500
California Department of Children's Medical Services	50%	\$83,288
Ewing Marion Kauffman Foundation	0%	\$10,000
U.S. Forest Service, Pacific Southwest Research Station	18%	\$9,998
U.S. Department of HSS/ACF	8%	\$200,000
The John A. Hartford Foundation, Inc., subcontract with the Regents of the University of California, Berkeley	0%	\$36,250
California Department of Social Services	0%	\$1,274,725
County of Monterey	15%	\$11,000
UC Regents	0%	\$1,435,281
Agreement with City and County of San Francisco, Department of Human Services	15%	\$214,700
Agreement with City and County of San Francisco, Department of Human Services	15%	\$758,495
County of Monterey	15%	\$166,842
Bay Area Social Services Consortium	15%	\$209,000
TOTAL		\$7,044,939

Excellent! This is more than a 100% increase from '96-'97.

ANDREA RENWANZ-BOYLE (1989)
Associate Professor, Nursing

ALISON J. RIGBY (1999)
Assistant Professor, Consumer and Family Studies/Dietetics

FELIX G. RIVERA (1973)
Professor, Social Work

MARTHA RODITTI (1975)
Lecturer, Social Work

ERIK J. ROSEGARD (2001)
Assistant Professor, Recreation and Leisure Studies

SONJA RASHID (2003)
Assistant Professor, Social Work

BILLIE LOU SANDS (1987)
Professor, Consumer and Family Studies/Dietetics

YUMI E. SATOW (1998)
Assistant Professor, Consumer and Family Studies/Dietetics

ROBERT SCHLEIHAUF (1995)
Professor, Kinesiology

JANET M. SCHROCK (1990)
Associate Professor, Consumer and Family Studies/Dietetics

DOROTHY SEIDEN (1960)
Professor, Consumer and Family Studies/Dietetics

JERALD SHAPIRO (1976)
Professor, Social Work

DAVID O. SHIPP (1974)
Professor, Social Work

BOB SPINA (2003)
Department Chair and Professor, Kinesiology

DAPHNE STANNARD (1998)
Assistant Professor, Nursing

Find out more about our major direct-service projects

Direct-service projects make it possible for the College of Health and Human Services to extend its reach beyond the classroom.

Through generous financial assistance from public and private sources, the College's good work is making a difference in the lives of Californians.

To learn more about our ongoing direct-service projects or find out about participation opportunities, please contact the appropriate office by phone or e-mail or visit us on the Internet.

Bay Area Academy

(Social Work)
HSS 227
510/338-6576
www.sfsu.edu/~bayacad

Bay Area Youth Seamanship Federation: BaySF

(Recreation & Leisure Studies)
HSS 300
415/405-2449

Community Health Works of SF

(Health Education)
HSS 301
415/338-3034
www.communityhealthworks.org

Counseling Clinic

(Counseling)
BH 117
415/338-1024

Deafness Rehabilitation Training Program

(Counseling)
BH 524
415/338-2005
www.sfsu.edu/~counsel/drehab

Fitness Plus Program

(Kinesiology)
GYM 138
415/338-7874
www.sfsu.edu/~fitplus

Fort Miley Adventure Challenge Course

(Recreation & Leisure Studies)
HSS 251
415/338-6883
www.fortmileyropes.org

CHHS Faculty

L. SUSAN STARK (1991)
Professor, Consumer and Family
Studies/Dietetics

CHRISTINE F. SUMMERFORD (1979)
Professor, Kinesiology

SUSAN CHU SUNG (1977)
Professor, Social Work

RITA TAKAHASHI (1989)
Professor, Social Work

SUSAN E. TAPPER (1975)
Professor, Health Education

DON TAYLOR (1978)
Interim Associate Dean, College of
Health and Human Services, and
Professor, Recreation and Leisure Studies

CHARLES L. THOMAS JR. (1989)
Athletic Coach and Lecturer, Kinesiology

PATRICK T. TIERNEY (1991)
Professor, Recreation and Leisure Studies

REBECCA TOPOREK (2003)
Assistant Professor, Counseling

CONNIE ULASEWICZ (2002)
Assistant Professor, Consumer
and Family Studies/Dietetics

HALAEVALU VAKALAH (2003)
Lecturer, Social Work

MARY ANN VAN DAM (1990)
Assistant Professor, Nursing

JULIANA VAN OLPHEN (2002)
Assistant Professor, Health Education

FRANK M. VERDUCCI (1963)
Professor, Kinesiology

MARILYN VERHEY (1991)
Acting Dean, Faculty Affairs and
Professional Development, and
Professor, Nursing

HealthPath

(Counseling)
HSS 254
415/338-3466
www.sfsu.edu/~hpath

Intramural & Recreation Program

(Kinesiology)
GYM 121A
415/338-3363
www.sfsu.edu/~recsport

Institute on Disability

(Health Education)
HSS 249
415/338-3382
<http://userwww.sfsu.edu/~disinst>

Institute of Holistic Health

(Health Education)
HSS 320
415/338-1210
www.sfsu.edu/~ihhs

Operation Access

(Recreation & Leisure Studies)
HSS 251
415/338-6887

Pacific Leadership Institute

(Recreation & Leisure Studies)
HSS 325/251
415/405-3737
www.pliprograms.org

Regional Health Occupations Center

(Health Education)
HSS 301
415/405-0777
www.communityhealthworks.org

Tall Ship Semester for Girls

(Recreation & Leisure Studies)
HSS 300
415/405-3703
www.tallshipsemester.org

Isn't CHHS expanding the Tall Ship program?

Title IV-E Child Welfare Program

(Social Work)
HSS 227
415/338-6584
<http://userwww.sfsu.edu/~title4e>

Urban Elders Program/60 Plus

(Gerontology)
788 Ulloa Street
San Francisco, CA 94127
415/566-9347
www.sfsu.edu/~academic/mature.htm

Vista Room

(Consumer and Family Studies/Dietetics)
BH 401/403
415/338-3410
www.sfsu.edu/~vista

Welcome Back

(Health Education)
City College of San Francisco
John Adams Campus
1860 Hayes Street
San Francisco, CA 94117
415/561-1833
www.e-welcomeback.org

Yes We Can Urban Asthma Partnership

(Health Education)
HSS 301
415/338-3034
cystsai@sfsu.edu
www.communityhealthworks.org/yeswecan

AMY A. VRIHEAS-NICHOLS (1993)
Associate Professor, Nursing

ROBERT WALKER (1979)
Professor, Social Work

STEPHEN A. WALLACE (1997)
Professor, Kinesiology

DAVID WALSH (2003)
Assistant Professor, Kinesiology

LINDA WANER (1993)
Director and Associate Professor,
Physical Therapy

LOUISA WEBB (2001)
Assistant Professor, Kinesiology

GERALD I. WEST (1967)
Professor, Counseling

ROBERT WILLIAMS (1999)
Assistant Professor, Counseling

QINGWEN XU (2002)
Assistant Professor, Social Work

NORIMI YAMAGUCHI (1967)
Lecturer, Kinesiology

K. MORGAN YAMANAKA (1962)
Professor, Social Work

MIU CHUNG YAN (2002)
Assistant Professor, Social Work

DARLENE YEE (1990)
Professor, Gerontology

BEATRICE CROFTS YORKER (2001)
Director and Professor, Nursing

SUSAN ZIEFF (1989)
Associate Professor, Kinesiology

DONALD P. ZINGALE (1996)
Dean, College of Health and Human
Services, and Professor, Kinesiology

LESLEY ZWILLINGER (1993)
Lecturer, Counseling

San Francisco State University

1600 Holloway Avenue, San Francisco, CA 94132

415/338-1111 www.sfsu.edu

Advising Center

415/338-2101

www.sfsu.edu/~advising

Financial Aid

415/338-7000

www.sfsu.edu/~finaid

Associated Students Inc.

415/338-2321

www.asisfsu.org

Housing

415/338-1067

www.sfsu.edu/~housing

Bookstore

415/338-1931

<http://sfsubookstore.com/catalog>

Information Technology

415/338-1420

www.sfsu.edu/~doit

Campus Safety

415/338-7200

www.sfsu.edu/~dps

International Programs

415/338-1293

www.sfsu.edu/~oip

Campus Tours

415/338-2355

www.sfsu.edu/outreach/tours.htm

Library

415/338-1854

www.library.sfsu.edu

Career Center

415/338-1761

www.sfsu.edu/~career

Parking

415/338-1441

www.sfsu.edu/~parking

Cesar Chavez Student Center

415/338-1112

<http://sfsustudentcenter.com>

Registrar

415/338-2350

www.sfsu.edu/~admisrec/reg/reg.html

Office of University Development

415/338-1042

www.sfsu.edu/~develop

Student Outreach Services

415/338-2355

www.sfsu.edu/~outreach

Disability Programs and Resource Center

415/338-2472

www.sfsu.edu/~dprc

Testing Center

415/338-2271

www.sfsu.edu/~testing

Extended Learning

415/338-1373

www.cel.sfsu.edu

Undergraduate Admissions

415/338-1113

www.sfsu.edu/prospect

Graduate Admissions and Studies

415/338-2234

www.sfsu.edu/~gradstdy

Undergraduate Studies

415/338-2206

www.sfsu.edu/~ugs

*Good idea to include
these contact numbers
for prospective students!*

