WELCOME TO OUR FIFTH ANNUAL FACULTY REPORT.

The University at Buffalo School of Social Work proudly presents our 2009/10 annual faculty report. This is our fifth annual report, and we will note some changes from previous reports. However, we continue to spotlight our entire faculty, including research interests, recent scholarship and presentations (2009 – 2010), teaching/clinical accomplishments, and community activities. In this report, we also highlight some of the School’s creative uses of technology in field education, podcasting, through social networking sites, and the integration of Web 2.0.

The Buffalo Center for Social Research continued its innovative work this year through its school – community partnerships. Two partnerships of note are the Hillside Family of Agencies, and the Chautauqua County Department of Mental Hygiene. Additionally, the Center has continued its Distinguished Scholars Series; this annual tradition is one way in which the Center facilitates the translation of research to practice by bringing topics of interest to a broad audience of students, staff, faculty, and community members.

In culmination of two School delegations’ visits to India, the School signed an exciting Memorandum of Understanding with Amrita University Department of Social Work in India, to co-sponsor annual research conferences, collaborate on research projects of mutual interest, and to establish the University at Buffalo/Amrita Social and Behavioral Sciences Research Institute (UBARI).

On April 7, 2010, the school hosted its third International Film Series, with Professors Kim and Critelli as the co-chairs. The film shown, Pray the Devil Back to Hell, presents a story about the peace movement in Liberia; this screening was open to students, faculty, and the community. For more information about this film, see the official website, http://www.praythedevilbacktohell.com.

Finally, the Living Proof Podcast Series, launched in August 2008, celebrated its two-year anniversary with over 64,000 successful downloads! The series was featured in two articles in the online journal, Campus Technology, and also SocialWorkersSpeak.org. We thank all of our listeners, subscribers, and supporters, and we encourage you to become a fan of Living Proof on Facebook, follow us on Twitter, and visit our website at: http://www.socialwork.buffalo.edu/podcast/.

We thank Jeffrey S. Bloomberg, Kathryn R. Clark, and Karen Lichner for their diligence and outstanding work on the design, development, and production of this report.

Once again, welcome to the faculty report—living proof that the University at Buffalo School of Social Work makes a difference.
VISION
The diverse community of UB’s School of Social Work is unified by our vision of a better society achieved through the generation and transmission of knowledge, promotion of social justice, and service to humanity.

MISSION
In our teaching, research, and service we strive to:

- Educate future social workers who will lead the profession regionally, nationally and internationally;
- Facilitate critical inquiry into and analysis of the causes and consequences of social problems and injustice;
- Produce innovative, theoretically-based and empirically-sound means of alleviating and rectifying such problems and injustices through policy and practice;
- Provide professional leadership in resolving critical social, economic, and political challenges;
- Be responsive and responsible members of our university, regional, national, and global communities; and
- Honor the inherent dignity, rights, and strengths of all individuals, families, and communities.

BUFFALO CENTER FOR SOCIAL RESEARCH
TRANSFORMING RESEARCH INTO REAL-WORLD IMPACT

Aggressively promoting research informed by practice, the Buffalo Center for Social Research (BCSR) advances faculty and graduate student research programs that identify real-world solutions for local and global social problems impacting individuals, families, and communities.

We strive to develop reciprocal community partnerships that link practice and research through various BCSR institutes, centers, and projects, such as our exciting research partnership with the Hillside Family of Agencies, the Native American Center on Wellness Research, the Program Evaluation Center, the New York State Office of Mental Health and the New York State Schools of Social Work Deans’ Consortium Project on Evidence-Based Practice, as well as our ongoing Distinguished Scholars Series. In addition, the BCSR is excited to announce the recent establishment of a new collaboration with Amrita University in India, the UB/Amrita Social and Behavioral Sciences Research Institute. We look forward to sharing the outcomes and accomplishments of our inaugural year at our first annual joint research conference, to be held at AIMS Hospital in Cochin, India, January 30-February 1, 2011.

As a training ground for graduate students and new investigators, the Center promotes externally funded interdisciplinary research that builds on faculty strengths and UB 2020 strategic initiatives. Established in 2005, the Center assists faculty each year in submitting grant proposals, collectively worth millions of dollars, in a broad range of research areas. As we continue to expand our impact, we expect to grow substantially in terms of the scope of research conducted and the value of funded grants awarded.

The following page provides highlights of various Center research projects and activities. We hope that you will consider ways in which you might become involved in the Center and its many endeavors, as we strive together to make a difference in people’s lives through research that translates into real-world impact.

CATHARINE N. DULMUS, PhD
Associate Dean for Research and Director, Buffalo Center for Social Research
ADVANCING RESEARCH

The Buffalo Center for Social Research assists faculty and graduate students in securing extramural support for their scholarly research, teaching, and community service activities through individual, collaborative, and interdisciplinary grant proposal submissions. The Center provides a full-in-house grant submission process, which includes assistance with all phases of grant development, from project design to fiscal analysis. Other resources include our 4,000 sq.-ft. office and interview space for project utilization, as well as a state-of-the-art data analysis laboratory for doctoral students and faculty.

CURRENT PROJECTS

Dean Smyth and faculty are united in building the Buffalo Center for Social Research enterprise. All are successful scholars engaged in important research in a variety of areas, including additions, aging, child welfare, evidence-based practice, gender issues, trauma, and violence. Current funding sources for Center research and projects include the Buffalo Public Schools, Erie County Juvenile Court, EPIC, Faha-Bech Fund, Hillside Family of Agencies, National Institute of Alcoholism and Alcohol Abuse, National Cancer Institute, National Institute of Drug Abuse, National Center on Minorities and Health Disparities, New York State Department of Education, New York State Office of Mental Health, Substance and Mental Health Services Administration, and the Transportation Research Board.

DISTINGUISHED SCHOLARS SERIES

Consistent with the Buffalo Center for Social Research mission of disseminating research findings and facilitating technology transfer, the Distinguished Scholars Series was initiated in 2005. Twice annually the Center brings outstanding scholars to Buffalo to present their research findings to our community and university stakeholders. Our 2009-2010 Distinguished Scholars were:

- **Fall 2009** “Spiritual Change in Recovery from Alcoholism”
  ELIZABETH A.R. ROBINSON, PhD
  Addiction Research Center Department of Psychiatry University of Michigan

- **Spring 2010** “Rethinking Psychiatric Care: If we follow the scientific evidence, what must we do to better promote long-term recovery?”
  ROBERT WHITAKER
  Journalist & Author Author of “Mad in America” and “Anatomy of an Epidemic”

NATIVE AMERICAN CENTER FOR WELLNESS RESEARCH

The Native American Center for Wellness Research (NACWR) has been involved with many activities over the past year. The director, Dr. David A. Patterson traveled to India with the UB School of Social Work faculty delegation to meet and begin partnering with the Amrita School of Social Work. The trip was a rewarding experience, particularly as it relates to NACWR’s interests in overall indigenous health and wellness. Dr. Patterson was excited to be invited to work with India’s displaced tribal communities regarding indigenous health, wellness, and knowledge. Other NACWR news includes the establishment of the WOLF-FIRE scholarship, by Dr. Patterson and other donors, which will provide financial awards to US students conducting Native American/First Nations scholarly work. Finally, under the leadership of Drs. Dawn Martin-Hill (McMaster University), Theresa McCarthy (UB, American Studies), and David Patterson, the first ever health-related conference specifically targeted toward the Haudenosaunee has been organized: the Decolonizing Indigenous Health Research Conference, funded by the National Center on Minorities and Health Disparities, is scheduled for September 8–10, 2010 in Niagara Falls, Ontario, Canada. More information on the works of NACWR can be found: http://www.socialwork.buffalo.edu/research/NACWR/index.asp.

LAINA Y. BAY-CHENG
ASSISTANT PROFESSOR

PhD University of Michigan, MA University of Michigan, MSW University of Michigan, BA Wellesley College

RESEARCH INTERESTS

Construction of adolescent sexuality, cultivation of young women’s sexual subjectivity, gendered power, youth empowerment, feminist theories and methods.

“I am currently developing the Sexual Life History Calendar, an innovative approach for studying young women’s sexualities. The method’s strengths lie both in what it yields for researchers (i.e. reliable, contextually embedded data), and in what it offers participants: an opportunity to chart their sexual histories and literally see trends and connections between sexual and nonsexual life domains. In this way, I hope to both study and promote young women’s sexual subjectivity and critical consciousness.”

LISA D. BUTLER
ASSOCIATE PROFESSOR

PhD Stanford University, BSc University of Toronto

RESEARCH INTERESTS

Trauma, resilience and growth, dissociative processes, adjustment following life-threatening illness, paranoia, representations of mental illness in film.

“To study traumatic experience is to bear witness to some of the most dreadful things that can happen to people, particularly when those events are at the hands of others. But it can also be to marvel, in some cases, at the surpassing resilience of the human spirit and even to glimpse the extraordinary (and yet wonderfully ordinary) capacity of individuals, families, and communities to find the good in the bad, to quarry meaning from meaninglessness, and then to move forward with living. In my view, to study trauma is to investigate the full spectrum of authentic, life-altering human experience.”

THE UNIVERSITY AT BUFFALO SCHOOL OF SOCIAL WORK
"As a former child protection social worker and trainer in Washington State, I have been interested in how CPS workers make decisions, especially around the issues of child risk and safety, and more generally, how child protection involvement with a family impacts upon clinical practice. Much of my research has focused on these two issues. More recently, I have looked at programs designed to facilitate transitions towards independence for young adults with developmental disabilities."

HOWARD J. DOUECK
Professor and Associate Dean for Academic Affairs
PhD University of Washington, MSW University of Washington, MA Brooklyn College, The City University of New York, BA Brooklyn College, The City University of New York

Research Interests
Decision-making in child protection, child abuse and neglect, assessment of risk, mandated reporting, child welfare.

"As a former child protection social worker and trainer in Washington State, I have been interested in how CPS workers make decisions, especially around the issues of child risk and safety, and more generally, how child protection involvement with a family impacts upon clinical practice. Much of my research has focused on these two issues. More recently, I have looked at programs designed to facilitate transitions towards independence for young adults with developmental disabilities."

CATHERINE N. DULMUS
Associate Professor, Associate Dean for Research, and Research Center Director
PhD University at Buffalo, The State University of New York, MSW University at Buffalo, The State University of New York, BSW Buffalo State College

Research Interests
Child welfare policy and practice, family policy, youth development, immigration and human rights issues.

"My current research and writing are concentrated on policies that impact the well-being of women and children, including immigrants. Years of experience in the fields of child welfare, youth development, and domestic violence in New York City, one of the most global cities in the world, demonstrated the need for social work to incorporate an international perspective, and broadened my interests to the international arena. I am especially interested in connecting my research to issues of human rights and the ongoing debates about globalization. Currently, I am conducting a study of violence against women in Pakistan, involving interviews with women, human rights activists, and residents of a refuge for women escaping violence. My future plan is to expand this research to include additional organizations that seek to empower women in Pakistan as well as organizations that assist immigrants in the U.S."

JOAN M. DORIS
Assistant Professor
PhD University of Pennsylvania, MSW West Virginia University, BA Ohio Wesleyan University

Research Interests

"Throughout my career as a clinical social worker, I have focused on working with survivors of trauma, including combat trauma, and working with families facing multiple stressors. My current research focuses on social work in dentistry, particularly on issues of access to care, and on the history of social work theory and practice."

FILOMENA M. CRITELLI
Assistant Professor
PhD University at Albany, The State University of New York, MSW University at Buffalo, The State University of New York, BA Buffalo State College

Research Interests
Child welfare policy and practice, family policy, youth development, immigration and human rights issues.

"My current research and writing are concentrated on policies that impact the well-being of women and children, including immigrants. Years of experience in the fields of child welfare, youth development, and domestic violence in New York City, one of the most global cities in the world, demonstrated the need for social work to incorporate an international perspective, and broadened my interests to the international arena. I am especially interested in connecting my research to issues of human rights and the ongoing debates about globalization. Currently, I am conducting a study of violence against women in Pakistan, involving interviews with women, human rights activists, and residents of a refuge for women escaping violence. My future plan is to expand this research to include additional organizations that seek to empower women in Pakistan as well as organizations that assist immigrants in the U.S."

CATHERINE N. DULMUS
Associate Professor, Associate Dean for Research, and Research Center Director
PhD University at Buffalo, The State University of New York, MSW University at Buffalo, The State University of New York, BSW Buffalo State College

Research Interests
Child welfare policy and practice, family policy, youth development, immigration and human rights issues.

"My current research and writing are concentrated on policies that impact the well-being of women and children, including immigrants. Years of experience in the fields of child welfare, youth development, and domestic violence in New York City, one of the most global cities in the world, demonstrated the need for social work to incorporate an international perspective, and broadened my interests to the international arena. I am especially interested in connecting my research to issues of human rights and the ongoing debates about globalization. Currently, I am conducting a study of violence against women in Pakistan, involving interviews with women, human rights activists, and residents of a refuge for women escaping violence. My future plan is to expand this research to include additional organizations that seek to empower women in Pakistan as well as organizations that assist immigrants in the U.S."
MANSOOR A. F. KAZI
RESEARCH ASSOCIATE PROFESSOR AND DIRECTOR, PROGRAM EVALUATION CENTER
PhD University of Huddersfield, MA University of Hull, BS London School of Economics

RESEARCH INTERESTS
Program evaluation, including investigating what interventions work and in what circumstances; "clear box" evaluations of social work, health, education, and other human services; experimental and quasi-experimental research designs combined with binary logistic regression.

“My interests include the evaluation of the effectiveness of social work and other human service interventions, and in particular, the development of real-time evaluation approaches and methodologies to investigate what interventions work, and in what contexts. The methodologies include statistical methods to investigate the patterns and interconnections between the interventions, outcomes, and contexts; that is, the use of binary logistic regression alongside experimental or quasi-experimental designs, drawing upon both the epidemiology and effectiveness traditions.”

SUSAN A. GREEN
CLINICAL ASSOCIATE PROFESSOR
MSW University at Buffalo, The State University of New York, BS State University of New York College at Geneseo

RESEARCH INTERESTS
Children and families, trauma, resiliency, community.

“I have been working over the last three years, with the help of students and another faculty member, on research projects sponsored by the Center for Development of Human Services (CDHS) that concern trauma in the child welfare system, specifically recognition, assessment and treatment, and integrating brief solution-focused strategies and Trauma-Informed Care (TIC) within the child welfare system.”

DIANE E. ELZE
ASSOCIATE PROFESSOR AND DIRECTOR OF THE MSW PROGRAM
PhD Washington University in St. Louis, MSSA Case Western Reserve University, BS University of Maine

RESEARCH INTERESTS
Risk and protective factors for sexual minority youth; gay, lesbian, bisexual, and transgendered issues in service utilization; HIV prevention interventions with adolescents; adolescent health and mental health.

“My research has been inspired by my long-standing commitment to, and years of social work practice with, vulnerable populations of adolescents. My scholarship has focused primarily on the well-being of gay, lesbian, bisexual, and transgender youths, and the development of HIV prevention interventions for adolescents in foster care. Currently, I am investigating service needs, service access, and service utilization among transgender youths and adults, including policies and practices that facilitate appropriate service delivery to this population.”

ROBERT H. KEEFE
ASSOCIATE PROFESSOR
PhD University at Albany, The State University of New York, MSSA Western Reserve University, BA Ithaca College

RESEARCH INTERESTS
Health disparities, HIV; evidence-based approaches to mental health treatment, and health and mental health care access.

“My research focuses broadly on factors that inhibit the provision of, and access to, health and mental health care services. I am particularly concerned about individuals from traditionally oppressed backgrounds who have limited financial means to access quality health care, and the federal government’s use of various mechanisms (such as managed care) that partition people out of care. My current research efforts focus on people of color living with HIV; racial and ethnic disparities in birth outcomes; and perinatal mood disorders.”
DENISE J. KRAUSE
CLINICAL PROFESSOR, ASSOCIATE DEAN FOR COMMUNITY ENGAGEMENT AND ALUMNI RELATIONS
MSSW Columbia University, BA Binghamton University, The State University of New York
RESEARCH INTERESTS
Families, interventions, education.

“My interests range from the development of screening and assessment instruments for substance use problems to the consideration of primary, secondary and tertiary prevention for the substance use and criminal justice areas. One current project focuses on the development of a screening instrument for substance use utilizing implicit cognitions. Other projects focus on the use of brief interventions, youth court, juvenile treatment courts, drug courts and family treatment courts.”

KATHLEEN A. KOST
ASSOCIATE PROFESSOR
PhD University of Wisconsin-Madison, MSSW University of Wisconsin-Madison, MA University of Wisconsin-Madison, BA University of Wisconsin-Madison
RESEARCH INTERESTS
Poverty, substance abuse, employment, organizations.

“The distribution of services and support by public and nonprofit organizations and their effects in reducing the problems associated with poverty has always been a concern of mine. My research has focused on the impact of poverty and its associated conditions and events on individuals such as noncustodial fathers, organizations, and communities. Recent work examines the role of social networks and their influence on a community’s response to both natural and human disasters.”

WOOKSOO KIM
ASSISTANT PROFESSOR
PhD University of Washington, MSW The Ohio State University, BA Seoul National University
RESEARCH INTERESTS
Asian American immigrants, elderly Korean immigrants, culture and mental health/substance use, methodology

“Asian Americans are a diverse group in terms of ethnicity, immigration status, history, and socio-cultural context. I study cultural context and its influence on the well-being of Asian immigrants, with a particular focus on Korean Americans. My current research is examining and identifying potential risk and protective factors of alcohol use in elderly Korean immigrants.”

THOMAS H. NOCHAJSKI
ASSOCIATE PROFESSOR
PhD University at Buffalo, The State University of New York, BA University at Buffalo
RESEARCH INTERESTS
Prevention for alcohol and other drug problems with children and families; screening, assessment, and treatment of the criminal justice population; program and practice evaluation; and research methodology.

“My interests range from the development of screening and assessment instruments for substance use problems to the consideration of primary, secondary and tertiary prevention for the substance use and criminal justice areas. One current project focuses on the development of a screening instrument for substance use utilizing implicit cognitions. Other projects focus on the use of brief interventions, youth court, juvenile treatment courts, drug courts and family treatment courts.”
DAVID PATTERSON, SILVERWOLF (ADELV UNEGV WAYA)
ASSISTANT PROFESSOR
PhD University of Louisville/University of Kentucky, MSSW University of Louisville, BSW Spalding University

RESEARCH INTERESTS
Alcohol and other drug treatment issues, Native American health and wellness, barriers to best practices adoption.

"My past work focused on retaining special, hard-to-reach populations in alcohol and drug treatment services, such as HIV-infected persons, and those living in extreme poverty. Although I continue pursuing this agenda, I have developed a growing body of research pertaining to organizational barriers (e.g., culture, climate, and worker attitudes) to implementing evidence-based practices throughout mental health agencies. A remaining, ongoing effort is strengthening the Native American Center for Wellness Research (NACWR), along with working in Native and Tribal communities regarding health and wellness."

KELLY L. PATTERSON
ASSISTANT PROFESSOR
PhD University of Wisconsin-Milwaukee, MS University at Buffalo, State University of New York, BA North Carolina Central University

RESEARCH INTERESTS
Spatial issues in access to and delivery of social services, residential housing patterns of impoverished populations, fair housing policy, the role of community-based housing organizations in urban neighborhoods, subsidized housing.

“As a teacher and researcher, I am committed to addressing the problems of persistent and concentrated poverty in urban areas. In the area of advocacy and equity planning, my role was to build relationships between those in power and the vulnerable groups they served. Many times this meant revealing, through neighborhood and regional plans, how decisions regarding distribution of resources resulted in wide disparities that disproportionately hurt vulnerable groups.”

BARBARA A. RITTNER
ASSOCIATE PROFESSOR, ASSOCIATE DEAN FOR EXTERNAL AFFAIRS, AND PHD PROGRAM DIRECTOR, CHAIR OF THE GROUP FOR THE ADVANCEMENT OF DOCTORAL EDUCATION (GADE), AN INTERNATIONAL ORGANIZATION FOR DIRECTORS OF DOCTORAL PROGRAMS IN SOCIAL WORK.
PhD Barry University, MSW Barry University, BA University of Connecticut

RESEARCH INTERESTS
Child welfare, interventions, group work.

“My research over the past ten years has largely focused on child welfare practices. Social work has deep roots in practice with at-risk children and their families, and at the present time I am focusing research on alternate models of transition into foster care, including factors that facilitate functional adaptation in foster children to delimit disengagement from foster care and adoptions. My current projects also include research on outcomes in therapeutic day school programs, and moral disengagement in juvenile delinquents. Previously, I examined differential uses of BSWS and MSWS in child welfare settings, placement, and replacement patterns in child welfare, and the uses of group work with children as well as adult survivors of abuse and neglect.”

ADJOA ROBINSON
ASSISTANT PROFESSOR
PhD Washington University in St. Louis, MSW Howard University, BS University of Maryland

RESEARCH INTERESTS
Family caregivers, community-based participatory research, health disparities, mental health, cultural competence.

“My research and writing focuses on the well-being of family caregivers of adults, with a particular focus on community-based participatory approaches to developing interventions for African-American caregivers of adults. Currently, I am piloting an intervention to train caregivers as peer mentors.”
CHARLES SYMS  
CLINICAL ASSOCIATE PROFESSOR  

**MSW California State University-Sacramento, BA Buffalo State College**  

**RESEARCH INTERESTS**  
Addictions, interventions, child welfare, co-occurring disorders, and the use of computers and the Internet in social work practice.

“My current research interests are in the intersection between mental health, trauma, and substance use disorders especially related to complex trauma, a condition that involves affect dysregulation, impulse control problems, interpersonal problems, substance abuse, self-harm, and dissociation. I’m also interested in alternative clinical interventions (e.g., EMDR, mindfulness meditation), especially as they relate to mental health, trauma, and addiction. Finally, because my own work includes both research and practice, I am interested in identifying effective strategies for integrating, blending, and bridging social work practice and research.”

DEBORAH P. WALDROP  
ASSOCIATE PROFESSOR  

**PhD Oklahoma State University, MSW Syracuse University, BA Pennsylvania State University**  

**RESEARCH INTERESTS**  
Aging, health care, end-of-life, and human development.

“My research focuses on aging and end-of-life care, particularly on how older adults who are terminally ill make decisions about utilizing services such as hospice, and the timing of their decisions. I am also involved in describing and defining the unique and distinct nature of residential or hospice house care. In sum, I am interested in how older adults and their families face an approaching death, make decisions about how to manage increasing needs for care, and how caregivers adapt to loss, so that through research, we can make positive changes that improve care for people who are dying and their loved ones.”

NANCY J. SMYTH  
PROFESSOR AND DEAN  

**PhD University at Albany, The State University of New York, MSW University at Albany, The State University of New York, BA University at Albany, The State University of New York**  

**RESEARCH INTERESTS**  
Interventions, including alternative interventions; alcohol/substance abuse; co-occurring disorders; psychological trauma including complex trauma; blending and bridging practice and research; technology transfer.

“My current research interests are in the intersection between mental health, trauma, and substance use disorders especially related to complex trauma, a condition that involves affect dysregulation, impulse control problems, interpersonal problems, substance abuse, self-harm, and dissociation. I’m also interested in alternative clinical interventions (e.g., EMDR, mindfulness meditation), especially as they relate to mental health, trauma, and addiction. Finally, because my own work includes both research and practice, I am interested in identifying effective strategies for integrating, blending, and bridging social work practice and research.”

PETER SOBOTA  
CLINICAL ASSISTANT PROFESSOR  

**MSW University at Buffalo, The State University of New York, BA University at Buffalo, The State University of New York**  

**RESEARCH INTERESTS**  
Interventions, addictions, social work applications in nontraditional settings.

“The guiding principle of my philosophy of teaching is that I am involved in relationships with students focused upon their own motivation to learn. It makes sense to me that I learn as well, or along with the students. We are joined in our efforts to connect what happens in class to what happens in the real world (‘out there’) in practical ways.”
The focus of my work is primarily on Native American and other indigenous populations with a secondary interest in refugee populations. I have received funding by the National Cancer Institute for the project ‘Healthy Living in Two Worlds.’ This project began with an assessment of the health behaviors of urban Native American youth ages nine to thirteen in Buffalo and Niagara Falls, with a particular focus on recreational tobacco use, dietary practices, and active versus sedentary lifestyles. We are also gathering information from caregivers for a subset of these youth. This information informs the development of a culturally specific wellness curriculum that was pilot-tested with Native American youth in Buffalo from July 10 to August 10, 2006.”
LISA BUTLER

PUBLICATIONS

PRESENTATIONS

FILOMENA M. CRITELLI

PUBLICATIONS

PRESENTATIONS
Critelli, F.M. (2003, May). Claiming the right to freedom from violence in Pakistan. Presented at the Fifth International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign, Urbana, IL.

JOAN DORIS

PUBLICATIONS

HOWARD J. DOUECK

PUBLICATIONS
CATHERINE N. DULMUS

PUBLICATIONS


PRESENTATIONS


DIANE E. ELZE

PUBLICATIONS


PRESENTATIONS


SUSAN A. GREEN

PRESENTATIONS


MANSOOR A. F. KAZI

PUBLICATIONS

PRESENTATIONS

ROBERT H. KEEFE

PUBLICATIONS

PRESENTATIONS

WOOKSOO KIM

PUBLICATIONS

PRESENTATIONS
DENISE J. KRAUSE

PRESENTATIONS


PUBLICATIONS

THOMAS H. NOCHAJSKI

PRESENTATIONS


Wolf, M., Nochajski, T.H., Farrell, M.G. (2009, November). The Effects of Trauma and/or Childhood Sexual Abuse on Drug Court Participants. Poster presented at the 26th Fall Conference, International Society for the Study of Trauma and Dissociation, Washington, DC.


PUBLICATIONS


DAVID A. PATTERSON, SILVERWOLF (Adelv Unegv Waya)

PUBLICATIONS


PUBLICATIONS
DAVID A. PATTERSON, SILVERWOLF (Adelv Unegv Waya)

PRESENTATIONS

KELLY PATTERSON

PRESENTATIONS


BARBARA A. RITTNER

PUBLICATIONS

ADJOA ROBINSON

PUBLICATIONS


DEBORAH P. WALDROP

PUBLICATIONS

HILARY N. WEAVER

PUBLICATIONS


Laina Y. Bay-Cheng
ASSOCIATE PROFESSOR

ADOLESCENT FEMALE SEXUALITY—THE EXPERIENCES AND FEELINGS OF YOUNG WOMEN REGARDING SEXUALITY—IS NOT ONE OF THE FIRST TOPICS TO COME TO MIND WHEN PEOPLE THINK ABOUT SOCIAL WORK AS A PROFESSION OR ACADEMIC DISCIPLINE. NEVERTHLESS IT IS AN ISSUE THAT TAPS SOME OF THE FUNDAMENTAL TENETS OF SOCIAL WORK: UNDERSTANDING THE LINK BETWEEN SOCIAL FORCES AND INDIVIDUAL LIVES; REDRESSING SOCIAL INEQUALITIES AND RELATED TRAUMA; AND PROMOTING STRENGTHS-BASED PERSPECTIVES.

While young women's sexual well-being may seem like nothing more than gravy—nice, but hardly necessary—it is in fact at the crux of young women's prospects in life. Indeed, there is an extensive body of social work and social science research documenting how trauma such as sexual assault, partner and dating violence, sexually transmitted infections, and unintended pregnancies can derail (even if only temporarily) a woman's life. Importantly, research also demonstrates that many of these negative outcomes are not the fault of sexual behavior alone; they are the product of sexual behavior that occurs in the context of relational power differences and inadequate social and material resources. Various permutations of sexism, racism, and poverty can combine to both heighten young women's vulnerability to negative sexual events and obstruct their access to the supports needed to recover from them.

My scholarship focuses on how young women navigate the complex intersection of social norms (especially regarding gender, sexuality, and adolescence) and social location (especially gender, socioeconomic status, race and ethnicity). I have used a variety of research methods to explore these issues, but am particularly interested in methods that not only catalog adolescent women's sexual behaviors but also afford insight into contexts and meanings of those behaviors. To this end, I developed the Sexual Life History Calendar (SLHC), an interview protocol that elicits retrospective and nuanced accounts of young women's adolescent sexual experiences. The SLHC uses a calendar on which all of a participant's landmark life events, including her sexual and relationship experiences, are recorded. This allows the researcher, as well as the participant herself, to see and consider sexuality in the context of other life experiences. It is my hope that the SLHC provides not only rich and meaningful data for researchers, but also a rich and meaningful experience for participants.

Thus far, I have worked using data collected during a pilot study of the SLHC (funded by the Les Brun Pilot Study Program through the Buffalo Center for Social Research) to examine how gender roles leave young women vulnerable to varying degrees of sexual coercion, while social norms surrounding personal responsibility lead them to accept blame for these experiences (Bay-Cheng & Eliseo-Arras, 2008). With colleagues Dr. Adjoa Robinson, and Dr. Alyssa Zucker at George Washington University, I reviewed young women's subjective perceptions of various sexual behaviors in the context of different relationship types (Bay-Cheng, Robinson, & Zucker, 2009). In addition, I am currently using a grant from the Fahs-Beck Fund to conduct SLHC interviews with young women in foster care to understand the meaning and place of sexuality in their lives.

It is my hope that this work will contribute to a growing call for adults, whether as researchers, practitioners, or family members, to attend more closely to the relevance of adolescent female sexuality to our broader mission for social justice.
The UBSSW faculty critically examined the curriculum, evaluated the strengths and weaknesses and determined that several important changes were important to assure that our graduates were well-prepared to address local, regional, national and international issues that influence current social work practice. Changes have been made to both the, (a) structure and, (b) focus of the overall curriculum. The structure of the revised curriculum now provides opportunities for more choice among advanced year courses and an enhanced emphasis on professional development through the addition of required 1-credit seminars during both years of the MSW program. The focus of the curriculum is now guided by an emphasis on the integration of Trauma-Informed Care and human rights throughout courses in both years of the curriculum and through a new required course that is offered to all advanced year students, which is titled Perspectives on Trauma and Human Rights: Contemporary Theory, Research, Policy and Practice.

Trauma-Informed Care has emerged as an alternative to the more traditional hierarchical medical model of service delivery that involves presumed authority and use of coercive policies and practices. Trauma-Informed Care was developed with the growing recognition of the high prevalence of exposure to traumatic events that is found in people who seek services from health, mental health and social service agencies. The principles of Trauma-Informed Care involve: (1) Safety from physical harm and retraumatization; (2) Trustworthiness, or the clarity and consistency of practice, policies, and programs and the maintenance of appropriate boundaries; (3) Choice, or the extent to which consumers’ self-determination and control are maximized; (4) Collaboration, or the extent to which the program emphasizes shared power between staff and consumers; and (5) Empowerment, or the extent to which consumers’ growth and skills are prioritized. The elements of Trauma-Informed Care are clearly consistent with social work values, but they have not been widely acknowledged or incorporated within social work agency practice or education. The UBSSW faculty endorses the importance of these guiding principles and their relevance to informed social work practice.

Recognition of and advocacy for basic human rights are fundamental social work values that are emphasized more centrally in the new UBSSW curriculum. In addition to the basic needs for food, shelter, clothing, education, and health care, human rights also encompass dignity, privacy and the opportunity to achieve one’s full potential. People who seek services from health, mental health, and social service agencies because they have experienced child abuse, domestic violence, community disasters or homelessness, for example, are likely to have had their rights violated and lived through traumatic events. The UBSSW faculty upholds the importance of educating students to be aware of and responsive to the policies, programs and the maintenance of appropriate boundaries; (3) Choice, or the extent to which consumers’ self-determination and control are maximized; (4) Collaboration, or the extent to which the program emphasizes shared power between staff and consumers; and (5) Empowerment, or the extent to which consumers’ growth and skills are prioritized. The elements of Trauma-Informed Care are clearly consistent with social work values, but they have not been widely acknowledged or incorporated within social work agency practice or education. The UBSSW faculty endorses the importance of these guiding principles and their relevance to informed social work practice.

The UBSSW faculty critically examined the curriculum, evaluated the strengths and weaknesses and determined that several important changes were important to assure that our graduates were well-prepared to address local, regional, national and international issues that influence current social work practice. Changes have been made to both the, (a) structure and, (b) focus of the overall curriculum. The structure of the revised curriculum now provides opportunities for more choice among advanced year courses and an enhanced emphasis on professional development through the addition of required 1-credit seminars during both years of the MSW program. The focus of the curriculum is now guided by an emphasis on the integration of Trauma-Informed Care and human rights throughout courses in both years of the curriculum and through a new required course that is offered to all advanced year students, which is titled Perspectives on Trauma and Human Rights: Contemporary Theory, Research, Policy and Practice.

Trauma-Informed Care has emerged as an alternative to the more traditional hierarchical medical model of service delivery that involves presumed authority and use of coercive policies and practices. Trauma-Informed Care was developed with the growing recognition of the high prevalence of exposure to traumatic events that is found in people who seek services from health, mental health and social service agencies. The principles of Trauma-Informed Care involve: (1) Safety from physical harm and retraumatization; (2) Trustworthiness, or the clarity and consistency of practice, policies, and programs and the maintenance of appropriate boundaries; (3) Choice, or the extent to which consumers’ self-determination and control are maximized; (4) Collaboration, or the extent to which the program emphasizes shared power between staff and consumers; and (5) Empowerment, or the extent to which consumers’ growth and skills are prioritized. The elements of Trauma-Informed Care are clearly consistent with social work values, but they have not been widely acknowledged or incorporated within social work agency practice or education. The UBSSW faculty endorses the importance of these guiding principles and their relevance to informed social work practice.

Recognition of and advocacy for basic human rights are fundamental social work values that are emphasized more centrally in the new UBSSW curriculum. In addition to the basic needs for food, shelter, clothing, education, and health care, human rights also encompass dignity, privacy and the opportunity to achieve one’s full potential. People who seek services from health, mental health, and social service agencies because they have experienced child abuse, domestic violence, community disasters or homelessness, for example, are likely to have had their rights violated and lived through traumatic events. The UBSSW faculty upholds the importance of educating students to be aware of and responsive to the policies, programs and the maintenance of appropriate boundaries; (3) Choice, or the extent to which consumers’ self-determination and control are maximized; (4) Collaboration, or the extent to which the program emphasizes shared power between staff and consumers; and (5) Empowerment, or the extent to which consumers’ growth and skills are prioritized. The elements of Trauma-Informed Care are clearly consistent with social work values, but they have not been widely acknowledged or incorporated within social work agency practice or education. The UBSSW faculty endorses the importance of these guiding principles and their relevance to informed social work practice.

Recognition of and advocacy for basic human rights are fundamental social work values that are emphasized more centrally in the new UBSSW curriculum. In addition to the basic needs for food, shelter, clothing, education, and health care, human rights also encompass dignity, privacy and the opportunity to achieve one’s full potential. People who seek services from health, mental health, and social service agencies because they have experienced child abuse, domestic violence, community disasters or homelessness, for example, are likely to have had their rights violated and lived through traumatic events. The UBSSW faculty upholds the importance of educating students to be aware of and responsive to the policies, programs and the maintenance of appropriate boundaries; (3) Choice, or the extent to which consumers’ self-determination and control are maximized; (4) Collaboration, or the extent to which the program emphasizes shared power between staff and consumers; and (5) Empowerment, or the extent to which consumers’ growth and skills are prioritized. The elements of Trauma-Informed Care are clearly consistent with social work values, but they have not been widely acknowledged or incorporated within social work agency practice or education. The UBSSW faculty endorses the importance of these guiding principles and their relevance to informed social work practice.

Recognition of and advocacy for basic human rights are fundamental social work values that are emphasized more centrally in the new UBSSW curriculum. In addition to the basic needs for food, shelter, clothing, education, and health care, human rights also encompass dignity, privacy and the opportunity to achieve one’s full potential. People who seek services from health, mental health, and social service agencies because they have experienced child abuse, domestic violence, community disasters or homelessness, for example, are likely to have had their rights violated and lived through traumatic events. The UBSSW faculty upholds the importance of educating students to be aware of and responsive to the policies, programs and the maintenance of appropriate boundaries; (3) Choice, or the extent to which consumers’ self-determination and control are maximized; (4) Collaboration, or the extent to which the program emphasizes shared power between staff and consumers; and (5) Empowerment, or the extent to which consumers’ growth and skills are prioritized. The elements of Trauma-Informed Care are clearly consistent with social work values, but they have not been widely acknowledged or incorporated within social work agency practice or education. The UBSSW faculty endorses the importance of these guiding principles and their relevance to informed social work practice.
THE LIVING PROOF PODCAST SERIES

Two years ago, the University at Buffalo School of Social Work endeavored into what was then uncharted territory in the realm of social work education: podcasting. Since then, the Living Proof Podcast series has grown by leaps and bounds through the support of Dean Smyth and the dedication of the podcast production team; the series has produced over 50 episodes, has had over 64,000 successful downloads, and has been accessed across all 50 states and in over 100 countries worldwide.

The Living Proof Podcast is the first series produced by a school of social work, and it has paved the way as a pioneer in the application of Web 2.0 technologies in the field of social work. The podcast series utilizes popular sites such as iTunes, Facebook, and Twitter to reach out to new audiences and share information regarding current social work practice and research. Additionally, the podcasts provide an excellent resource for educators looking for new ways to teach today’s tech-savvy students.

In the past year, Living Proof has also been featured in two articles of the online journal, Campus Technology, and also SocialWorkersSpeak.org.


The purpose of the Living Proof Podcast Series is to engage practitioners and researchers in lifelong learning, and to promote research to practice, and practice to research. The series features conversations with prominent social work professionals, interviews with cutting-edge researchers, and information on emerging trends and best practices in the field of social work.

Here are some examples of our most popular podcast episodes to-date:

- Dr. Sandra Bloom: The Sanctuary Model: A Trauma-Informed Approach to Treatment and Support
- Sandra L. Bloom, M.D., co-creator of the Sanctuary Model, discusses a trauma-informed approach to treatment and systems change. Dr. Bloom describes the paradigm shift needed to understand and the psychobiology of trauma and its impact on recovery from mental illness.
- Dr. Lawrence Schnore: Models of Supervision: Parallel Processes and Human Relationships
- What is supervision? Peter Sobota, Clinical Assistant Professor at the UB School of Social Work, speaks with Dr. Lawrence Schnore, Professor and Dean Emeritus of the UB School of Social Work, about the nature of supervision in direct practice and administration. During their conversation they touch upon issues of power, authority, trust, and role clarity, to name a few.
- Dr. Claude Webke: Spotlight on Human Rights: Economic Rights in the United States
- In this episode, Dr. Claude Webke, Jr. explains his contention that human rights can be violated as a result of economic structures. Currently, the issues involved in our response to the economic crisis and U.S. health law reform are key issues in our society’s commitment to protect the human rights of its citizens. Dr. Webke describes the economic conditions that underlie problems such as poverty, housing, and working conditions that create inequality in a wealthy, capitalist society such as the United States.
- Dr. Mo Yee Lee: Integrative Body-Mind-Spirit Social Work - Core Concepts (part 1 of 3)
- This is the first of three episodes in which Dr. Mo Yee Lee discusses her research and clinical work bridging social work practice and an integration of Eastern philosophies/practice with traditional Western approaches to client change. In this podcast, Professor Lee introduces the core concepts of the body-mind-spirit approach and its defining characteristics as applied to practice.
- Dr. Caitlin Ryan: Reducing Risk and Promoting Well-Being for LGBT Youth: The Critical Role of Family Support
- Dr. Caitlin Ryan discusses her work on the Family Acceptance Project, the first major study of LGBT youth and their families. Findings from the project will have major implications for the development of new models for family-related care to improve health and mental health outcomes for all LGBT adolescents.

Tune in to the Living Proof Podcast Series: www.socialwork.buffalo.edu/podcast
http://www.socialwork.buffalo.edu