

Mosaics

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News from the UB School of Social Work and Its Alumni Association

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Mosaics

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The University at Buffalo is a premier public research university, the largest and most comprehensive campus in the State University of New York system. The School of Social Work is one of 12 schools that make UB New York's leading center for graduate and professional education.

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Our News

A great day at home

This year's Alumni Day (April 20) drew more than 100 participants on a beautiful spring day. Molly Faulk (MSW '02) came all the way from Ohio to visit with old friends and colleagues. Many of our full-time faculty, adjunct faculty, administrators and community members also attended. The school's new look was in evidence throughout the event, including our new eight-foot display. Particularly impressive was the handout listing the many presentations and publications of our faculty—including adjunct faculty—and our doctoral students.

At lunch, UB President John B. Simpson spoke about his vision for UB and how the School of Social Work complements and augments a number of UB's centers of excellence. It was clear that he knows a great deal about our strengths and the importance of our graduates in the communities they serve.

Five talented graduates presented afternoon workshops on innovative practice strategies. The most intriguing title was "My Office Mate Is a Zebra" by Elaine Hammond (MSW '02). Together with Cynthia Borzok (MSW '02), she gave participants a taste of advanced generalist clinical work in rural settings, including the challenges faced and the unique relationships formed with their clients. (The zebra? She currently has office space in a taxidermist's office.) Heidi Milch's (MSW '98) standing-room-only workshop explained how to use existing agency data not only to support program outcomes but to define program needs. Jerry Moote (MSW '90) and Kevin Fritz (MSW '99) presented on the roles of social workers in interdisciplinary school-based programs. They are both doing very innovative work with at-risk adolescents.



Eve Gotham (left) and Shirley Reiser at Alumni Day 2006.

For our keynote speaker, we were fortunate to have Jeanette Jennings of Tulane University in New Orleans. Her talk focused on the service needs of the elderly and of people with developmental disabilities both before and after hurricanes Katrina and Rita. It was chilling to learn what happens to resources for the most vulnerable in the aftermath of such extreme events. She casually mentioned that she is still living in a small efficiency while her home is being rebuilt, and that the plight of many people from New Orleans and the Gulf Coast communities is one she shares. She embodied how resilient social workers are and how focused they can be in meeting the needs of others, whether on a day-to-day basis or in the face of extreme events. (See page 10 for accounts of relief work in New Orleans by two of our students.)

Just before the reception that capped the day's events, David Coppola (MSW '05) and clinical professors Denise Krause and Susan Green (MSW '88) introduced the History Project (see page 14), which looks at where we have been as a school and as a profession.



Associate Professor Catherine Dulmus (seated) with (left to right) Dean Gary Lowe of Florida International University, Dean Karen M. Sowers of the University of Tennessee, and Dean Nancy J. Smyth.

The wonderful slides and moving quotes had a strong impact on everyone in the room. People wept, full of a sense of real pride at being part of such an exceptional school and wonderful profession.

The great State of Texas

This year's Society for Social Work Research (SSWR) annual meeting was in San Antonio, Texas. The school was well represented, with a number of faculty presenting: Deborah Waldrop, Wooksoo Kim, Tom Nochajski and Mansoor Kazi. In addition, current doctoral students Joanne Cannavo, Elaine Rinfrette and Kelly Jackson contributed to well-attended presentations, as did Meri Stiles (MSW '99, PhD '06) with an exciting poster. We had an opportunity to see two of our recent doctoral program graduates: Elaine Maccio (MSW '99, PhD '03) who will be joining

the faculty at Louisiana State University, and James Coyle (MSW '81, PhD '05). Volunteering were two of our current doctoral students: Abbie Kirkendall (MSW '02) and E. Marie Graczyk-Holt (MSW '04). The reception we hosted was attended by many friends and faculty from other schools, who got a look at the new face of the school.

In the Windy City

This year's Council on Social Work Education Annual Program Meeting was held in Chicago during what turned out to be a bitterly cold weekend—so cold that most of us longed to be back in Buffalo. Presenting with Associate Professor Hillary Weaver were current doctoral students David Kolker, Janine Hunt and Kelly Jackson. Christine Rine, Elaine Rinfrette, Kelly Jackson and Robin Saunders did a presentation based on a program developed by Professor Lawrence Shulman; and Joanne Cannavo, Rebekah Crofford and Marsha Schwam-Harris participated in the poster sessions with Professor Barbara Rittner. In addition, this year a number of our faculty and adjunct faculty presented: Denise Krause, Susan Green, Maria Picone, Tom Nochajski and Diane Elze. A reception gave our faculty and current doctoral students a chance to catch up with PhD graduates Elaine Maccio, Carol Simpson, David Skiba and James Coyle. ■

FROM DEAN NANCY J. SMYTH

One of the more interesting aspects of my job involves meeting alumni and friends of the school. It's wonderful to learn about people's accomplishments and hear about their experiences when they were students. It's also a great opportunity to discover what they know about the school now, and that's made it clear to me that we have a lot of room for improvement in communicating what we're doing and who we are. The new format of this newsletter is the beginning of our effort to communicate better.

While much of this newsletter highlights our work in a key area—aging—it's important to note that this is just one focus here among many. Our MSW and PhD degree programs span all the key areas in social work because we're preparing social workers and social work researchers to improve the lives of people in communities all over the world. However, in addition to fulfilling this core mission, our faculty are conducting cutting-edge research across a wide range of topics, including aging, trauma, substance abuse, diversity and oppression, child welfare, poverty, developmental disabilities, mental health, and chronic diseases.

Our faculty research fits well within the university's ten research strengths identified in the UB 2020 strategic planning process. You will find a thorough description of the planning process and the strategic strengths UB has identified at www.buffalo.edu/ub2020.

My hope is that this newsletter captures some of the vibrant energy that is so much a part of the school today. Over time, you'll hear more about what we're doing, and more importantly, what our students and alumni are doing—all the ways we make a difference in the world.



Rescue me

Dean Nancy J. Smyth, a trauma expert, disappeared from the SSWR conference one afternoon. We assumed she was out enjoying the sun, but it turns out she'd found an injured Cooper's hawk and was arranging a rescue. We'll tell you more about our nationally recognized trauma expertise in the next issue of *Mosaics*. Tell us about your work in trauma and we'll include you, too.



Where Social Work Meets Dental Work

Nationally honored CARES program takes some stress out of oral health

Dr. Debora Kramer is a research scientist at Roswell Park Cancer Institute. She has been involved in cancer drug development for 30 years; she and her husband live comfortably in the pleasant town of East Aurora, south of Buffalo; she has a very happy life—but she also has a susceptibility to stress.

By Lisa Game

To relieve her daily stress, Kramer would clench her jaw at night and chew on straws during the day. “Over time, I developed extreme pain in my jaw that radiated down my neck and my shoulders,” she says now. “The pain was escalating to the point that it was difficult for me to turn my head.”

After consultation, her dentist, Dr. Lance Ortman, suggested she try the temporomandibular disorders (TMD) clinic at UB’s School of Dental Medicine.

The clinic treated her muscle pain with a mouthpiece to use at night and with physical therapy exercises designed to relax the tensed muscles. They also decided it was important to find the source of her stress and so set up meetings with social worker James Wysocki (MSW ’04).

“Focused discussions with Mr. Wysocki helped me discover that I was holding on to daily stresses,” she says. “He was masterful at helping me to realize how to let go of stress by changing my thinking and behaviors. He also demonstrated mental relaxation of the whole body, much like a yoga practice, and other coping mechanisms. And I can say now that without discovering the sources of my stress and finding alternative coping techniques, the problem was bound to reoccur.”

Wysocki’s part in this treatment plan was not by referral into the community. It was one of his regular duties as the TMD social worker for the CARES program in the dental school. The CARES program—which stands for counseling, advocacy, referral, education and service—is a unique union of social work and dental medicine

that touches the lives of dental patients and teaches future practitioners in both disciplines.

HEY WHO?

On a recent afternoon, Wysocki and CARES director Cynthia DuPont (MSW '05) are crossing the dental school clinic's waiting area when a clerk in the billing office calls out, "Hey you," waving them over. She tells them about an elderly patient being referred to their program who has come in with a transportation problem.

Wysocki says the encounter shows that the program is well known in the school, even if he isn't, at least by name.

"Every year we're trying to be more accessible," he says, "There are so many people who work here and so many patients who are coming in and out. They don't always know exactly what we do and how to get to us. They know we're somewhere on the second floor, but this year, especially, we've really become a presence."

What are social workers doing in a dental school? A lot. From stress-reduction interventions for people like Debora Kramer, to more broad-based social work interventions for elderly patients needing transportation and financial assistance, to fundraising and community outreach, the CARES program runs the gamut of social work possibilities.

Its charter spells out an ambitious theater of action: "The mission of the CARES program is to improve patient retention rates in the School of Dental Medicine by decreasing patient barriers and improving access to dental treatment for special needs and difficult-to-reach populations. Concerned for the welfare of others, CARES social workers are dedicated to assisting pa-

tients holistically and providing continuity of care throughout their dental treatment."

The program was started in 2001 as a partnership between the School of Dental Medicine and the School of Social Work with the assistance of a \$33,000 grant from the Community Foundation for Greater Buffalo to address barriers preventing older persons from receiving needed oral health care. CARES founding collaborators Drs. Louis Goldberg, Jude Fabiano and Elaine Davis of the dental school and Drs. Deborah Waldrop and Lawrence Shulman from social work serve on an advisory board, overseeing clinical operations and research.

In 2005, CARES received the American Dental Association's Geriatric Health Care Award.

BARRIER BUSTERS

The patient with the transportation problem is not untypical of CARES' core clientele: she is legally blind and is having trouble getting rides to and from the clinic. Without a reliable ride, she may not come back; if she doesn't come back, her health will suffer. CARES will assess her needs and come up with a dependable transportation plan.

Financial issues are another barrier between patients and treatment. "I got a call from a dental student about a patient who had just finished her first screening appointment who the student thought might need some financial assistance," Cynthia DuPont

explains. "We were able to find a private spot to talk and, basically, there were financial concerns. Usually we describe that as the surface issue or just the tip of the iceberg. Once we do our assessment and ask a series of questions, a number of other issues often come up such as certain mental health issues, family issues, health concerns and other things of that nature. If we can't find them financial assistance, we're able to give referrals to different clinics that may work on a sliding-fee scale."



Cynthia DuPont first worked in the CARES program during her MSW community concentration internship. She returned as a full-time social worker in the program that she now directs.

Another barrier in the way of oral health, according to Wysocki, is heightened dental anxiety. "We have some patients with a lot of dental anxiety. We'll have them come in and perform a basic form of systematic desensitization. It's just piece by piece. And it's extraordinary because this type of thing wouldn't happen in a regular clinic, or, if we weren't here, that patient would be traumatized and never come in for care again."

DuPont says that integration with the dental clinic, as much as access, is a key to CARES' success. "We don't want to be just a Band-Aid when there's a problem," she says. "We want to have a patient focus and become part of the entire process."

A HEAD START

The CARES program joins the dental school's pediatric department in its outreach at Head Start locations throughout Western New York. Children wanting to enter Head Start must go through different screenings—vision and hearing tests, and dental check-ups, to name a few.

"We don't want to be just a Band-Aid when there's a problem. We want to have a patient focus."

— Cynthia DuPont

"We'll go and sit at the table with the dental residents doing the children's screenings, and while Mom or Dad or Grandma or

CARES Services

- Caregiving Assessment and Referrals
- End of Life Concerns
- Financial Assistance Needs
- Head and Neck Cancer Needs
- Housing Needs Assessment and Referrals
- Legal Assistance Referrals
- Mental Health Assessment and Referrals
- Nutrition Referrals
- TMD Needs
- Transportation Assistance Needs

Grandpa are standing there, we'll give them information about the CARES program," Dupont says. "We introduce ourselves, describe what we do, ask if they have dental insurance, and if they would be interested in becoming patients at UB, since we have both adult and pediatric clinics here. If they're not interested in becoming a patient at the school, we give them different brochures for other community agencies." The puppets with the big teeth are always a draw for the kids.

On Give Kids a Smile Day in February—a national program that the dental school participates in—children in the community come to the school for free treatment. The CARES program puts social workers and social-work students and interns in as many locations as possible throughout the school, to offer information and assistance.

COMMUNITY CONNECTIONS

The CARES program collaborates with community agencies to gather information for patients and to inform the agencies about the program and the dental clinic. Among the agencies are the Eating Disorders Association of Western New York, Crisis Services of Buffalo, Amherst Meals on Wheels, the Amherst Senior Center, and Erie County Social Services.

CARES also provides dental education, free screenings and referrals at the Lighthouse Medical and Dental Clinic at the Resurrection Lutheran Church on Genesee Street in Buffalo.

"People are coming in to the UB dental clinic—and that's great—but what about people who can't come to us?" Wysocki asks. "So we're going into the areas of the community that really need us: we can assist them with their barriers."

The work that CARES does for the



Jeffrey Green practices his brushing technique at the dental school's 2006 Give Kids a Smile Day. CARES sees as many families as possible at the annual event.

treatment that helped Debora Kramer—is the social work part of a biobehavioral, multidisciplinary team approach. According to Wysocki, about two-thirds of the people who have TMD have other issues— stress, or anxiety, or depression. "Even if that's not what's causing the pain, it is certainly exacerbating it. We help them with those other areas so that they're able to take more control of their lives and decrease their pain." The social workers collaborate with a physical therapist and a dentist to work as a team with the patient.

CARES' staff assists needy elderly patients by assessing medical, dental, psychosocial and financial needs to determine if they are eligible for Donated Dental Services, a program sponsored by the National Foundation of Dentistry for the Handicapped. The program is designed to assist patients over 65 who have a medical or mental illness and may not be able to afford dental care.

It's understandable, then, why James Wysocki doesn't mind that people don't remember his name. "We're making the school happy because they're able to better educate their students, and we're helping the patient by making sure that they're comfortable coming here."

Meanwhile, he and his colleagues are making a few other people like Debora Kramer just simply more comfortable. Who could have guessed? ■

Building on CARES

As director of the Counseling, Advocacy, Referral, Education, and Service (CARES) program from 2003 to 2005, Kim Zittel-Palamara (MSW '94, PhD '03), was well prepared for the rigors and responsibilities of her current position as assistant professor of social work at Buffalo State College.

By Lisa Game

Starting when she was a doctoral student, and continuing for two years after she received her degree, Zittel-Palamara had a hand in just about every aspect of the School of Social Work–School of Dental Medicine collaboration. She joined CARES in 2001 as a part-time social work supervisor. Then, as director, she helped develop the program by conducting research, making dental students aware of CARES, and teaching various social work and dental medicine courses.

Much of her research into seniors' access to dental care was eye-opening. Surveying fifty senior centers across Western New York, she found that 65 percent of respondents were living in rural areas, only 11 percent had dental insurance, and a mere 7 percent had Medicaid—meaning that the majority of people were paying for dental care out of pocket. Additionally, 52 percent of the people said that financial need was the greatest barrier to care, with 15 percent saying that they did not have a dentist.

Zittel-Palamara is hopeful about the potential for this research to demonstrate the need for services.

The research has caught the attention of other concerned parties: "I just presented these results in Orlando and received an e-mail from someone from the AARP. They want to use this study to promote trying to get dental insurance for seniors." No word yet on how that may work, but she says she's excited to see if the study will contribute to improving access to care for seniors.

During her tenure as CARES director, Zittel-Palamara also had a hand in the development of the dental school's Lighthouse project, helped to arrange the school's participation in the Donated Dental Services program, and got CARES involved in the Give Kids a Smile Day program (see preceding article).

As a faculty member at Buffalo State, Zittel-Palamara has contin-

ued her research in the area of medical social work—this time in postpartum depression. She is working on several projects regarding access to care for people suffering from the condition. The first is a grant-funded project to survey mothers who have experienced postpartum depression to help us understand access-to-care issues in Erie County.



ZITTEL-PALAMARA

Zittel-Palamara assessed the access-to-care situation for postpartum depression support groups and counseling in New York State. She says, "My preliminary findings showed that there was one support group for every 660 people in New York State." She wants to make this type of support easier to find.

Zittel-Palamara admits she sometimes misses her old job. "The elder population was the best population to work with because they give back to you in different ways than a lot of other populations are able to," she says. "Even if the person was having a hard time or going through something, there would be a moment when they would give back to you. Either a smile, or a thank you, or a hug...and sometimes they'd even try to slip you cookies! I just kind of fell in love with that population."

As much as she may miss direct practice with elders, Zittel-Palamara says the rewards of her faculty position are just as valuable. "I help students apply what they discover to advocate for people individually as well as on a societal level and try to influence new legislation and new policies to help." Indeed, helping is what she seems to do best. ■

Commencement 2006

In order of march, Associate Professor Denise Krause followed by Meri Stiles (MSW '99, PhD '06) and class of 2006 officers Marva Carroll, Carla Galone, Jennifer Skladanowski and Michelle Carver lead the procession of more than 170 graduate-level social workers who are now out in the world making a difference.



Class president Marva Carroll addresses graduates, family and friends.

Dean Nancy J. Smyth (left) with Associate Dean for Academic Affairs Kathleen Kost. >

< More than 1,000 people attended the reception for graduates on a wonderful May morning.



Immersion program for work with the aging

Early in my career, in the 1980s, I was a social worker in a large, Houston hospital. Hospital social workers had more time then to work with patients and their families facing major life changes.

By Deborah Waldrop, Associate Professor

Late one afternoon, after reviewing a woman's chart—I'll call her Mrs. Jones—I knocked and asked if I could come into her room. Mr. Jones was sitting at her bedside, holding her hand and talking softly to her. Mrs. Jones had had a massive CVA, or stroke, which had left her unable to respond.

I introduced myself as the social worker for the floor and asked if I could talk with him about decisions and plans for the future. Mr. Jones said he knew they needed some help, and that he had no idea how or where to begin.

But rather than asking the obvious questions, he started to tell me about Mrs. Jones. His eyes were tear-filled as he described their long life together, his time in the service, how grateful they'd been when he had returned home, the joy they'd experienced at the births of their children, and how their lives had melted into one over the years. He talked about finding her after the stroke, his panic when she couldn't respond to him and his fear that she was going to die. All the time he was talking he gently caressed his wife's hand.

I knew it wasn't time to discuss where she would go next and told him I'd come back the next day. We had time that wouldn't be available in today's fast-paced, short-stay hospital world. As a social worker, my practice involved much more than helping a family with the transition from acute to long-term care—it was helping this older couple and their family deal with a true crisis and a major life transition that would leave them changed forever.

Situations like the Jones's challenged me to develop skills in helping to ease some of the hard and seemingly cruel realities that health care policies and organizations can impose on families as they face the decline and death of an older person.

I spent 20 years working with and learning from older people and their families in a variety of health care settings. I learned that knowledge was important but competency across all levels of practice with older people was critical. Social work practice in the field of aging isn't just about the older person who is dealing with a life-changing illness—it involves helping people with all the changes that occur with aging and often encompasses the simultaneous needs of multiple generations in the same family.

Projections indicate that by the year 2050 there will be more people older than 65 than 18 and younger in the U.S. This demographic imperative will require more social workers with both knowledge and skill in working with older people and their families.

Responding to this need, the UB School of Social Work is one of 25 in the U.S. funded by the John A. Hartford Foundation (JAHF) as a Practicum Partnership Program (PPP) site. The program, which enrolls its first students in fall 2006, provides immersion in agencies that offer an array of services for the aging under one roof. It also offers enhanced opportunities for developing a skill set of competencies in gerontological social work practice.

Program participants will network with social workers from across Western New York about issues that shape practice with older people and their families such as long term care, end of life care, Alzheimer's disease, home and community based services.

PPP interns will have supervision from one MSW, and will also rotate through programs within the same agency so their exposure to the agency's work with older people can be deepened and enhanced. The program is built on university-agency partnerships that will guide its growth and development. During its three years of funding from JAHF, the school's PPP will launch a development campaign to seek both alumni contributions and grant support for long-term sustainability. ■



WALDROP



Impressions of New Orleans: March 2006

Eight students from the School of Social Work spent their spring break together in New Orleans, helping with the cleanup. Here are accounts from two of them, with photos of what they found six months after Katrina struck.

When we arrived, we met with staff members from the Common Grounds (CG) Relief Organization to complete required paperwork and begin orientation. The CG organization provides food, clothing, house gutting, legal services, and other aid to help residents. We met other volunteers we'd be working with from schools and cities throughout the country. After orientation, we broke into teams of 10 or more volunteers. Our team (Mother's Diner) consisted of all the School of Social Work students and five young men from Cleveland and Chicago. We were assigned to the Art Egg, an art studio and conservatory, where we lived for a week in a tent. In our tent there were approximately 200 students sharing two showers, one bathroom, one sink, and several portable toilets.

Monday through Thursday we woke at 6:30 a.m. to shower, eat and gather all our

work materials for the day. Every morning we dressed ourselves in Tyvek suits, goggles, rubber boots, gloves, and bandannas. Each student had to protect his or her body and clothing because of the mold, termites and



UB social work students settling in at the Art Egg where 200 volunteers slept and ate during their stay in New Orleans.

Down to the studs after discarding 75 years' worth of memories. >

contaminated water that had been sitting for the past six months or more in the house we were renovating. For four days we worked until 4:30 or 5:00 p.m., gutting one house by removing items such as furniture, beds, clothes, kitchen and bathroom items, plaster and nails. The work was difficult due to the protective items we wore, the smell of mold

and the high temperatures. We took several breaks to go outside to breathe, drink water, eat, and let our bodies air.

I believe our greatest gift during the experience was having the opportunity to speak with the homeowner's two daughters. They informed us that they were both raised in the house and they greatly appreciated our assistance. We spent a significant amount of time talking with the daughters about their lives in New Orleans, their family and their thoughts about the hurricane. One daughter told us that there was a barge in the canal during the hurricane that hit the levee and collapsed it.

We learned that one of the daughters is attending the University of New Orleans





Images such as this spoke to the tragedy in New Orleans in a thousand small ways.

to study sociology with a focus on substance abuse. We learned that we all shared similar educational interests, which made our conversations very enlightening. Also, before we left New Orleans, all of us who worked on the home were invited to dinner with these two women to show us their appreciation for cleaning their mother's home—the kind of hospitality that is a part of Southern culture.

“They watched us as we hauled out parts of their lives. There were tears and there were stories”

—Jennifer Skladanowski, MSW '06

Having been a native of Lafayette, Louisiana, for 24 years, my memories of New Orleans are of its beauty. When I returned to New Orleans after the fall 2005 semester, I could not fathom the destruction. As a social work student in the community concentration, this experience really taught me how to assess a community for possible needs, as well as survey the area for possible resources. In the distribution center I observed how every CG staff member and volunteer tried to attend to every community resident's needs on an individual level. This was difficult because supplies often ran out, disappointing the residents. This taught me that, as a social worker, we may not be able to address every

individual need, but we should acknowledge the needs that we have addressed.

This experience really touched my heart. I have several friends who lived in New Orleans and lost everything. I do believe this wonderful city will rise again. But it will never forget the damage left by Hurricane Katrina.

—Marva Carroll, MSW '06

I lost my sanity once or twice. I lost my temper. I lost my faith. I felt the loss of lives, of dreams and of hope. Destruction was all around me—and in me. Going anywhere else might have been easier, but like many typical social workers, I wasn't going to pass up the chance to get away and do something good. I went with good intentions—I even expected to see awful things—and still I wasn't prepared.

We arrived Monday morning at the house around 9 or 10 a.m., suited-up in our protective garb. Two women were patiently waiting for us to discard 75 years' worth of their mother's memories. They watched as we hauled out parts of their lives. There were tears and there were stories. We listened and we shared. That first day was the hardest as I stood there in awe watching the memories get shoveled up by that big machine.

Throughout the rest of the week, the house came apart bit by bit until nothing was left but a floor, posts and a roof. I felt as empty as that house; it was as if we had come apart together. The circumstances of the week were anything but enjoyable. Dirty and

tired, we went to the house of one of the women we'd met on Monday for a night of celebration. The food and spirit was tremendous—they thanked us and thanked God for being there to help them take apart their mother's house. They found joy in the sorrow as pictures and addresses were shared among all. Like the people of New Orleans, I am not sure that I will ever regain all optimism; but as I learned Thursday night, there is always a way to rebuild and a reason to give thanks.

—Jennifer Skladanowski, MSW '06



Some of the UB social work team and fellow volunteers take a break in their protective Tyvek suits. Their work was always hot and often heartbreaking.

People People

Alumni Association News



BY RITA M. ANDOLINA '88, ALUMNI ASSOCIATION PRESIDENT

Greetings to all! As I write this, summer is in full bloom and the season seems appropriate for the introduction of our colorful new newsletter, *Mosaics*. Send us your news for these new pages.

Social workers are found in many settings, and our approach is unique among the helping professions because we focus on people's challenges within their social environments. Awareness that people are influenced by the strengths and weaknesses of those around them—in their families, communities and workplaces—is an asset to social work beliefs.

We apply our professional knowledge and skills to help people make the most effective use of their own abilities. One of the events we held in March (which happens to be Social Work Month) was the Annual Event for Our Students. As UB Alumni, we are an invaluable source of information, advice and networking assistance that can help students and recent graduates clarify their career goals and take that important next step toward their future. Beyond networking and making connections with our student body, we were privileged to have Warde J. Manuel, Director of UB's Division of Athletics, as our guest and speaker for the evening. Mr. Manuel earned a bachelor's degree from the University of Michigan in 1990, an MSW in 1993, and an MBA in 2005. He was an exciting, energetic and extremely approachable speaker. Mr. Manuel provides a great example that social workers can be found in various settings. The event was very successful, according to

the wonderful comments made by students and by the positive feedback expressed by alumni and UBSSW faculty.

Membership brings a sense of togetherness based on a common bond. To belong is to be a member of a club, organization or set. I encourage you to become an Alumni Association member if you are not already, or to renew your membership if you are. Doing so will help further our goals of establishing partnerships between the School of Social Work, our student body (at its highest number ever), the UB Alumni Association, the university and the Western New York community.

Indeed, there are many ways to get involved. I encourage you to join with me in supporting our profession by getting involved in our association. Involvement does not have to be time- or labor-intensive when we all work together. Please feel free to contact me at (716) 675-4263 or by e-mail at Gov-Girl55@aol.com. I look forward to hearing from you. Enjoy your summer!

RITA M. ANDOLINA
ALUMNI ASSOCIATION PRESIDENT

CLASSNOTES

Jim Coyle (MSW '81, PhD '05)

Jim's dissertation research was accepted for presentation at the Ohio State University College of Social Work's 18th National Symposium on Doctoral Research in Social Work. He attended the symposium on April 22 and submitted a dissertation summary for the proceedings publication.

Madhulika Sarupria (MSW '03)

Madhulika returned from London in December 2005 and is currently living in Seattle. She is working as a telephone interventionist with Crisis Seattle, dealing with grief and loss, domestic violence, chemical dependency, suicide and mental health issues.

Elaine M. Maccio (MSW '98, PhD '94)

Elaine has accepted a position as an assistant professor at Louisiana State

University. She is excited to be at a research university where she can focus on grant-supported research.

Nancy R. Krtek (MSW '00)

Nancy is a staff counselor for the Physical Center Clinic with Kaleida Health in Buffalo, New York. She is also a therapist and consultant for her own firm, Nancy Krtek & Associates.

Molly Faulk (MSW '02)

Molly is working as the only therapist in a nonprofit dual-diagnosis residential treatment program for women and children in Ohio. She is developing an interpersonal relations workshop for staff.

Sean Knoche (MSW '03)

Sean has been a clinical social worker at Jewish Family Services in Buffalo since his graduation in 2003.

IN MEMORIAM

Mr. Frank J. Crage, MSW '82
August 1952 – April 2006

Mr. Bernard Gaines (School of Social Work donor)
March 1917 – April 2005

Mr. Thomas V. Grace, MSW '54
July 1924 – April 2006

Mr. Frank J. Rinere, MSW '62
July 1934 – February 2006

Mrs. Mary M. Kalish, MSW '50
December 1914 – October 2005

Mrs. Jane V. Henner, Certificate '38
January 1915 – February 2005

Miss Miriam A. Richardson, MSW '49
February 1919 – September 2004

Mr. David Livingstone Robinson, MSW '49
February 1925 – February 2004

Miss Marie E. Fitzhugh, MSW '55
October 1922 – March 2005

Mrs. Arline I. McLean, Certificate '34
1910 – January 2006

Journalism to gerontology

How Kelly Bainbridge (MSW '04) found her way

"I was a journalist before I changed careers to social work. I had a chance to see a social worker in action and was intrigued; I didn't know you could do that for a living. As it turns out, social work is not so very different from work as a journalist, just more of what I liked most about journalism—collaborating, seeking input, helping people have a voice. I came to UB because everyone I asked raved about the program. Before I started, I pictured myself in private practice someday—the couch, the potted plant—but after working in an eating disorders clinic, I was hired to work for a private agency serving the elderly. My

journalism background was attractive to my employer because I'm a quick study, I'm used to a fast-paced environment, and I'm comfortable working with all types of organizations, like hospitals, government offices, banks, etc. In care management, which is what I do, you have to help elders navigate the whole range of health, mental health, and financial services. Often, you are working with caregivers in addition to the cared-for, dealing with transportation, Medicare, and so on. What makes my day? Being the voice for someone who can't be heard. It's sacred to be able to do that." ■



Bainbridge with candidate Eliot Spitzer

UB SCHOOL OF SOCIAL WORK HISTORY PROJECT



Former dean Benjamin Lyndon, flanked by his faculty and staff in 1961, a year before the private UB merged with the State University of New York. At the time, the school was housed in Foster Hall on what is now UB's South Campus. Research and interviews suggest that this is the only known photo depicting a dean and his or her full faculty and staff in the school's history.



Townsend Hall, the first home of the School of Social Work, located on Niagara Square in downtown Buffalo (no date). Ken Jasnau '55 recalls ropes strung from the building to the McKinley monument for crossing in icy conditions. John DiBiase '53 remembers that the third floor was condemned and that many habitués of the building had to use a bathroom next door at Marie's restaurant.

Our past goes live

David Coppola, MSW '05

In the summer of 2005, Dean Nancy Smyth initiated the History Project to document the history of our school. We debuted in the Winter 2006 issue of *People People* newsletter, *Mosaics*' predecessor; the project is now in full swing. We're also on the Web. Please visit www.socialwork.buffalo.edu/about/historyproject/ to take a look.

Our team—Denise Krause, Sue Green, and I—continue to gather documents, photographs and other memorabilia, and to interview those who have stories from days gone by.

Our storytellers have shared many inspiring memories. Former deans spoke of challenges and opportunities experienced during their tenures; one of the first graduates of the school (1939) recalled her class of six students and the school's early days; alumni and faculty described the atmosphere of the school during the 1960s and '70s; and faculty—

and one former UB president—discussed the strong community support generated to prevent closure of the school in the 1980s.

To see and hear excerpts from early interviews, please view our short video. It was well received at this year's Social Work Alumni Day and is now available on our Web site. Click on the "View video" link at the bottom of the page.

We continue to call on all past and present members of the school—and the extended UB School of Social Work community—to help us tell our story. It is our sincere hope that you will visit our Web site, view the video, and share whatever you may have to offer. Please join us.

For more information about the project, please visit us online or call us at (716) 829-3991, ext. 129. Out-of-area alumni can call toll-free: 1-800-386-6129. Leave a message or ask for the History Project. ■

Your support, their achievement, our congratulations



Dr. Deborah Waldrop, Janelle Tona (Niles Carpenter Scholarship), Amy Krapf (Louisa Cielen Scholarship) and Jan Palya.

One of our most rewarding events, in every sense of rewarding, is the Celebration of Achievements student awards reception. At the May 11 gathering, we recognized 14 students for their outstanding performance, both academically and in the field.

Our award and scholarship winners were nominated by faculty, peers or field educators for their ability to face challenges and reach greater heights personally and professionally. Their example provides a fine spirit of hope and achievement for others.

The 2006 Celebration of Achievements also focused on team spirit. Faculty were thanked for providing a rigorous educational program that prepares our students for successful social work practice; field educators were praised for their instruction and supervision in the workplace; and, most importantly, we thanked our donors, who provide private financial support to these students.

Because of the generosity of our benefactors, we have been fortunate in our ability to

provide scholarship money to students. Many of the scholarships awarded were set up to honor the legacy of social workers who made a difference in peoples' lives. Scholarships can also provide a way of honoring the memory of a loved one through a legacy gift while making a difference in the lives of students today.

Did you know that the school receives less than 28 percent of its budget from state support? Increasingly, private support is critical if we are to continue our mission of providing academic excellence through research, scholarly pursuit and dissemination of knowledge.

The rising cost of higher education remains a concern for almost every student. Scholarships and fellowships allow us to provide an outstanding education to promising men and women who will take the benefits of what they learn to communities throughout the state and wherever the profession takes them. Scholarships and fellowships give opportunities to students who might not be able to pursue a social work degree without this help. We are all better for it.

A key message we try to teach in the classroom is the importance of giving back what has been given to us. Our work is always a team effort. We are asking you—our alumni and friends—to continue to help us build scholarship endowments for students so they can carry this message into their worlds of practice. ■

2006 School of Social Work student award recipients

- JoAnn Speight, Lockport, NY
*School of Social Work
Outstanding Student of the Year Award*
- Rebecca Boucher, Niagara-on-the-Lake, Ontario
*School of Social Work
Alumni Association Award*
- Marva Carroll, Flagstaff, AZ
The NASW Award
- Sara Allen, Grand Island, NY
Kristopher L. Braselton Memorial Award
- Janelle Tona, Buffalo, NY
Niles Carpenter Scholarship
- Amy Krapf, Amherst, NY
Louisa Cielen Scholarship
- Frances Saad, Williamsville, NY
*Haseltine T. Clements
Memorial Fund Award*
- Colleen Walker, Lockport, NY
Terese M. Eusanio Memorial Scholarship
- Andrea Sherman, Elmira Heights, NY
Dena P. Gold Memorial Award
- Rachel Bigenwald, Fairport, NY
Dorothy L. Lynn Honorary Award
- Henry Kohler, Buffalo, NY
Julian Sodja Memorial Fund
- Julie Pasquale, Buffalo, NY
Betty W. Stovroff Scholarship Award
- Lindsay Smith, Liverpool, NY
Archie W. Swanson Honorary Award
- Julie Momot, Lancaster, NY
Thorn and Rose Award

Faculty Publications

A selection of recent publications showing the range of faculty research interests.

Sedlak, A. J., Schultz, D., Wells, S. J., Lyons, P., **Doueck, H. J.** & Gragg, F. (accepted). Child protection and justice systems processing of serious child abuse and neglect cases. *Child Abuse & Neglect: The International Journal*.

Sedlak, A. J., **Doueck, H. J.**, Lyons, P., Wells, S. J., Shultz, D. & Gragg, F. (2005). Child maltreatment and the justice system: Predictors of court involvement. *Research on Social Work Practice, 15*, 389-403.

Weaver, H. N. (in press). Culturally competent counseling: Providing effective services for Native American clients. *Journal of Cultural Diversity: An Interdisciplinary Journal*.

Weaver, H. N. (in press). Balancing culture and professional education: American Indians/Alaska Natives and the helping

professions. *Journal of American Indian Education*.

Weaver, H. N. (in press). Culture and professional education: The experience of Native American social workers. *Journal of Social Work Education*.

Kim, S., Farber, S., Kolko, B., **Kim, W.**, Ellsbury, K. E. & Greer, T. (in press). Faculty and student participation in on-line discussions of palliative care scenarios. *Family Medicine*.

Shuggi, R., Mann, R. E., Zalzman, R. F., Chipperfield, B. & **Nochajski, T. H.** (in press). Predictive validity of the RIASI: Alcohol and drug use problems six months following remedial program participation. *American Journal of Drug and Alcohol Abuse, 32*(1), 121-133.

Fan, A. Z., Russell, M., Dorn, J., Freudenheim, J. L., **Nochajski, T. H.**, Hovey, K. & Trevisan, M.

(2006). Lifetime alcohol drinking pattern is related to the prevalence of metabolic syndrome: The Western New York Health Study (WNYHS). *Journal of Epidemiology, 21*, 129-138.

Nochajski, T. H. & Stasiewicz, P. (2006). Relapse to driving under the influence (DUI): A review. *Clinical Psychology Review, 2*, 179-195.

Stasiewicz, P., Herman, D. H., **Nochajski, T. H.** & Dermen, K. (2006). Motivational interviewing: Engaging highly resistant clients in treatment. *Counselor, 7*, 121-133.

Rittner, B. (2005). Group work in child welfare. In Garvin, C.D., Gutierrez, L.M. & Galinski, M.J. (eds.), *Handbook of social work practice with groups*. New York: Guilford Press.

Shannon, P., Kvafrordt, C. L. & Purcell, P. (in press). Youth with learning disabilities in the juvenile justice system: A training needs assessment of detention and court services personnel. *Child and Youth Care Forum*.

Smyth, N. J. & Syms, C. D. (in press). Alcohol abuse: Evidence-based approaches. In B. A. Thyer & J. S. Wodarski (eds.), *Handbook of empirical social work practice* (2nd ed.). New York:

John Wiley & Sons.

Ivanoff, A., **Smyth, N. J.** & **Dulmus, C. N.** (in press). Preparing social workers for practice in correctional institutions. In A. Roberts & D. Springer (eds.), *Social Work in Juvenile and Criminal Justice Settings* (3rd ed.). Chicago: Charles Thomas Publisher.

Wiechelt, S. A., Lutz, W., **Smyth, N. J.** & **Syms, C. D.** (2005). Integrating research and practice: A collaborative model for addressing trauma and addiction. *Stress, Trauma, and Crisis*.

Smyth, N. J. & Wiechelt, S. A. (2005). Drug use, self-efficacy, and coping skills among people with concurrent substance abuse and personality disorders: Implications for relapse prevention. *Journal of Social Work Practice in the Addictions, 5*(4), 63-79.

Waldrop, D. P. (2006). At the eleventh hour: Psychosocial dynamics in short hospice stays. *The Gerontologist, 46*(1), 106-114.

Waldrop, D. P. (2006). Hospices. In B. Berkman (ed.), *Handbook of Social Work in Health and Aging*. New York: Oxford University Press.

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