

Mosaics

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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 public center for graduate and professional education.

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Our News

Dulmus attends Portugal conference

Catherine Dulmus, PhD, associate dean for research, attended the "First World Conference on Research Integrity: Fostering Responsible Research," in Lisbon, Portugal, Sept. 16-19, 2007. Sponsored by various international organizations, including the U.S. Office of Research Integrity, the North Atlantic Treaty Organization and the European Science Foundation, the conference brought together 350 invitees from 62 countries. Dulmus was the only researcher invited from the State University of New York system.

The meeting was an opportunity for researchers, administrators, sponsors, journal editors, representatives from professional societies, policy-makers and others from different parts of the world, representing a variety of disciplines, to discuss issues

related to research integrity, the need for global standards and, in the words of the conference organizers, "a common definition world-wide for research misconduct, conflict of interest and plagiarism."

Dulmus says she found the conference extremely valuable. "I am a better scholar for having attended," she says. She especially valued contact with some of the world's top researchers and research publishers. Dulmus is currently working on an article that proposes ways to apply the information she gathered to the field of social work. (You can read more about the conference at www.esf.org/conferences/researchintegrity.)

Helping flood-victims in Oklahoma



Oklahoma flooding

Kathryn Kendall, School of Social Work director of recruitment and alumni relations, spent a two-week "vacation" in Oklahoma working with the Red Cross to assist people affected by flooding from tropical storm Erin in August. The Red Cross set up disaster response teams in North Texas and Oklahoma. Kendall, who volunteers for the

Become a UB advocate

I believe.
UB

A new advocacy group, UB Believers, has been formed to ensure that UB receives the support it needs from the government for its plans to grow by 40 percent between now and the year 2020, becoming a leading public research university and magnifying its positive impact on Western New York, New York State and the world beyond. More than 3,200 people have joined to date. Your active involvement in UB Believers in support of the continued growth of the university—and the benefits that will accrue to the School of Social Work—will help us build a more prosperous region. Please join today at <http://ubbelievers.buffalo.edu/ubbelievers/home>.



FROM DEAN
NANCY J. SMYTH

Chautauqua County chapter of the Red Cross, is trained as a first responder.

Kendall coordinated mental-health volunteers working in outreach teams. Together with a health-service provider or a translator, Kendall and other mental health professionals traveled to homes damaged or destroyed by the flooding to offer counseling services and to encourage residents to apply for assistance from the family service center set up by the Red Cross. These outreach teams met people in their homes, but also encountered victims walking through the devastated landscape. In addition to offering mental health assistance, Kendall and the mental-health service team provided counseling for other volunteers.

School hosts supervision conference

The School of Social Work hosted the Third International Interdisciplinary Conference on Clinical Supervision in June at the Marriott Hotel in Amherst, N.Y. The conference included clinical supervisors and researchers from a range of professional disciplines from the United States, Canada, England, Hong Kong and Sweden. Frederic G. Reamer, professor at Rhode Island College

School of Social Work, and David J. Powell, PhD, president of the International Center for Health Concerns Inc., spoke to the approximately 150 attendees.

Shulman shares teaching wisdom



Professor and dean emeritus Lawrence Shulman has created a series of video recordings for teachers entitled “The Skills and Dynamics of Teaching: Addressing the Hidden Group in the Classroom.” The video recordings comprise seven one-hour sessions of an ongoing voluntary workshop on teaching. All the videos are available on the Web at www.socialwork.buffalo.edu/facstaff/skills_dynamics.asp. Shulman, who is an acknowledged expert on teaching, has led or co-led invited faculty development institutes at more than 25 CSWE annual meetings and has trained more than 500 social work faculty members. ■

In the many conversations that I have with alumni and community members, people often express confusion about why they would give twice to support the School of Social Work, given that their tax dollars already fund us. As we talk further, they are then surprised to learn how limited the tax dollar support for the University at Buffalo actually is—state tax dollars now comprising less than a third of the university budget. Unfortunately, the days of true state-supported higher education are long gone; the current environment is more accurately described as state-assisted, with state universities often receiving the same levels of support as some of the private universities in New York. As a result, philanthropy has rapidly emerged as a key source of support for the school and for UB as a whole, especially for those initiatives that will affect our ability to recruit and support outstanding and diverse students and faculty.

Investing in the school is investing in the future—the future of social work and the future of our community, nation and world—because social work addresses so many of the critical problems that confront us in the 21st century: violence, poverty, addiction, social injustice. Social workers are uniquely qualified to address social problems at all the levels.

Nancy J. Smyth, PhD, LCSW

In the next issue

A Hartford Foundation practicum partnership grant of \$75,000 supports MSW interns in the Aging is HIP program. They, in turn, help aging clients in a variety of service settings. Their host agencies are generous with the time and resources necessary to train the students. The spring issue of *Mosaics* will focus on the many mutual aid arrangements between the School of Social Work and the Western New York human-service community.





Photos: Eric Frick

With a lot of help from our friends

Your School of Social Work benefits from the material support of friends—especially alumni—in everything it does. Far from being self-sufficient as part of a public university, the school can only realistically aspire to have the reach, impact and reputation it seeks because private support is making up the difference between very good and very best. In this issue of *Mosaics*, we'll tell that story.

There are all kinds of to-do lists. The that-day list: call Dad, Jimmy to Cub Scouts 3:00, buy gloves, book group. The intermediate-range list: garage roof, get gutters cleaned, plant bulbs. And the list of long-range projects we keep in our heads: make savings plan, exercise, learn French.

Nancy Smyth, dean of the School of Social Work, keeps the same kinds of lists for the school. The items are specialized: international social work films fest—can we help?—call Howard; pilot study fund; tutoring; bus for students to N.O.

Her long-range project list (see Page 10) begins with elevate national reputation of school and it includes such to-do's as increase competitiveness for best faculty, more research funding, more students from outside the region and around the world.

Like anyone making a to-do list at home, Smyth lives in a real world of budgets and bills and things that are wishes and things that must come first. In the case of the school, the bills that must be paid first—mostly salaries—consume slightly more than the entire budget.

The school's budget is constrained by conditions it can't control: faculty and staff salaries are negotiated as a block for

the entire State University of New York; funds for the university are set by the state, both direct support from the state (now only about 30 percent of the university's budget) and tuition. The school has no direct say in either the spending or the funding.

Unlike a household, the School of Social Work has constituencies, and partners and clients and a national reputation to build with its tightly limited resources.

ADDING UP THE PARTS

The school is a complex organization of discrete parts: academic affairs (the heart of the school—the faculty, teaching), field education, student services, the doctoral program, the Buffalo Center for Social Research, resource management, dean's office, associate dean for faculty and project development, off-campus programs, information technology, external affairs and development. Each has a budget.

Every year, the dean aggregates these discrete budgets to create a three-year school budget (so each year's budget is the second year of the previous year's three-year budget, essentially carrying forward a baseline budget) and sends it to the univer-

sity provost. Funding any new initiative through the university requires a special budget request. The university doesn't have a funding "counter" the school can go to when it sees an opportunity that won't wait for a year or two while new budget requests are considered.

THE SCHOOL'S OWN FUND

But the dean does have one account that is entirely the school's own money—the unrestricted funds provided by alumni and friends of the school (and many faculty donors as well). These contributions—none are too small—support the school's mission to elevate the science and practice of social work and to produce caring, well-educated social workers to serve the needs of individuals and communities.

Unrestricted contributions to the School of Social Work buy something important before they're ever spent: flexibility. For example, Erie County is a key source of field placements. When the county fell into a budget crisis in 2005 that drastically reduced the number of field placements it could support, the dean was able to respond creatively with unrestricted funds to protect student placement opportunities.

The expense couldn't have been foreseen. And, as with any "rainy day" funding, the flexibility to spend where and when the need arose was critical.

When MSW students proposed going to New Orleans to work in the post-Katrina relief effort, Smyth used resources from the school's own funds to provide their bus transportation. With such funds she can support at least some travel that internationalizes the school, an important contribution to its quality. And she can support the small needs, such as rental fees for a program of international social work films.

RESEARCH INVESTMENT

The school's own resources are also a kind of investment fund. At the Buffalo Center for Social Research (see story on Page 8), Smyth has applied funds in her control to pay for pilot studies that have led to significant extramural grants. Research grants help to support the center and PhD students; the expectation is that the center will eventually pay its own way and free up starter funds the school is investing for other use.

The school's funds also gave Smyth the opportunity to develop a communications program to show off the school to potential student recruits and colleague institutions. It's good if

you deserve to be better known; better if you can do something about it. Smyth recently got a call from the head of the Institute for the Advancement of Social Work Research asking for more copies of the school's annual faculty research report. And so, by degrees, the word goes out.

On the recruitment front, the school had been averaging 6 percent out-of-state enrollment in the MSW program before it invested in stronger publications and creative recruitment strategies; this year, 13 percent of incoming students are from out of state. Opportunity by opportunity, through the application of its discretionary funds, the school is shining more brightly.

Investments in research and communications that the school can make on its own behalf help with another kind of recruitment—the competition for top-flight faculty. UB is now in a select group of research-intensive schools of social work—where competition is more intense. The virtuous circle of good work attracting good people to do more good work doesn't start spontaneously: it takes many hands to make it go.

PUTTING PEOPLE FIRST

The ultimate investment in the school's reach is in students. Master's degrees at UB are expensive, despite state support, and currently there are no full scholarships available to UB MSW students. Nationally, social workers leave school with a very high debt-to-income ratio. But the school can help. Khadijah Tillman (see Page 6) worked and borrowed her way through her undergraduate studies at UB, and she was determined to do the same through her MSW, if necessary. But she wouldn't have been able to go to school full time (and she would have started her career under a heavy load of debt). Using the discretion of its own funds, the school was able to give her partial tuition scholarship funding for both years. She is just one of many the school helps to support—but not as many as there could be if there were more funding available.

Support from its friends makes the School of Social Work what it is—with the small pieces that make a difference, like one more guest lecturer or one more tutoring session or one more partial scholarship; and the large pieces like a growing national reputation that gives it a longer lever for moving the world.

The effects of this support radiate out from the school as better social work practice, as deeper understanding of social-work issues and, most significantly, in the benefit its graduates bring to all the lives they touch. —J.M. ■



K. C. Kratt

Return on investment

If you ever supported the School of Social Work, you helped Khadijah Tillman help others.

By Judson Mead

What do social workers wish for? If Khadijah Tillman, MSW '06, could get her hands on the proverbial magic wand, she'd use it to wave the drug and alcohol addictions out of her clients' lives.

But she doesn't waste time searching for the right phrase to unlock the handcuffs of addiction: "I grew up knowing people who were addicted. I know that it's not that easy. People don't just leave their kids for five days—lose custody of their kids—because they want to. It's obviously something else going on. The addiction has overcome them."

Khadijah Tillman has a tiny office—just room for a desk and a bookcase; client's chair next to the door—in Genesee

Mental Health's new Continuing Day Treatment Center a few blocks south of downtown Rochester. She's been on the staff for less than a year. Her caseload is 18 MICA patients—mentally ill, chemically addicted—perhaps the toughest combination of problems to work with. And her group is the most challenging among even these: they've all had trouble staying linked to treatment.

Four years ago, she was finishing an undergraduate degree in English at UB, taking political science courses and planning to go to law school. A year later, having decided that the law wouldn't be a good fit, she was making adoption-related home visits on her first-year MSW field placement in the Erie County

Department of Social Services; the next year, her field placement with the Aspire Assertive Community Treatment team in Buffalo, working with the severely and persistently mentally ill, turned into a job.

After English literature—Shakespeare, African-American writers—Tillman says the texts in social work took some getting used to; and the research and the writing were different. But the streets where she did her fieldwork were not new: “I grew up in a pretty rough neighborhood.” She says she’d watched the whole cycle of drug trouble, from addicts to dealers, before she ever got to social work.

She didn’t have a lot of money growing up. She paid her way through her undergraduate degree, taking out student loans. In the MSW program, she had help from a New York State scholarship (the Schomburg Fellowship) and from school-based scholarship funds that student services coordinator Alisha Taggart-Powell found for her. “I asked if the school could give me any assistance and she said she’d see what they could do.

“I added a little to my debt to pay for living expenses, but the scholarships paid for the education,” Tillman says. They bought her a little time and peace of mind—she says she would have found a way to go to school no matter what but the help removed a very high hurdle.

Tillman says she didn’t feel like a real social worker until she started at Genesee Mental Health because she’d come from a job that she’d started as an intern and where she was part of a team, both things making the work not quite the same as flying solo. “I have a team here too, but I’m really on my own.” She has the support from supervision, but as a therapist,

she is figuring out how to practice, one patient at a time.

“It’s definitely a learning process. You can’t possibly learn everything in school—and these people are real people,” she says. One of the things she did learn in school is how to learn. “I can’t say it enough: if I didn’t have the resources I got in the MSW program, and if I hadn’t had certain teachers, I’d be lost.”

At UB, Tillman learned the person-centered approach to drug and alcohol patients. She starts with where the client wants to get to rather than laying down the law, for instance, that someone can’t stay in the program without three consecutive negative urine screens. “This is how I was trained and this is what I believe in.”

That training particularly suits her to the work she’s doing now. Her client group consists of individuals who need extra help because they have so much trouble getting help. She meets her group for an hour five days a week, usually eight group members on any one day, from the total enrollment. The program goal is to retain these clients in treatment almost no matter how shaky their grip on the program. Rather than “closing out” a client who is failing to come to treatment, as most programs do, Tillman or a colleague will go to the client’s home to let her (or him) know that the program is willing to continue with her. Her group’s care team in the Continuing Day Treatment Center includes a nurse, a psychiatrist and a BSW case counselor.

She says that there are days when it seems like all her clients are in crisis, every one of them knocking on her door. The bad days are ones when she goes home asking herself if she’d said something in a therapy session that offended a

client, or sent the client off in some danger. Her supervisor reminds her that she’s a new therapist and that she can learn from her mistakes. A good day, she says, is one when nothing bad happens.

For most people, the good day comes from accomplishing something. In Tillman’s case, accomplishments are elusive and fleeting: “It’s hard because it seems like you’re not helping people. But you are. You have to look at the small things. Say someone’s been smoking crack cocaine every night and now they’re only smoking three days a week. That’s an improvement.” The program works on a harm-reduction model. If someone comes through the program and gets into a work program and isn’t using drugs at work, that’s a success even if they’re still using drugs when they get home.

What would Tillman tell the next cohort of prospective social workers on the first day of their MSW program? “You want to save the world—at least a lot of people do who want to be social workers—but you’re not going to. You want to fix people, but you’re not going to be able to do that. The person you’re working with has to make the decision about whether or not to change. You’re role is to facilitate that, not to change people. If you don’t accept that, you’re really going to struggle with the work.”

As for why one would want to be that facilitator, Khadijah Tillman has a simple answer, at least for herself. “The population we work with, people think they’re just drug addicts and they’re just crazy people and why should we have to spend taxes on them at all. But they’re people like you or me. I learn a lot from them and I believe my work with them is valuable.” ■



Practical researchers

Learning how to put theories to the test at the Buffalo Center for Social Research

By Lauren Newkirk Maynard

Molly Wolf, MSW '07, has a scholarly interest in adults who were sexually abused as children. Now starting a PhD program at UB, Wolf hopes to pursue that interest through original research. At the moment, she's learning the basics of research work at the school's Buffalo Center for Social Research (BCSR).

Tom Nochajski, PhD, associate professor of social work, is her mentor. He is currently running three research projects on substance abuse at the BCSR and he will guide Wolf through the process of analyzing the data he has collected.

One of Nochajski's studies is a clinical trial to test the effectiveness of the Strengthening Families Program (SFP) for children of alcohol-dependent parents. The work is funded by the National Institute on Alcohol Abuse and Alcoholism (NIAAA). Another NIAAA-funded study focuses on factors associated with successful treatment of convicted drinking-drivers. A third study, funded by the Robert Wood Johnson Foundation, investigates the prevalence of co-occurring mental health disorders in the population that passes through the Amherst, N.Y., drug court and how these co-occurring disorders might influence completion of the drug court process and any subsequent recidivism.

Wolf's work with these studies at the BCSR has just begun. "If there is a link between surviving child sex abuse and becoming a drug addict or alcoholic, then that knowledge will help me become a better subject-matter expert on adult survivors of child sex abuse," Wolf says. For now, however, her role in Nochajski's ongoing work is more about learning how to become "the best kind of researcher"—one knowledgeable in research methods and data analysis.

Wolf and Nochajski meet weekly to develop a set of data questions based on questionnaires and extensive interviews with trial subjects in each study. In addition to learning how to research a problem, analyze the data, form a hypothesis and test a theory, Wolf also is spending the fall semester reviewing the literature on stress, anxiety and substance abuse. Eventually, she will apply her questions to Nochajski's data sets to develop intervention strategies and write abstracts for national social work journals or grant applications.

At this stage, Wolf's work is completely underwritten by a stipend from the BCSR. "This is a fantastic school," Wolf says of the School of Social Work. "It offers students more resources and learning opportunities than other programs I've looked at."

Nochajski's research gives Wolf hands-on training in developing intervention models. The NIAAA trial, for example, is evaluating the impact of brief interventions on alcohol and drug use of convicted drinking-drivers, and considers the influence of depression symptoms on substance use and related problems including driving under the influence of alcohol or drugs. Results indicate that individuals with high levels of depression symptoms are more likely to seek treatment than those with low levels, and that the severity of depression may contribute to motivating someone to contemplate and be more receptive to treatment.

Wolf must develop data questions that address many variables, including those affecting both children and adults. "Chemical dependencies come from somewhere, and our task is to see how environmental issues—specifically traumatic stress and anxiety—are a part of the problem," she says.

The goal of the drug court study is to develop nonincarceration interventions that better integrate treatment programs for chemical dependency and anxiety, which are typically treated separately. Ideal candidates for these programs might come from prison populations and other law-enforcement environments where offenders often build social networks around substance abuse or rely on self-medication rather than professional help.

Funding is critical to studies like these, which require hiring research and administrative support staff and subject-interviewers, and training graduate students—one of the most rewarding aspects of working at the center, Nochajski feels. "Students are the keys to perpetuating this field, so I get excited about what research can do for them and for the community," he says, adding that shoestring budgets only produce half-answered research questions. "A solidly funded project tends to keep a tight check on how the research is conducted and documented."

In addition to funds from national grants and seed funding from the school, research at the center depends on external support from private sources to help pay for research interview and study space—even transportation, lodging and food for some study subjects and their families.

Wolf's ultimate mission, like that of all researchers at the BCSR, is to help communities through practice-based scholarship. Although she hasn't yet decided on a career path, with help from the center she can imagine a future as a social work program director. "This is definitely the right road for me. I got a well-rounded education and am now putting that theory into practice," she says. ■

A HOME BASE FOR SOCIAL RESEARCH

The institutional setting for Nochajski and Wolf's collaboration, the School of Social Work's Buffalo Center for Social Research, helps the school better compete for extramural grants.

"I feel that one of my main roles is to function as match-maker," says its director, Catherine Dulmus. "The center is here to help our faculty find and prepare proposals that attract appropriate funding sources, whether that's a donor gift, internal seed funding from UB, or external funding."

The BCSR supports UB's emphasis on interdisciplinary research in such academic strategic strengths areas as extreme events, health and wellness, public and civic policy and pre-K-16 education. Programs run under the center's auspices include the Center for the Study and Prevention of School Violence, the Institute for Nonprofit Agencies and within that, the UB Program Evaluation Center.

The center's new Program Design Team, led by Dulmus and her staff, helps faculty brainstorm new ideas for interdisciplinary research; and the Pilot Funding Program provides financial "seed funding" support for ground-level research that can lead to stronger external grant proposals. Funded pilot topics include women dealing with breast cancer treatment; evaluation of patients entering hospice care; and an ethnographic study of a Pakistani women's shelter.

Social agencies that benefit from BCSR-based research also support it by contracting with the school in a unique community-based funding model. In this partnership, doctoral students gain hands-on clinical experience at such agencies as Cazenovia Recovery Systems, EPIC (Every Person Influences Children), and Gateway-Longview, which in turn can include those students' experiences in their own grant applications.

Dulmus looks forward to growing the center's philanthropic support, which will help ensure that the School of Social Work can continue to provide such novel educational opportunities for its students and improve social work practice. "We're constantly looking for funding opportunities to help support exciting, practice-based work," she says.

For more information about the Buffalo Center for Social Research, go to www.socialwork.buffalo.edu/research.

This is our future

Imagine that the UB School of Social Work is recognized as one of the top-ranked, nationally distinguished, premier public schools of social work. The dream is within our reach.

Our programs are strong and our faculty is among the best, but we don't yet compete with the top public programs like the University of Michigan School of Social Work (with an endowment of \$35 million and a trajectory toward \$50 million) or the University of Washington School of Social Work

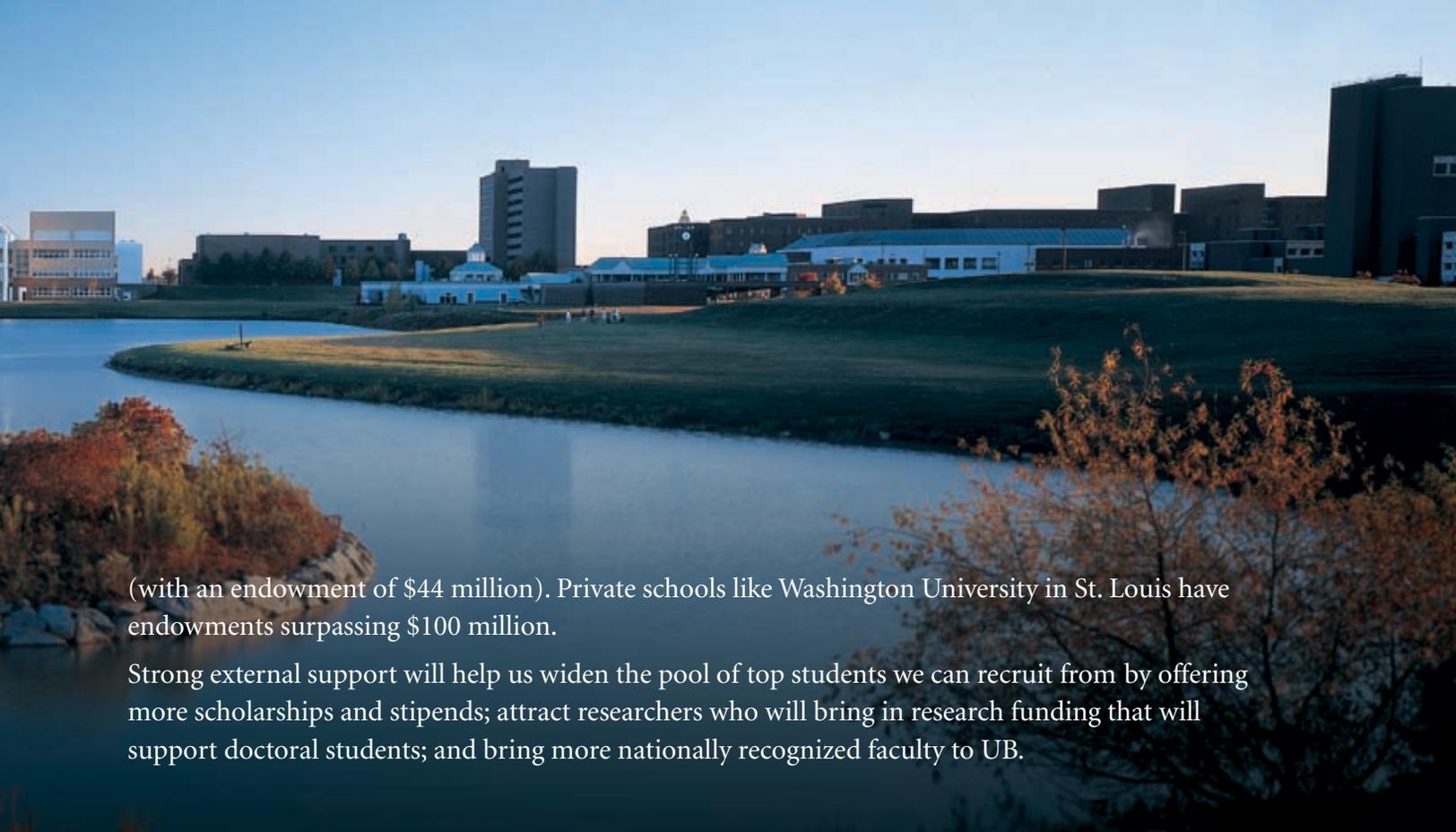
1 STUDENT SCHOLARSHIPS AND FELLOWSHIPS INTENSIFY OUR DRAW

Scholarships and fellowships are our highest priority to ensure that we can provide financial aid to cover the cost of a social work education for the best and the brightest at one of the top schools in the country. Many of our students enter graduate school, as Khadijah Tillman did, with undergraduate student debt. Many opt to go to other schools where they've been offered more financial aid. Having a robust scholarship and fellowship endowment makes it possible to compete for the brightest applicants and to support students already struggling under the weight of education loans. As a research university, our obligation is to our communities—be it Western New York or communities beyond the borders of this region. You can make a difference by helping support this part of our mission.

2 ENDOWED FACULTY CHAIRS ATTRACT THE BEST MINDS TO BUFFALO

Why do endowed chairs matter? Attracting faculty at the peak of their careers to take endowed chairs anchors and enhances the school's reputation and ranking. These, in turn, attract other eminent faculty and first-rate students. We are already fortunate that we attract outstanding early- and mid-career faculty to our classrooms and research center; we are a very good school in a great community. Now we're in a position to be recognized as a great school. Help us fund chairs in child welfare, trauma, developmental services and aging, and attract the best faculty by guaranteeing funding for research space, graduate students and travel. Full funding of endowed professorships will make all the difference in our ability to achieve the status of a top-ranked school.



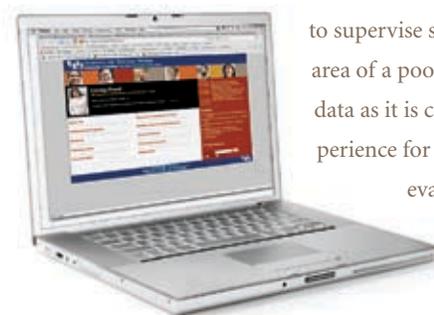


(with an endowment of \$44 million). Private schools like Washington University in St. Louis have endowments surpassing \$100 million.

Strong external support will help us widen the pool of top students we can recruit from by offering more scholarships and stipends; attract researchers who will bring in research funding that will support doctoral students; and bring more nationally recognized faculty to UB.

3 OUR RESEARCH MAKES AN EVEN BIGGER DIFFERENCE

We invest in the future of our faculty, the success of our students and the reputation of the school by funding research. Research endeavors require an infrastructure for generating grant proposals, helping to cover faculty salaries and fostering key partnerships at local, national and international levels. With your help, the University at Buffalo School of Social Work faculty will set the example for excellence in scholarship and commentary through their research, publications, grant submissions and dedication and commitment to making a better world. Les Brun, an alumnus, has invested in enhancing our research reputation by his generous donation to fund pilot research at our Buffalo Center for Social Research. The dissemination of knowledge from the grant-funded projects will inform social work policy, practice and research well into the future.



4 INNOVATION WILL KEEP US LEARNING AND WORKING SMARTER

The way we learn is changing. Today's advances in technology—such things as smart boards in the classrooms, virtual learning environments, podcasting, computer databases—create challenges we need to meet to remain competitive. We want the capacity to embrace the technological advances that are right for us as a school and profession. We already know how critical this will be as we face challenges in developing new models for field education. Imagine being able to connect a student electronically to a field supervisor when there is no social work supervision available. Imagine being able to supervise students conducting research in a remote area of a poor country by podcasting, and downloading data as it is collected. Imagine the potential learning experience for a student from virtual interviews that can be evaluated by a team of professionals in remote locations. These are our dreams and the dreams of our students.

People People

Alumni Association News

Greetings to all!



As I write this, the holiday season is quickly approaching. It continues to be an exciting time for both the School of Social Work and the university. UB is a premier center for learning, research and discovery. It is at the heart of Western New York, nourishing and enriching our lives and the communities we live in. UB is helping to

reinvent our region.

As social workers, we look for—and take—every opportunity available to assist our clients and communities. In that spirit, I'd like to ask you to recognize what we have right here at UB and to help further its mission of outreach by joining UB Believers. UB Believers is a broad-based advocacy group comprised of community members who recognize the positive impact of UB on the Buffalo Niagara region and who are dedicated to raising awareness of its value. To find out how to get involved, please see the box on Page 2 of this issue of *Mosaics*.

It is important for alumni to recognize that UB's reputation directly corresponds with the value perceived in our degrees. Alumni are an invaluable source of information, advice, and networking assistance that can help provide leadership for tomorrow's alumni and for our communities.

I also encourage you to become an Alumni Association member if you are not one already or to renew your membership at www.alumni.buffalo.edu. Doing so will help further the mission of the School of Social Work, the university, and the Western New York community. Please feel free to contact me at 716-675-4263 or by email at GovGirl55@aol.com.

Happy Holidays to you and yours!

Rita M. Andolina, MSW '88
Chair, UB School of Social Work Alumni Committee

Social work “futures”



Recently I made a list all the things I'd need to consider before I could retire—things like financial investments, pensions, insurance, where I'd want to live, and so on. One item really tripped me up: who will take my place? I mean, will there be

enough social workers to take care of all of us? The demand for social workers is rising at a greater rate than the number of new MSWs graduating in the United States. Look at the NASW Web site at www.socialworkers.org if you don't believe me. Our ability to provide social work is at stake!

The University at Buffalo School of Social Work Alumni Association has offered a small scholarship to a second year MSW student who demonstrates academic excellence and a commitment to the profession of social work. Not many people are aware of the scholarship and thus little funding comes from our alumni to continue this tradition.

So let's do it! Let's take this small, unknown scholarship and make a statement. Let's invest in social work futures! If all of our 4,500 alumni purchased 20 shares (@ \$5 a share) of social work futures we would raise a large enough endowment to fund an annual full scholarship for a deserving second-year student.

You may be asking, “what do I get out of this?” Well, first you will receive a stock certificate with the number of shares purchased suitable for framing and a thank-you letter. Second, you can retire knowing that you have nurtured and supported the development of competent, caring, compassionate and capable social workers.

Kathryn Kendall, MSW '95
Director of Recruitment and Alumni Relations

CLASSNOTES

T. Dianne Macpherson (MSW '81)

Dianne is founder and CEO of professionalofficehours.com, a Web-based time management utility designed for professionals in the fields of medicine, mental health and business-law. Dianne also maintains a part-time counseling and consulting practice in Glendale, Ariz.

Margaret F. Barrett (MSW '87)

Margaret was honored with a Distinguished Alumni award on November 8, 2007, from Mount Mercy Academy and Mount Mercy Alumnae Association.

Kim Zittel-Palamara (MSW '94, PhD '03)

Kim, a faculty member at Buffalo State College, is now blogging on postpartum depression for Buffalo television station WGRZ's new Web site for moms. She will post articles about postpartum depression and answer questions from moms in Western New York.

Carole Ann Collard (MSW '91)

Carole was honored as an "inspiration" by the Women of Influence supplement of *Buffalo Business First*. In 2000, she co-founded Carly's Club in honor of her daughter. She is a school social worker for Williamsville School District and an adjunct faculty member at the SSW. In the *Buffalo Business First* profile, Carole credits Peter Lyons (PhD '97) as her greatest career influence, stating that "he taught me how to competently and compassionately practice and teach social work."

Robin Ersing (PhD, '97)

Robin was awarded the Outstanding Undergraduate Teaching Award at the University of South Florida. She was selected as one of 11 award recipients from the entire teaching faculty at USF. Robin will receive a plaque and \$2,000.

Abbie Kirkendall (MSW '02)

Abbie has been selected as a Hartford Doctoral Fellow, Cohort VII, which will provide her with financial support for her dissertation research.

Ann Marie McLaughlin (MSW '05)

Ann Marie has accepted a position as psychiatric social worker with the Chautauqua County Department of Mental Hygiene. She previously worked as a supervisor of child protection, adult protection and intake with the Department of Social Services in Chautauqua County.

Mary Karpinski (MSW '05)

Mary received the 2007 Stephen H. Kelly Award on September 18 at the annual National MS Society Dinner of Champions. She works at the Jacobs Neurological Institute as the single point of accountability medical social worker with adult and pediatric patients who have been given a diagnosis of multiple sclerosis or other demyelinating disease.

Linda Schlichting (PhD '05)

Linda has accepted the position of Assistant Professor of Social Work at Virginia Union University, Richmond, Va.

Paula Allen-Meares (BS '69)

Paula is dean of the University of Michigan School of Social Work, Norma Radin Collegiate Professor of Social Work, and professor of education. She has been invited to serve on the



membership committee of the National Academies Institute of Medicine. She has also been appointed vice chair of section 10, Other Health Professions (including nursing, dentistry, social work, veterinary medicine, dietetics and pharmacy) and is a member of the health disparities interest group. In addition to these new appointments, and many other positions that she also holds, Dean Allen Meares continues to be principal investigator of the school's Global Program on Youth, the Skillman Good Neighborhoods Grant and the NIMH Social Work Research Center on Poverty, Risk, and Mental Health.

CONTACT US!

Tell your fellow alumni what you're doing through *Mosaics* Classnotes section. Please send your news to ssw-alum@buffalo.edu.

Why I give

Personal reasons for supporting the school

PAULINE RIEMER, MSW '57

Social workers can have a huge impact in both small and large ways. In my career, I was able to help a woman start turning her life around simply by helping her get a free pair of glasses. At another time, I was able to influence a U.S. Senator who later played a role in the *Roe v. Wade* case. I want to help the next generation of social workers make a difference like I did.



Scholarships are one way to help. Back when I was a social worker for the American Red Cross and director of social work for Syracuse University Medical School in the 1950s and 60s, I had many interns from UB's social work program. Knowing their struggles made me want to give back to the School of Social Work by supporting scholarship funds.

PHYLLIS VOGT, MSW '84

I give to the school because it influenced my life so much. It gave me the opportunity to retrain in my middle years, in a profession I never dreamed I would have. As a clinical social worker, you can make a difference even if you affect just one life.

I do not specify how my gift is to be used. I trust the School of Social Work to manage the money appropriately. But I am passionate about the importance of scholarship money in making it possible for people to pursue graduate study in social work. UB is affordable, but the profession of social work is not as high paying as others. Graduates should not have to carry huge debt.

FAITH HOFFMAN, MSW '93

To a certain extent, giving is just a natural extension of what I do in other ways. I am also involved in giving back to the School of Social Work as a field educator, an adjunct faculty-member, and enthusiastic participant in alumni events.



UB is one of our best hopes for the future here in Western New York, and the School of Social Work is an integral part of

that. We address all the issues that are involved in the region's challenges: poverty, addiction, child welfare. I am particularly excited about the fact that the school is beginning to engage veterans' needs with resources and research in trauma and PTSD.

COSIMO MAUTONE, MSW '67

I am glad to be able to lend my support to the University at Buffalo School of Social Work, which has enabled me to practice the profession I enjoy. During my association with the university, I have made many friends and developed lasting professional relationships. I am also very proud that my daughter and her husband have graduated from the School of Social Work. I urge my fellow alumni to show their commitment to the school by contributing to its development fund. Even a small amount such as \$50 will help.



KIRSTEN MILBRATH, MSW '72

I am grateful to the School of Social Work for providing me with very good teachers and very good field placements. I was especially fortunate to receive an excellent education in gerontology, which I was able to apply in my career as an administrator and program developer at various agencies that service the elderly. I want the school to be able to attract bright, capable students with vision who have the desire to work in the field of aging.

NANCY KRTEK, MSW '00

I give to the School of Social Work to express my appreciation for the quality of research conducted there. I also hope my gifts can help assuage the financial needs of aspiring intellects who would otherwise be deprived of quality education.

On a grander scale, I see giving to the School of Social Work as helping to save the world vicariously. Donating money to a worthwhile educational program has a synergistic effect by creating and turning out competent, skilled professionals and collaborators who can reach out to service the world in order to fulfill a vision of harmony and empowerment.

Honorable Work



As director of development, I have the privilege of being responsible for generating support for the School of Social Work by involving alumni and friends in opportunities to strengthen the school.

I work with faculty, students, alumni, staff and friends who enrich my life through their dedication and commitment. Our alumni, both those currently practicing and those retired, remain committed to the field of social work, to the university, to Buffalo and to the community.

People are sometimes put off by fundraising and development. I often have alumni ask me why I do this type of work. The answer is simple: for me the work is honorable. Much like the social work profession, fundraisers have the power to make a difference. Our work focuses on need and without our assistance in raising awareness, many needs that organizations and individuals have would go unmet.

Life is complicated and difficult now, and will likely become more so for our children. Through their innocence and hope, children and young people help us to keep our focus on what is important—the future, their future. We must provide them with tools, like education, so that we, and they, can have a better tomorrow. It may sound cliché but if we bungle our duty to every child, then nothing else we do really matters.

Education and the power of knowledge go a long way. “Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for life.” This Chinese proverb has become my creed, my philosophy.

Our faculty at the School of Social Work includes some of the brightest in the field. Our curriculum is strong and we work diligently to make it stronger. I invite every one of you to join us in meeting the challenges on the road to making this one of the nation’s best schools of social work.

Finally, I love Buffalo. And I have witnessed the difference that UB and the School of Social Work make in my community. The School of Social Work provides services across disciplines and collaborates with agencies to empower people through change. This is the fundamental reason why I do what I do.

The next time I contact you for support, I hope you can join me in the honorable work of building an ever-stronger University at Buffalo School of Social Work.

SINCERELY,

MINNIE WYSE, DIRECTOR OF DEVELOPMENT

Two recent gifts support our vision

Alumna Jean Schumacher Cook earned her bachelor’s and master’s degrees in social sciences in 1939 and 1957. She established the scholarship fund in memory of her late husband, Col. William G. Cook, a 1927 graduate of UB. Mrs. Cook left a bequest for \$423,701 to the school as a way to honor her husband, who was the recipient of a scholarship when he was a student.

Gerald J. Miller, professor emeritus, established the Paul Edwards and Gerald Miller Scholarship Fund to perpetuate his lifetime support of the School of Social Work and its vision of preparing graduates for successful social work practice. The gift is made in honor of his dear friend and UB School of Social Work colleague, the late Professor

Paul J. Edwards, whose personal generosity toward Professor Miller through his estate, as well as his professional commitment and philanthropy to the School of Social Work, inspired this gift.

Professor Miller and Mrs. Cook see their financial support as a way of giving back to the school, but also as a way of honoring loved ones and supporting the vision that outstanding students will have the financial support they need to achieve advanced degrees in social work.

There are many ways to leave a lasting legacy. School of Social Work director of development Mantha Wyse can assist you in making a planned gift such as a bequest gift that lasts a lifetime.

Faculty and Staff Giving



CATHERINE DULMUS
ASSOCIATE PROFESSOR, ASSOCIATE DEAN FOR
RESEARCH AND RESEARCH CENTER DIRECTOR

When I was a doctoral student at the UB School of Social Work, I benefited from a stipend and a tuition waiver that made my education possible. Shortly after returning to UB in 2005 to begin my new position as director of the Buffalo Center for Social Research, I sought out the development officer to ask about opportunities for giving to the school. I was pleased to learn that I could use a payroll deduction and designate my gift to the research center to support the important work going on here. It is an exciting time in the

School of Social Work and to know that my donation in some small way moves its mission forward is rewarding. That's why I make a monetary investment in the School of Social Work and the Buffalo Center for Social Research every payday. I've always thought, How can you expect others to give if you yourself don't give back?

Other donors on the school's full-time faculty and staff

Anna Cerrato
Assistant to the Dean

Howard Doueck
Professor and Associate Dean for Faculty and Project Development

Mansoor Kazi
Research Associate Professor and Director, Program Evaluation Center

Kathryn Kendall
Director of Recruitment and Alumni Relations

Kathleen Kost
Associate Professor, Associate Dean for Academic Affairs and Director of the MSW Program

Denise J. Krause
Clinical Associate Professor

Nancy Macdonald
Assistant to Director of Development

Irene Mucci
Associate Dean for Resources

Thomas Nochajski
Associate Professor

Barbara Rittner
Associate Dean for External Affairs and PhD Program Director

Nancy J. Smyth
Professor and Dean

Minnie Wyse
Director of Development

Erin Bailey
Grant Development and Management Specialist

 **School of Social Work**
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