

Mosaics

VOLUME 4, NUMBER 3
SPRING 2010

News from the University at Buffalo School of Social Work

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When School of Social Work faculty create knowledge through research,
they benefit the communities they study.

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Mosaics

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The University at Buffalo is a premier research-intensive public university, the largest and most comprehensive campus in the State University of New York. UB's more than 28,000 students pursue their academic interests through more than 375 undergraduate, graduate and professional degree programs. Founded in 1846, the University at Buffalo is a member of the Association of American Universities.

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Our News

Podcast Milestones

The Living Proof podcast series continues to attract a wide audience around the world. Recent additions to the series include Claude Welch, a UB political scientist, speaking on individual civil and political human rights in the context of economic and structural aspects of society; Claudia Coulton, from the Mandel School of Applied Social Sciences at Case Western University, discussing her use of geographic information systems (GIS) and other analytic tools to understand social problems; and Sarah Craun, from the University of Tennessee, discussing how media influence people's perceptions of the risk from sex offenders.

In "University-Community Partnerships: A Match Made in Social Research and Human Services Heaven," Maria Cristalli, from the Hillside Family of Agencies, and

Catherine Dulmus, from the School of Social Work, describe a community-based participatory research project.

The four most popular podcasts as of March 2010 are Lawrence Shulman's "Models of Supervision: Parallel Processes and Honest Relationships" (2,200 downloads); Charles Figley's "Veterans and PTSD: Time for a New Paradigm?" (more than 2,000); Frederic Reamer's "Ethical Dilemmas in Contemporary Social Work: Trends and Challenges" (nearly 2,000); and Sandra Bloom's "The Sanctuary Model: A Trauma-Informed Approach to Treatment and Services" (more than 1,400). Listeners can now post reviews.

The SSW podcasts were recently the subject of two articles on the website Campus Technology (campustechnology.com). You can find them on the site using the search term "social work."

Giving Back to the Community

This year, the University at Buffalo ranked fourth among 492 colleges and universities in total dollars raised for the United Way campaign. At UB, the School of Social Work received the Chair's Silver Award for having the third-highest percent of goal reached (109 percent) and increasing its overall total from last year. The leadership of HOWARD DOUECK, this year's campaign chair, was a significant factor in the school's successful effort.



Howard Doueck and Dean Nancy Smyth and the hardware of a job well done.



FROM DEAN NANCY J. SMYTH

Promoting the New Curriculum

Watch a video about the MSW trauma-informed human rights perspective curriculum on the MSW program page of the school's website. The video seeks to engage practitioners in helping to shape a program that integrates research with best practices to meet the needs of local, national and international communities. Go to www.socialwork.buffalo.edu/msw.

In the Spotlight

In her role as chair of the St. Louis Group, a working group of deans of the major research institutions in social work, **NANCY SMYTH** participated in the formation of the American Academy of Social Work and Social Welfare, announced in November 2009. The new academy, a joint effort with the Council on Social Work Education, is "... an honorific society of distinguished scholars and practitioners dedicated to achieving excellence in the field of social work and social welfare through high impact work that advances social good."

BARBARA RITTNER has been appointed to the Council on Social Work Education's newly established Commission on Research. The commission will foster greater focus and emphasis on research in social work education

SUSAN GREEN and **DENISE KRAUSE** presented at the Community Action for

Prenatal Care and Buffalo Prenatal-Perinatal Network conference on integrating solution-focused strategies with a trauma-informed system of care.

Dean Emeritus **LAWRENCE SHULMAN** was elected to the Columbia University School of Social Work Alumni Hall of Fame.

ERIN BAILEY, departmental research administrator at the School of Social Work's Buffalo Center for Social Research, was selected as one of 10 people to attend the National Council for University Research Administrators Leadership Development Institute in 2010.

Even before they graduate, School of Social Work students are recognized for making a difference in their communities: **LYNN RINGHOLZ (MSW '11)** received the outstanding student award from the Genesee Valley chapter of the National Association of Social Workers.

Community matters. Social work is all about community. There isn't a school of social work in the world that isn't involved in the community. So what's special about our involvement in the community? Our peers at other highly ranked social work schools tell us we're doing more community-based research and in different ways than many other schools. The way we do this type of research reflects our mission: We make a difference every day, each month, across the years in communities – locally, nationally and globally.

Our proactive community engagement leads to mutually beneficial research projects that strengthen and change everyone involved. And the knowledge created through engaged research truly integrates research and practice. The result is new knowledge that truly makes a difference in both practice and academe.

As we embrace such research partnerships, we incorporate more traditional kinds of community engagement critical to all aspects of our educational mission. We actively partner with agencies to share knowledge on best practices through trainings and consultations. For all these reasons, we're focusing this issue of *Mosaics* on a few of our community-based projects. I think these stories capture the excitement, passion, creativity and commitment we bring to our community engagement work.



Nancy J. Smyth, PhD, LCSW



GO TO AMAZON THROUGH THE SSW WEBSITE AND THE SCHOOL WILL RECEIVE A SMALL PERCENTAGE OF ANYTHING YOU SPEND.

INQUIRY ACTION CHANGE



UB SOCIAL WORK RESEARCHERS IMPACT THE
COMMUNITIES WHERE THEY DO THEIR WORK

SCHOOL OF SOCIAL WORK FACULTY TEACH THEORY AND PRACTICE.

Their students use this training to improve the lives of the people they serve and the lives those people touch in turn. Social work makes a difference that radiates through communities.

SCHOOL OF SOCIAL WORK FACULTY DISCOVER NEW KNOWLEDGE.

Faculty members ask questions that lead to new understandings in social work practice. When they look for answers in particular communities, the search itself can create change.

What can improve the lives and work of family caregivers in a poor community? How do you get college freshmen interested in civic engagement? Can we devise a training technology that will better bridge the gap between research and social work practice?

Seek answers for those questions in the right way, in the right places and you make a difference. What follows are stories of how School of Social Work faculty are changing communities they seek to know better.

“IN THIS KIND OF PARTICIPATORY PROJECT, WE SEEK TO CONNECT TO MEMBERS OF A COMMUNITY WITH INTEREST AND EXPERTISE ON AN ISSUE THEY IDENTIFY AS IMPORTANT TO THEM.”

WHEN THE COMMUNITY ASKS

Since there are probably enough questions to keep social service researchers busy forever, community priorities can be a guide to what needs answering first. And a good way to align a research agenda with community priorities is to ask community members what they need that a research study might give them.

THAT'S THE FUNDAMENTAL PREMISE of community-based participatory research.

Adjoa Robinson and Mary Ann Meeker, an assistant professor in UB's School of Nursing, are engaged in a project in Buffalo that illustrates how a community-identified interest can grow into a study that produces real good on the ground.

Meeker initiated the project by soliciting community input on issues surrounding old-age care. This led to the formation of a small board of community partners; they identified family—or informal—caregivers as the focus of their greatest concern.

Family caregiving is the work of providing for the needs at home of someone who is disabled or chronically ill, most commonly a frail elder. It is often a full-time responsibility; it usually falls on one person; and caregivers often have the role thrust on them suddenly, turning their worlds upside down. Knowing where to turn in each new crisis could help tremendously.

In the African-American community, families tend to keep loved ones at home longer than in other communities, extending the caregiver commitment.

The researchers and their community partners—the group became the Inner-City Caregivers Alliance for Resources and Education (ICARE)—decided that within the limits of available resources a program of workshops would likely benefit caregivers most.

Robinson, Meeker and the ICARE group developed topics based on further conversations in the

community. The final program offered six topics—legal issues, financial issues, care transitions, care planning, advocacy and self-care—one per meeting. The workshop met every other week for 12 weeks.

Each workshop session consisted of a didactic component delivered by an expert, followed by small group discussion of the topic to generate suggestions, ideas for resources and informal support. Robinson and Meeker ran three six-session workshops, enrolling 52 caregivers altogether.

They want to know if this works—that's their research question. They recorded the sessions; they surveyed participants before and after. In addition to studying the workshop experience, they may use what they've learned to expand the program, or take it to another community (a Latino community, perhaps).

When the workshops were done, Robinson and Meeker, and many of their new caregiver partners didn't want to stop. They organized an inner-city caregiver conference, a first for Buffalo. It drew almost 100 to mini-workshops in financial issues, legal issues and transitions in care—a one-day version of their program.

Robinson is piloting a separate project to train caregivers in the community to mentor other caregivers. This builds on the foundation ICARE laid down and aims to sustain the program in the community.

It's a start. Robinson and Meeker planted a seed that is germinating. Word is spreading. Caregivers are finding each other. —J.M.

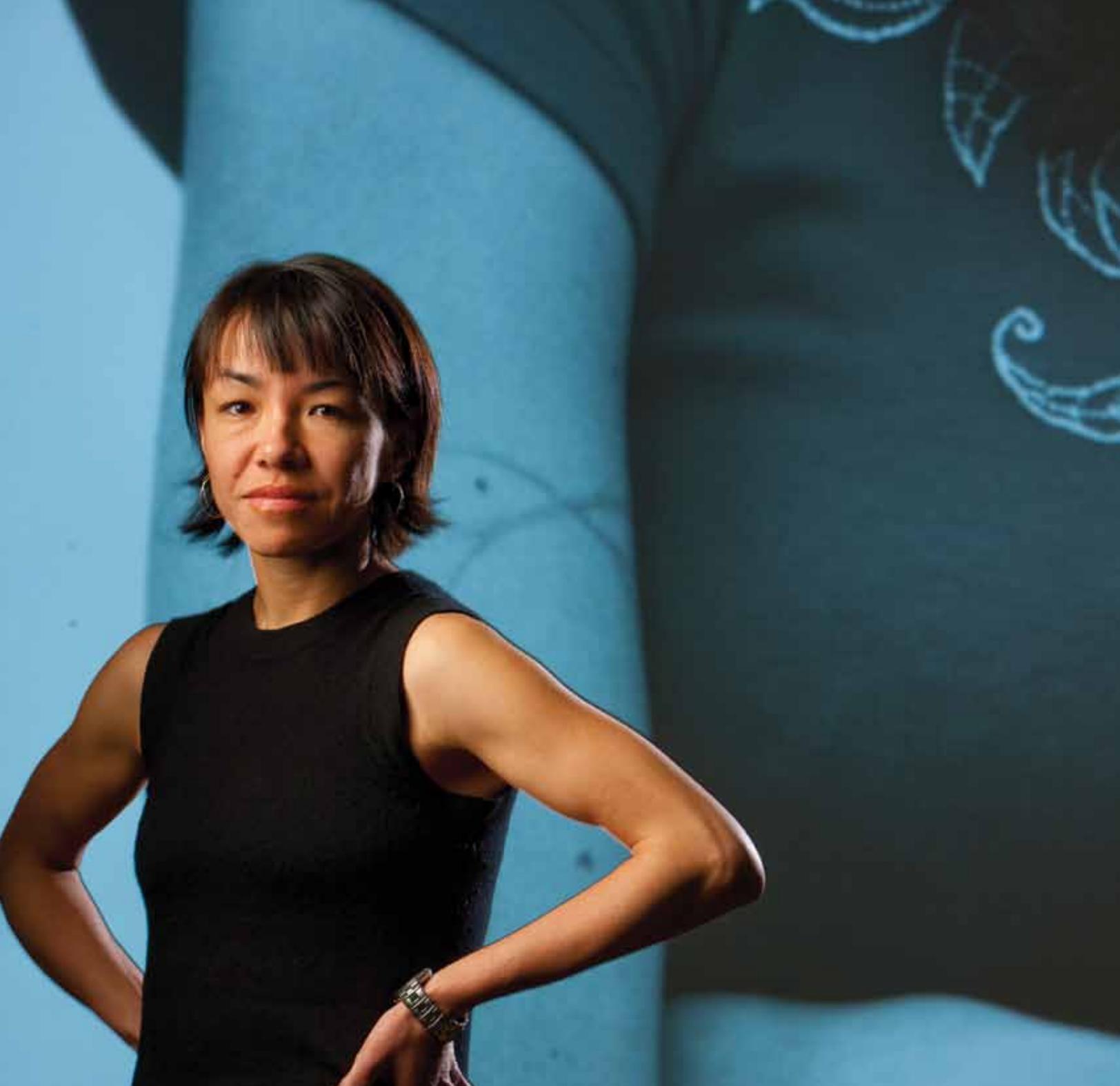


ADJOA ROBINSON

ASSISTANT PROFESSOR

"IT IS IMPORTANT TO DO RESEARCH THAT MATTERS BUT THAT ALSO LEAVES SOMETHING BEHIND IN THE COMMUNITY."





LAINA BAY-CHENG

ASSISTANT PROFESSOR

"WE WANT OUR WORK TO PRODUCE RICH DATA FOR RESEARCH AND ALSO A RICH EXPERIENCE FOR THE SUBJECTS WHO TELL US ABOUT THEIR EXPERIENCES."

“IF WE PAY MORE ATTENTION TO YOUNG WOMEN’S ACTUAL EXPERIENCES, PERHAPS POLICIES ABOUT SEXUALITY WON’T BE IMPOSED ON THEM BUT RATHER INFORMED BY THEM.”

COLLABORATING WITH SUBJECTS

Why study the sexual experiences of adolescent girls? Because we don’t know as much about that world as we could, and this ignorance is not helpful to girls discovering their sexuality.

THE HARD QUESTION IS how to conduct such studies. Surveys don’t yield in-depth data. Real-time observation is effectively impossible. So recollection is the primary source of information—and that is fraught with problems, from disorganized memories to edited reporting.

Laina Bay-Cheng has developed a research instrument and method that in early use with young women (college students, late teenagers) is producing detailed information.

And more than simply collecting information, Bay-Cheng’s research method is designed to leave interview subjects with productive ways to think about their sexuality.

Bay-Cheng’s research instrument involves a lengthy (two-and-a-half hour) structured, face-to-face interview. Her challenge was to create a method and protocol that would free subjects to discuss their actions and reactions—why they wanted (or didn’t want) to engage in particular sexual behavior, how they felt about it later—in specific situations, in detail, without inhibition.

She developed what she calls a Sexual Life History Calendar, adapted from the Life History Calendar, a research tool first published in the late 1980s that uses significant life events and milestones as an armature on which to build detailed recollection.

Bay-Cheng’s calendar is an Excel spreadsheet that subject and interviewer use together. The life events provide a way to order jumbled memories of sexual behavior.

By the end of the interview, subject and interviewer have produced a detailed, color-coded sexual history that captures what happened in sexual encounters—ranging from kissing to coitus; with what kind of partner, from casual to romantic; whether wanted or not, pleasurable or not; and much, much more—all set in the context of the subject’s wider life.

Bay-Cheng tested the method in a pilot study involving 40 female college students in Washington, D.C., recollecting their adolescent experiences.

The initial study yielded data that she and colleagues are using to begin to describe a more nuanced and contextualized understanding of young women’s sexuality.

Just as important, that work and a second interview project now under way with Buffalo-area adolescents are producing evidence for Bay-Cheng of what in this research method and instrument yields analyzable data, what works for the participants by giving them the opportunity for insight and what needs to be changed or refined.

Bay-Cheng recently published in the journal *Social Work Research* a call for researchers to build direct benefits for research participants into their research methods. If she is successful—in her work and in her argument—she will start ripples of change moving through both the wider community of adolescent girls and the community of her research colleagues. —J.M.

"I WANT THESE COLLEGE FRESHMEN TO THINK ABOUT WHAT THE SOCIAL CONDITIONS ARE THAT ALLOW THIS LEVEL OF POVERTY TO EXIST."

LESSONS IN CIVIC ENGAGEMENT

The freshmen come from all disciplines—nursing, accounting, pre-med, pharmacy, management—each with an inclination toward community engagement, dispelling the stereotype that theirs is a self-centered generation.

THEY HAVE ENROLLED in UB's Civic Engagement Undergraduate Academy to explore how to become an active, reflective and critically thinking citizen in one's community. Peter Sobota directs the academy. He's not trying to turn undergraduates into social workers, but rather to open ways for them to be civically engaged citizens—perhaps a socially engaged nurse, pharmacist or accountant.

It appears to be working. A nursing student decided after a semester in the academy to shift her original focus from becoming a practitioner in a clinic to being a public health nurse in underserved communities. An accounting student now plans to lend his future accounting skills to a not-for-profit or a community association.

The academy is not an honors program with an elite student body. And the idea is not to change fundamentally one's course of study, but to merge making a living with making a difference.

Begun in 2006, the academy consists of a one-credit course that introduces the basics of social action, social change and citizen engagement, followed by a seminar that discusses the tactics of community engagement.

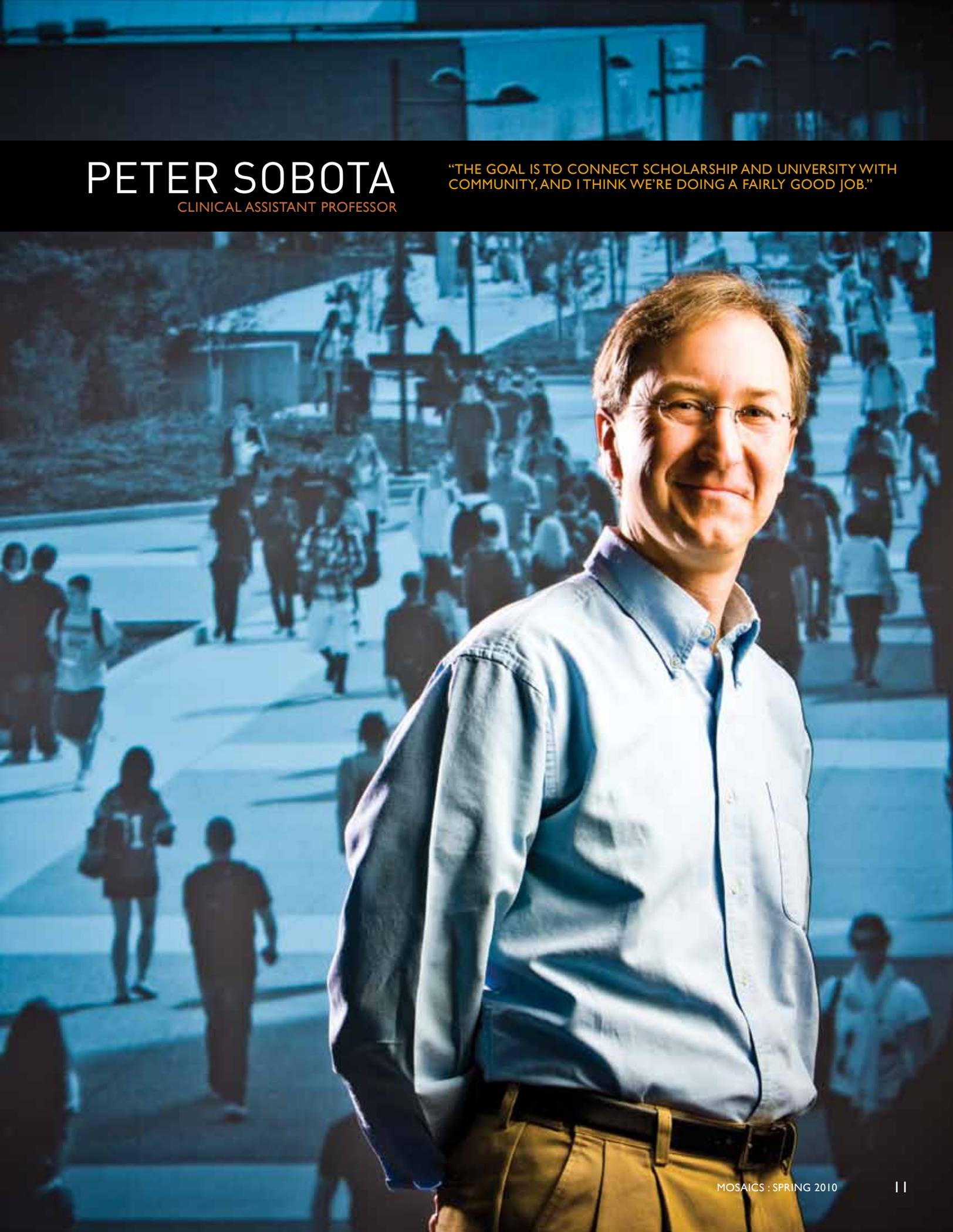
Some of the students come to the academy thinking that civic engagement means planting a garden or helping to build a house. Those are good things to do, Sobota says, but the purpose of the

academy is to show students the larger picture—of social conditions that allow poverty to exist and persist, of race and social class, and how wealth is distributed in the United States—so they might contribute to making a difference on a larger scale.

Last year the academy took a field trip to Buffalo City Hall to meet the mayor. Sobota turned the bus ride into a learning tour along a route that went from upscale neighborhood to working class to the inner city. He wanted the students to note the price of gas at stations along the way and how they rose as they got nearer the inner city and the landscape of abandoned and demolished houses. They discussed the reasons behind that. The bus driver, a product of the inner city, even chimed in with experiences and later whispered to Sobota, "Look at the wide eyes on the kids."

The majority of students are from New York, but they also hail from across the country and from China, Haiti, Guatemala, India and Colombia. Civic engagement for a native Colombian, Sobota says, might involve returning home to set up an irrigation system. For a Long Islander, it might mean becoming involved in a local mental health agency.

The academy's first class will soon be living in the real world. Sobota is optimistic about what the academy may have seeded in the students' lives, shaping and informing the interests that brought them to the academy in the first place. —J.B.



PETER SOBOTA

CLINICAL ASSISTANT PROFESSOR

"THE GOAL IS TO CONNECT SCHOLARSHIP AND UNIVERSITY WITH COMMUNITY, AND I THINK WE'RE DOING A FAIRLY GOOD JOB."



NANCY SMYTH

PROFESSOR AND DEAN

"WE EXPECT THIS TYPE OF TRAINING DELIVERY TO BECOME A STANDARD TOOL FOR GETTING NEW INFORMATION TO CLINICIANS."

“THE ISSUE IS GETTING RESEARCH AND PRACTICE TOGETHER: TO FIND EFFECTIVE WAYS TO INTRODUCE EVIDENCE-BASED INTERVENTIONS TO PRACTICING THERAPISTS.”

FROM DISCOVERY TO PRACTICE

Behavioral couples therapy can be an effective addiction treatment under the right circumstances. There is a substantial body of evidence that this is so. But such interventions are underutilized in the U.S. Can that be changed?

IN AN EFFORT TO BRING the practical product of research—an evidence-based intervention regimen—to addiction clinicians who have not worked with the technique, Nancy Smyth is working with lead researcher Chris Barrick of UB’s Research Institute on Addictions and other colleagues to devise and test new ways to train practitioners. The project is funded by a \$1.5 million National Institute on Drug Abuse grant.

Smyth’s particular interests lie in building an effective research-to-practice bridge with new information technologies.

How can educators get new knowledge into the field where real therapeutic work happens, without having to wait for a new generation of practitioners? The need to deploy better practices, when they’re available, is too urgent.

Before the researchers devised their program, they used focus groups of practitioners to explore what kind of training would be useful to them—a specialized version of community-based participatory research. The clinicians guided the design of the training package in behavioral couples therapy.

The training program consists of lectures delivered face to face and through distance learning, supplemented with interactive instruction modules

installed on laptops distributed to participants and an online library of support materials.

The interactive instruction modules are built around video enactments of behavioral couples therapy situations. Commentary, terms, relevant research, the video scenes themselves and assessment instruments are interlinked in packages by topic.

Altogether, 90 clinician volunteers were trained under the grant. Recruiting clinicians was easy; early participants spread the word that the training was beneficial.

The questions they are seeking to answer now are whether delivering the instruction through distance learning technology is as effective as face-to-face instruction and whether the supplemental instructional materials have value. Researchers can track how (and how much) trainees use the laptop and online support materials.

Whether this particular training changes practice is not a question the researchers are asking at this stage—Smyth says that might come two studies further into the work.

This is social sciences research and development. Barrick, Smyth and colleagues are like engineers building prototype delivery systems that can get training to clinicians anywhere and make it work when it gets there.

Projects like this one seek to develop and then demonstrate—produce the evidence for—ways to package, present and distribute training that can change practice.

The proof, finally, will be in the practice, where training meets the client. —J.M.

“THE ABILITY TO CONDUCT RESEARCH IS A GOLDEN OPPORTUNITY TO BRIDGE UNIVERSITY AND COMMUNITY AND HELP MAKE THINGS BETTER FOR NATIVE PEOPLE HERE IN WESTERN NEW YORK.”

HEALTH RISKS OF NATIVE AMERICAN YOUTH

Poor diet. Early smoking habit. Sedentary lifestyle. Among the most obese populations in the country. Native American health risks are stacked against its urban youth, not the least of which is an often-unstructured home life that exacerbates those risks.

HILARY WEAVER IS A NATIVE AMERICAN—a member of the Lakota tribe—and academic social worker who knows the trouble these health risks can bring. But little research has been done on these issues with Native Americans living in the Northeast. So she helped launch a research project through the National Cancer Institute called Healthy Living in Two Worlds that has begun to have an impact on the Buffalo area’s native youth.

The project was a summer camp with urban Buffalo youth ages 9 through 13. Although diet, recreational tobacco and a sedentary lifestyle could be big risk factors for cancer at some point, the camp addressed wellness in general.

The five-week session was structured around healthy activities. For example, campers learned smoke dancing—a high-energy traditional dance—as exercise, as well as skill.

They studied tobacco in its traditional use in prayers, not just for recreational smoking. They did family health histories to see how family members had been affected, both by cancer and risk factors like smoking—an eye-opener for many.

The campers learned about making healthy food choices, created their own lunch menus and prepared the food, getting skills as well as knowledge.

But, Weaver says, while the youngsters were taught positive lessons by day, some were going home

to bare cupboards at night because Mom had spent the grocery money on drugs.

Some campers were cooperative and engaged. Others were openly defiant. Some of the boys wouldn’t respond to female staff members. Weaver suspected that some of this defiance sprang from learning disabilities and literacy problems.

There were two types of children in the program: some were easy to engage, others were alienated. The latter had poorer health behaviors.

Weaver now has a more comprehensive grant application under consideration that fine-tunes the curriculum to more effectively reach troubled youth. The plan also would serve sites beyond Buffalo, including Niagara Falls and Rochester.

Weaver found feedback in chance encounters within the native community, like the mother who told her that her daughter is asking for water with dinner instead of sugary drinks.

But another encounter was at the funeral of the mother of three of the campers. She had died from a drug overdose. Their grandmother was homeless and living on the streets of Buffalo’s West Side. (And now the grandmother herself has died.)

Weaver ponders how to change a child if the family can’t support change. She realizes it’s an uphill battle. Her hope is that, after all, change might come through the children themselves. —J.B.



HILARY WEAVER
PROFESSOR

"IT'S IMPORTANT TO HAVE CULTURALLY GROUNDED INTERVENTIONS. I BELIEVE THAT CULTURE FOSTERS RESILIENCE."



DENISE KRAUSE

CLINICAL PROFESSOR

"I SEE THE BUY-IN PRETTY QUICKLY IN RURAL COUNTIES WITH STRATEGIES THAT CAN IMPROVE THE COUNTIES AS A WHOLE AND THE LIVES OF THE WHOLE COMMUNITY."



“WE MODEL THE STRATEGY IN TRAINING AND ENGAGE THE SOCIAL WORKERS IN THE PROCESS. I’M NOT THE EXPERT WHO’S GOING TO TELL YOU HOW TO DO YOUR WORK.”

FOCUS ON SOLUTIONS

Denise Krause is changing certain communities through the steady application of a better idea. In one instance, she brought a new approach to social work practice in rural communities that is now transforming the way social service counseling is delivered—and received—far beyond her initial reach. In another, bringing the same idea to high-risk pregnancies has reduced infant mortality.

KRAUSE IS AN PROPONENT of solution-focused strategies, an approach to social work that is directed toward promoting sustainable solutions, rather than focusing on a client’s problems.

Practice in the field of child welfare has been based on a model that asks the social worker, acting as expert, to tell clients what they need to do differently to meet, say, criteria of a county social welfare program. The solution-focused perspective turns that approach around to acknowledge that clients are their own experts, with an awareness of what they need to do to address their situations.

The social worker facilitates, encouraging and pointing to what the client already is doing in ways that are helpful toward realizing sustained change.

For the past five years, Krause has helped usher in the client-centered—or “client-friendly,” as she prefers to call it— strategy in rural communities in Western New York’s Southern Tier.

Chautauqua County was the first to adopt this concept, which she helped social welfare workers to integrate as a hands-on consultant and trainer, accompanying the social workers on client visits.

The social workers were energized; they now had more effective tools and they were empowered by their supervisors to change their practice.

A professional buzz spread into the other counties where Krause is now involved. The New York

State Office of Children and Family Services has picked up on the usefulness of this approach and is beginning to integrate it throughout the state.

Prenatal care is an area of concern that Krause has been involved with since her first job as a social worker with the Buffalo office of Catholic Charities. She continues engagement through the Community Action for Prenatal Care Project of the Buffalo Prenatal-Perinatal Network, which reaches out to women with high-risk pregnancies in an effort to improve birth outcomes.

The project has produced a significant decrease in infant mortality. The number of babies born with HIV in Buffalo is now less than 1 percent. And even though teen pregnancy is still a social problem in Buffalo, the birth outcomes have improved.

Krause attributes these results to the development of a strong across-the-board grassroots network of small agencies, with workers engaging girls and women wherever they congregate, from street corners to hairdressers.

Many of the women these agencies engage with have experienced trauma. Krause has used solution-focused strategies in the context of trauma-informed care for the past two years. She recently presented the results of this approach at a conference in Buffalo attended by attorneys, agency directors and outreach workers. She’s spreading solutions. —J.B.

CLASSNOTES

Marjorie Connors (MSW '60)

Marjorie received the 2010 Lifetime Achievement Award from the NASW-NYS Western Division. She joined Child and Family Services in 1962 (then the Children's Aid Society) and still works there part time.

Diane Blum (MSW '70)

Diane has been named CEO of the Lymphoma Research Foundation. For the past 19 years, she was executive director of CancerCare, an organization that provides professional support services and financial assistance to those diagnosed with cancer and their families.

Velma B. Campbell (MSW '73)

Velma recently received the Lifetime Achievement Award from the Genesee Valley chapter of NASW-NYS.

Donna Sherman (MSW '94)

Donna presented at the Homeless Veterans Summit held in November 2009 in Washington, D.C. She is the HUD-Veterans Affairs supportive housing coordinator at the VA in Buffalo.

Donna Saskowski (MSW '97)

Donna was named Social Worker of the Year by the NASW-NYS Western Division for her service to people with developmental disabilities. She is executive director of Genesee ARC.

Meri Stiles (MSW '99, PhD '06)

An assistant professor at Lyndon State College in Lyndonville, Vt., Meri will present a paper at the 20th IUHPE World Conference on Health Promotion in Geneva, Switzerland, in July.

Jamicia Davis (MSW '03)

Jamicia is a student support specialist at the Huntington Middle School in Newport News, Va.

Erica Gruppuso (MSW '03)

Erica is a preventive services worker with Catholic Charities of Buffalo, where she has worked since 2003.

Janet Speakman Metcalfe (MSW '03)

Janet is an addictions counselor at ECMC Northern Erie Clinical Services and an addictions specialist and psychotherapist at the Ken-Ton Family Support Center. She has a small private practice.

Sandy (Jui-Jung) Mei (MSW '04)

Jui-Jung returned to Taiwan after she completed her MSW. She is now a supervisor coordinating five types of programs and supervising 10 social workers for the Sisters of Our Lady of China Catholic Charity Social Welfare Foundation.

Amber Zito (MSW '05)

Amber is a home care social worker for Hospice of the Western Reserve in Cleveland, Ohio. She also serves on the Hospice Educational Institute Committee.

Patricia Dunne-Dossinger (MSW '08)

Patricia obtained her NYS license in March 2009, and is an Erie County probation officer. Her work is focused on behavior change regarding substance abuse issues.

Erin Huston (MSW '08)

Erin was named Private Sector Human Services Worker of the Year at Rochester's annual Human Services Worker of the Year Awards luncheon in October 2009.



Dr. Ellen E. Grant (MSW '74)

In March 2010, Ellen was appointed director of the Buffalo City Mission's Cornerstone Manor, a haven for battered women established in 1917.

The facility provides both transitional housing and emergency shelter for

women alone and women with children. Cornerstone Manor also offers educational programs for women and children, a full day care program and medical services for children staying in the shelter, as well as life skills training.

Ellen is well known in the Buffalo-Niagara region as a past commissioner of mental health for Erie County (1988-2000), CEO of Niagara Falls Medical Center, and most recently, vice president of community affairs, as well as vice president and corporate director of behavioral health services at Blue-Cross BlueShield of Western New York. She is also a past president of the New York State Chapter of National Association of Social Work.

Follow your heart

You might give to the School of Social Work for any one of many reasons.



PERHAPS TO THANK A MENTOR, or to leave your mark on the school with a legacy, or to give back for the education that gave you the career you love—or, like the Laughlin family (see below), in the memory of a loved one. No matter the reason, your gift is always for the good.

What you support when you give to the School of Social Work is work that ultimately helps others. Our students, faculty and staff touch lives as they teach and learn; our alumni touch many lives in their daily work. Our product is help and hope.

If you believe that research to solve social problems is important, if you think that educating committed people to become the best possible social workers and social service administrators is worth doing, if you believe in freeing students from financial pressure so they can choose jobs where they can do the most good, and if you think that the resources of a great university and

school of social work can be brought to bear to improve the lives of vulnerable people, then your support for the School of Social Work will do what you want it to.

Your gift to the School of Social Work can be directed to a specific fund or need within the school, or you can give the dean full discretion in the application of your generosity. You can make gifts outright, payable over time, or provided by will or trust. And you can give in many ways, including cash, through planned gifts or through gifts with life income to the donor.

I hope you will call me to discuss a gift to the School of Social Work. Follow your heart. Call me at 716-881-8206.

MANTHA SALEH-WYSE
DIRECTOR OF DEVELOPMENT

From sorrow, encouragement

WHEN TRINA LAUGHLIN, (BA '96, MSW '98) and her husband, Dennis, thought about how to honor the memory of their son, Andrew J. Laughlin, they decided to endow a fund to support a scholarship in the School of Social Work for a full-time, advanced-standing student who embodies the character traits they admired in Andrew.

Andrew died from injuries sustained in an automobile accident on Dec. 23, 2007. He had planned to pursue an MSW at UB after completing his undergraduate work in interdisciplinary sciences health and human services.

Each year, Trina and Dennis will help identify students who serve others with the kind of determination and compassion they knew in Andrew. They will be looking for that special person who combines passion with a sense of humor.

Social workers and boxers don't often find themselves in the same sentence—but they do when Andrew's parents talk about

him. When a severe knee injury sidelined him from playing college football, he pursued the physical and mental training necessary to become a boxer. He competed in Golden Gloves competitions in Pennsylvania, where he completed his freshman and sophomore years of college.

This year, Dean Nancy Smyth received the first installment of the Andrew J. Laughlin Award. Andrew's legacy, in others' hands, will further his dream of transforming lives thorough the kind of grit and determination boxers carry into the ring of life.



Trina Laughlin (right) and Dean Nancy Smyth celebrate the establishment of the Andrew J. Laughlin Award.

CONTINUING EDUCATION IS COMMUNITY ENGAGEMENT

THE SCHOOL OF SOCIAL WORK OFFICE OF CONTINUING EDUCATION IS GUIDED IN ITS MISSION BY THE NEEDS OF THE MANY COMMUNITIES IT SERVES. THOUSANDS OF HUMAN SERVICES PROFESSIONALS HAVE EXTENDED THEIR HEALING REACH AND ADVANCED THEIR CAREERS THROUGH SSW CONTINUING EDUCATION COURSES.

The SSW Office of Continuing Education demonstrates its commitment to community engagement through its advisory board partners and through its relationships with agencies that generate training modules and certificate programs in best practices to benefit Western New York practitioners.

Drawing on the resources of faculty, alumni and community practitioners, the CE office provides high-quality trainings and certificate programs. The SSW difference is in the quality of its trainers and its standards for training.

The SSW Office of Continuing Education offers trainings and programs throughout the year. These range from the 96-training-hour Trauma Counseling Certificate Program,

which can be completed over three years, to single-day trainings on a variety of timely topics.

This year marks the 25th anniversary of the Office of Continuing Education Summer Institute, which brings MSW students and community professionals together for enhanced learning and networking. Meeting at the Center for Tomorrow on UB's North Campus during the last two weeks of July, the institute offers a wide selection of one-day workshops and 1-credit MSW courses (also available as noncredit workshops). One of this summer's highlights is the dynamic Scott D. Miller, an international expert in outcome- and session-rating scales.

For more information and to download the latest catalog and course descriptions, go to

WWW.SOCIALWORK.BUFFALO.EDU/CONTEd