

Mosaics

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News from the University at Buffalo School of Social Work

OUR NEWS

PAGE 2

ALUMNI NEWS

PAGE 12

HONOR ROLL

PAGE 14

FIELD LESSONS

Learning in the field from experienced social workers combines tradition with new forms: A special look at field education.

PAGE 4



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 27,000 students pursue their academic interests through more than 300 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

School posts big gain in U.S. News ranking

U.S. News & World Report has raised the ranking of the University at Buffalo's School of Social Work on its list of the country's best social work colleges from 46th in 2004 to a tie for 36th in 2008.

Dean Nancy J. Smyth called the improvement a "very significant jump." UB and more than 150 other social work schools were ranked in the magazine's study, which is released every four years and was published in the April 6 issue.

"It's about perception and reputation," says Smyth. "And UB's story has always been we've been doing great things, but people are not always aware of those great things. That's true for us at UB as an institution, and it's certainly true for us in the School of Social Work."

The sizable upgrade came at least in part because of an increased national awareness of the reputation of the school's faculty, according to Smyth. Several faculty and staff members have increased UB's presence and profile in national social work organizations by holding leadership positions.

Barbara A. Rittner, associate dean for external affairs, was elected chair of the Group for the Advancement of Doctoral Education in Social Work. Diane E. Elze was recently elected to the board of directors of the Council of Social Work Education.

Smyth was elected president of the St. Louis Group, an association of research schools of social work at major universities. Because the U.S. News rankings are made with input from deans, directors and faculty of social work schools throughout



the country, the greater presence of UB staff on these boards and organizations probably contributed to UB's higher rankings, according to university officials.

"All that has helped," says Smyth. "But the university's support of the School of Social Work in helping us to hire new faculty and in helping us to begin to educate others on the impact made by the School of Social Work has allowed us to better get the word out to a national and international audience about what we are doing."

UB was one of eight schools to improve its rankings since the magazine's 2004 survey, according to UB's analysis. Eleven schools saw their rankings drop. Only the University of Louisville jumped more spots, going from 58th in 2004 to 42nd this year.

Clinical supervision conference

The Fourth International Interdisciplinary Conference on Clinical Supervision will be held June 12-14 at the Buffalo Niagara Marriott in Amherst. The conference is devoted to clinical supervision theory, practice and research, focusing on core issues in



FROM DEAN
NANCY J. SMYTH

clinical supervision that cut across professional disciplines. Lawrence Shulman, Alex Gitterman, Thomas Nochajski and DiAnne Borders will lead preconference workshops addressing supervisory skills and grant writing on June 12. Plenary sessions will be conducted by Hilary Weaver on “Diversity Issues in the Context of Supervision” (Thursday), Cal Stoltenberg on “Applying Evidence-Based Practice (EBP) Principles to the Process of Clinical Supervision” (Friday) and Thomas Durham on “Clinical Supervision Competencies for Addiction Treatment: Raising the Bar in a Rapidly Changing Field” (Saturday).

For more information, registration and abstract submission forms, please visit www.socialwork.buffalo.edu/csconference.

January in Puerto Rico

Barbara Rittner, associate dean for external affairs, and Kathryn Kendall, director of recruitment and alumni relations, attended the annual CASE (Council for the Advancement and Support of Education) District II Conference held in January in San Juan, Puerto Rico. They collected a bronze medal for the school’s recently updated



(From left) Dagmar Ortiz, Kathryn Kendall, Barbara Rittner and Carmen D. Sánchez Salgado meet in San Juan, Puerto Rico.

general recruitment brochure (created in collaboration with UB’s Office of Marketing and Creative Services) in a competition that included recruitment publications from all disciplines from universities across the Mid-Atlantic and Southern Canadian regions.

While in Puerto Rico, Rittner and Kendall also made recruiting visits to three universities: the University of Puerto Rico-Carolina, near San Juan, where Professor Teresita Ibarra-Pérez provided introductions to Chancellor Victor Borrero and Gloria Oliver, director of career counseling; UPR-Mayagüez on the west coast of the island; and UPR-San Juan where Carmen D. Sánchez Salgado, director of the San Juan social work program, and Dagmar Ortiz, director of the PhD program, provided an overview of their community-intensive programs. ■

Field placements are the heart and the soul of social work education at the MSW level. Any student you ask will tell you that. Classroom education covers a breadth of content with a range of learning strategies that students may or may not remember after they finish, but the experiential lessons learned by actually doing things stay with most students at the deepest level.

As a profession, social work has mostly used an apprenticeship model in field education—pairing a student with a field supervisor at a particular agency. Now there is a need for more variety in models for field education for several reasons, among them the decreasing number of agencies willing to free up supervisor time (especially since student services may not qualify for billing), the increasing complexity of practice and the shortage of social workers in the human services workforce. For these reasons, in the past few years we’ve been integrating more experiential learning into the classroom and pioneering new models of field education. This issue highlights some of these new models. In addition, we focus on visionary agencies like Catholic Charities, who have used field students as a rich pool of potential employees whom they can hire, giving both an edge in a competitive hiring market.

Nancy J. Smyth, PhD, LCSW



In the next issue

Graduation 2008 will produce a new cadre of MSWs and PhDs as varied as the world of social work but united by the values of the profession and the culture of the School of Social Work. Also, in anticipation of the school’s 75th anniversary next year, *Mosaics* will update the SSW History Project.

At left, Rebekah Crofford, MSW ‘96, PhD ‘07, a member of the class that was instrumental in designing the new official UB doctoral gown.



The best place to learn

Field education is known as the signature pedagogy of social work. It is as individual as personal experience and it is intensely personal, usually one person teaching another.

Learning by practice, from practitioners, socializes newcomers to the immutable values of the profession. In this sense, field education today is what it was 15 years ago when Laura Lewis (left), MSW '94, SSW director of field education was a student; or 25 years ago when Kathy Marsh (see next page) took on her first field education student.

But if the values and the art of social work are unchanging, the settings and the issues in the field are as dynamic as the forces playing through the larger society. Today, social work students may get practicum training in a Congressional office or a dental office, in an emerging field of practice or a new service-delivery modality. Field placements keep up with what is new in the field, although for all that is innovative, fundamentally, as Lewis says, "It is the experience that shapes, not the setting."

The School of Social Work is pushing field education into places where community needs are greatest (see the stories on pages 8 and 9) because the 300 UB MSW students in the field are a workforce that makes a real contribution to community needs.

Changes coming to field education at UB may include rotations through different components of the same agency, like the model the school's Hartford Foundation partnership employs (see page 7). Finding and matching up with placements may soon go online. Lewis says the momentum in field education is toward creativity. But the process and purpose will remain constant: immersion that teaches the caring person how to be a social worker.

An institutional partnership

Seasoned hands, new relationships

Kathy Marsh has been a social worker for 37 years and a field educator for 25 years. She has spent her entire career with Catholic Charities, including stops in Kenmore, Lackawanna, Hamburg and, since 1997, at Catholic Charities Court Related Services (CCCRS) in Buffalo. At the start of her career, she was doing individual and family counseling in collaboration with school systems. Now she is the director of a large multiservice, seven-days-a-week operation that facilitates such court-related interactions as supervised parent-child access and transfers of children between parents, and provides therapeutic and mediation programs.

Marsh says that as a field educator, she has watched both the kinds of work and the role students play change over the years, but not the basic principles of the foundational field experience. “We put the same value on dignity and respect for clients; and we develop engagement skills, assessment skills and treatment skills.”

The greatest change in Marsh’s relationship with field education is that while she once trained students one-on-one, she is now more like the principal of a small school of field education. Catholic Charities Court Related Services has contracted with the School of Social Work to take ten student placements a year—an arrangement that benefits both parties.

THE SETTING

One benefit is that every year there are ten more future social workers who know the workings of a service system that is largely unknown to the public. “These specialized programs are often overlooked,” Marsh says. Indeed, driving past her facility in a former Tops Markets distribution center on the corner of Bailey and Broadway avenues in Buffalo, one wouldn’t imagine an interior of large, bright, colorful “encounter” rooms with couches and toys, or the control station that regulates admission to the facility from two waiting areas that keep parties strictly apart until their supervised interaction commences.

The interactions are inherently fraught with trouble. Client families are there because their relations are so broken that a court must supervise the protection of their children. The service provides the necessary controls to allow a parent who might

have been abusive to visit with children now in foster care; or for hostile parents who must meet to exchange custody.

THE UB-CCCRS CONTRACT

“We have a huge waiting list for our services,” Marsh says. “A person might have to wait as long as 10 months to see a child.” Taking as many UB field placement students as they do now has helped to shorten that wait by expanding capacity.



Kathy Marsh, left, with intern Nikki Cerra at Catholic Charities Court Related Services.

Court Related Services had been regularly taking a few field education students. Sharon Herlehy, in the UB field education office, contacted Marsh about expanding the relationship. The facility operates seven days a week and has six field educators, so Marsh knew she had social workers who could supervise more than one student at a time. Marsh is also always watching for emerging talent. The field placements may lead to summer jobs for students finishing their first year and careers for students who catch on and distinguish themselves.

ON THE JOB

Foundation-year MSW interns at CCCRS start their training with five half-day workshops that cover needed macro-level skills required for working with particular populations. “We realize

that students need a lot of information before they start working with these families,” says Marsh.

Students and a staff social worker watch supervised visits through one-way mirrors and discuss them. At this early stage in their placements, students may even join in the visitation itself when there are so many children involved that the supervising social worker needs a second pair of eyes and hands in the room. After students have observed for several weeks, they are assigned cases.

Because Court Related Services operates seven days a week, student rotations may not always overlap with their field educators and so Marsh makes sure that the students know all the professional team members at the facility should issues arise. She wants them especially to feel at ease about leaning out of an encounter room and shouting Help! if necessary.

Marsh says that many of the interns come with quite good background preparation for the work, but that it always provokes anxiety to start with a new family. She and her field educators tell students that the mistakes they make aren't irreversible, that they can always recover from missteps.

SPRING TRAINING

Catholic Charities has been providing social services since 1923. It operates programs in the eight counties of Western New York and although it does not have a centralized administration of internships—it leaves the management of educational opportunities to its individual programs—as an umbrella organization it is one of the major institutional partners with the UB School of Social Work, as well as undergraduate programs in the area.

In the eyes of Dennis Walczyk, CEO of Catholic Charities, the School of Social Work plays a critical role in developing the workforce his organization depends on. As partners in education, he says, his organization and the school have an “outstanding collaboration.”

“Not only does it directly benefit our clients and our programs, the supervision of students and the feedback from them benefits our employees as well. We are all energized by their enthusiasm and eagerness to learn.”

Educational opportunities from field placements at Catholic Charities are changing with the times. “We see areas where needs are not being met and we try to add or expand programs to meet those needs—it’s a dynamic process,” Walczyk says. He cites the CCCRS program as an example, its having grown from family

mediation into a continuum of services for families interacting with the courts.

He says that having students in field education placements in Catholic Charities programs gives his staff a chance to scout talent. “I see it as being like spring training.”

SECOND-YEAR STAR

Second-year student Nikki Cerra is the kind of talent Walczyk would like to recruit; he calls her “a unique individual.” Walczyk sees Cerra at Catholic Charities headquarters on Washington Street, where she has a desk; he also sees her at work in meetings where she makes presentations on the work of the Continuous Quality Improvement Committee of the coalition of court and family-related services operating under the Catholic Charities umbrella.

Cerra takes minutes at meetings and reduces them into digestible reports, and she collapses data from clinical case audits into a form that is useful for monitoring agency performance. Cerra, who majored in sociology and criminology at St. Bonaventure University, says that a year ago she might have had a definite direction for her professional future but now her plan is to take advantage of opportunities in the field. She followed an interest she'd developed working with the courts as a foundation-year intern to Catholic Charities and to her association with Marsh. “Relationships and networking is what social work is all about,” Cerra says.

STUDENT POWER

Kathy Marsh says that one has to want to be a field educator to do it well. “I love having students in the environment,” she says. “They are full of energy, they have new ideas, they see things we don’t—and we use their feedback to make changes.”

She also feels an obligation to the profession to train future practitioners and a responsibility to be a gatekeeper—to make sure that the core values of the profession are understood and respected and practiced by those coming in.

Field education in an agency like hers that employs many social workers can also give direct service providers their first experiences in supervision and may start them on the road toward becoming professional supervisors. As Marsh says, “The only way to learn is by mentoring.” —J.M. ■



From left: Cliff Whitman, interns Jodi Kwarta and Juliane Pofi, and Deborah Zimmerman at the Amherst Senior Services Center.

Rose Mattrey

Partners in aging education

For MSW students participating in the Hartford Foundation's Partnership Program for Aging Education, field placements rotate through three types of practice in the course of a year, usually but not always in the same setting, ideally working with different populations of older people.

Jodi Kwarta, now finishing her MSW, was placed at the Amherst Senior Services Center and rotated through an outreach office serving three towns in Erie County, a center-sponsored volunteer program for seniors that has 1,400 active members, and the center's own open-door social work office, where she learned at the side of social worker Deborah Zimmerman, MSW '88.

The outreach work took Kwarta on home visits, shadowing social workers making evaluations for the county. The population was more or less needy, and the volunteers are older people seeking ways to serve others—an active, motivated population. Traffic through the social

work office, and the issues they brought, was varied. During the social work office rotation, Zimmerman assigned Kwarta the task of trying to revive a men's group that hasn't been successful—yet another population group: older men with things to talk about who need facilitation.

The Hartford partnership grant lasts for three years; about 40 schools have received them. The grants are the sum of the foundation's efforts to influence the field of gerontological social work that has already touched scholars, doctoral programs, and the curriculum. Deborah Waldrop directs the UB program.

The Hartford education model is more than just a variation on the standard field placement: it seeks to produce measurable competencies. In the first year of the grant, Waldrop used a standardized before-and-after online evaluation. This year, the evaluation includes a standardized subject interview.

At the Amherst Senior Services Center, Cliff Whitman, who mentors

Hartford students rotating through the Meals on Wheels program that he directs, maintains his own list of competencies that he checks students through to be sure they've touched each one his rotation offers. Whitman, who was Erie County commissioner of senior services for two decades before retiring and going back to work, says, "I believe it's our responsibility to develop the next crop of social workers." Hartford program student Juliane Pofi makes home visits to assess and reassess Meals on Wheels clients during her rotation with Whitman.

UB's Hartford program has nine students in the field this year, at sites that include the Erie County Department of Senior Services, the Alzheimer's Association, Hospice Buffalo and two nursing homes.

Waldrop is working to fill in with new funds what the Hartford grant supplies. The Hartford grant created the program—the next step is to stand it up on its own foundation. —J.M. ■

Creating the role

Innovative placement accepts first-year students

Jericho Road Family Practice occupies part of a rambling two-story brick building on Barton Street in a neighborhood of modest houses on Buffalo's West Side. It is a busy place. On a winter morning, people in the waiting room wear an incongruous mix of dull North American cold weather garb and bright African fabrics. The practice serves a large immigrant population—mostly refugees from such African countries as Somalia and Burundi. Since it was founded 10 years ago by family physician Myron Glick, the practice has seen patients from more than 50 different countries and cultures.

The medical practice anchors two other service providers at the same address. Jericho Road Ministries offers social service programming and Journey's End Refugee Services is one of four resettlement agencies operating in the Buffalo area. Services in the building are outgrowing their quarters and renovations are underway. A cluttered office houses two UB MSW students. The door is propped open because the inside door-knob has fallen off. They have to make their telephone calls from another office because theirs doesn't have a line yet.

Sibel Ercan and Teresa Logozzo are pioneers. They are foundation-year students working together as interns for Jericho Road Ministries' Priscilla Project, a service for medically at-risk women, particularly refugees and women pregnant for the first time. (See the box on the opposite page for the story of how this



From left: interns Teresa Logozzo and Sibel Ercan with field educator Karen Edmond.

placement was developed.)

The two are becoming professional social workers through an emerging field-education model that allows the School of Social Work to expand its range of field placement opportunities. In this case, the field education office found an agency with the tasks and population that make it an ideal placement. The agency identified an outside professional social worker to provide contract field supervision and a task manager to oversee the daily work of the interns.

The Rev. Jimmy Rowe, who directs the Priscilla Project, assigns the interns work and coordinates with their field

supervisor, Karen Edmond (MSW '00). It is an arrangement that benefits everyone involved: Jericho Road has a valuable asset in the interns, outside supervision is consistent with accreditation standards and clients get the kinds of services they need to improve their health outcomes.

Jericho Road Ministries' Priscilla Project has elements of generalist practice because it serves clients facing multiple problems across multiple systems by pairing women with volunteers who can facilitate passage through the health and social service systems—helping with forms, arranging medical visits, facilitating adjustment to local customs. What makes

it more challenging than many such service systems is that the service streams depend on connecting non-native speakers—from several different languages and cultures—to services through translators. During their internship, Ercan and Logozzo have built a database of social service agencies as a resource for volunteer mentors and are developing a pool of translators for the project.

Their field educator, Karen Edmond, was herself a pioneer as one of the first UB MSW students to get outside supervision when she interned with the EPIC (Every Person Influences Children) program. She now works for Planned Parenthood and teaches a course at Niagara University. Rev. Rowe recruited her to make the Jericho Road placement possible. She sees Ercan and Logozzo weekly to advise them on cases and resources, to expand their knowledge of best practices and to teach them skills and techniques that improve their work.

When they started, Edmond had Ercan and Logozzo walk the neighborhood around the site to get a feel for the rhythms and sounds in the lives of the women they'd be seeing. Months later, in a typical encounter, the interns discuss plans for the monthly Saturday afternoon health and social education programs they run at a nearby church. Edmond suggests a backup plan in case their invited presenters can't come. In Edmond's view, the monthly education sessions the students run have their roots in the best grassroots programs—they find ways to provide programming based on what the women want to hear next.

As they end their year with the Priscilla Project, Ercan and Logozzo have progressed from watching and learning to

actively providing services and building infrastructure for the project that will extend its capacities going forward.

Edmond says, "These two have made more of an impact than they know."

According to Rev. Rowe, having Ercan and Logozzo in the project forced him to review the mission, goals and direction of the services being provided against what was happening on a day-to-day basis. It turned out that the Priscilla Project had done what many programs do—drifted toward a more intensive case-management model and away from its intended short-term assessment and referral design. When the students started asking questions that revealed the mismatch between Rev. Rowe's assignments and what was actually happening, he realized the project needed a course correction. And so Ercan and Logozzo got a real-life lesson in program realignment, what Rev. Rowe calls "a crash course in organizational development."

"The students provided us with new lenses to look through," Rev. Rowe says. "We've filled in some potholes." He hopes the Priscilla Project can continue as a placement site and in the long run, he says he'd like to see Jericho Road Family Practice take MSW field placements in order to expand social work into that setting.

In one academic year, just two students are leaving the Jericho Road complex—and specifically the Priscilla Project—a changed place. In the tradition of UB's interns, they are leaving behind a list of things to do next, and taking away new competence and a whole narrative of growth during nine unique months on Barton Street. —J.M. ■

FIND & DEVELOP

The UB School of Social Work created the field education opportunity at Jericho Road Ministries by knocking on their door.

Sharon Herlehy, associate director of field education, read a story about UB medical students working in a free medical clinic operating through a church on the East Side of Buffalo and from that eventually worked her way circuitously to the Jericho Road Family Practice on the West Side. They were interested in discussing a field education placement.

This is pay dirt for Herlehy. She wants students to learn social work among populations that have the greatest need—the impoverished, the disenfranchised, the disempowered and oppressed. "Exposing students in the foundation year to work with the neediest populations helps them learn for themselves whether social work is for them," she says.

Beyond its immediate value as an immersive learning opportunity, such settings as Jericho Road are ideal candidates for Herlehy because grassroots agencies dealing with the poorest populations are almost inevitably too busy trying to serve a greater demand than they can meet, with too few resources, to have fully developed a social work capability.

If UB can place students at such a site with outside licensed social work supervision, it is possible that this partnership can lead to heightened appreciation at the site for the benefit of on-site social work. Then perhaps the site can get grant support for such a hire, and this virtuous circle of events will have produced a field education site with in-house supervision providing more comprehensive social work services than when the parties first met.



Rose Mattrey

From left: Katherine Lwebuga-Mukasa, Karen Carman and Joyelle Tedeschi at the future YWCA café.

Serving hope with a hot meal

One MSW's fieldwork is in her own backyard

Joyelle Tedeschi has big plans for the former Gibson Street Café, which sits unheated and empty in the shadow of the Broadway Market on Buffalo's East Side.

As part of her field education placement at the YWCA of Western New York, Tedeschi plans to transform the former restaurant into a service-minded “community café.” She envisions it as a refuge—a place where women, children and families can enjoy a dignified, nutritious meal and a safe, warm place to rest.

The YWCA owns the building—soon to become more a community resource center than soup kitchen—and plans to provide 250 free meals five days a week and paid jobs for homeless women. (They will serve food and manage the kitchen.) The Erie County Department of Social Services will help visitors secure food stamps and basic medical care, and assistance with and access to transportation, legal and social work resources.

Tedeschi's support team includes Kevin Penberty, LCSW (MSW '88), her

outside field educator; Karen Carman, the YWCA's director of housing, who is her task supervisor; and Katherine Lwebuga-Mukasa, the Y's executive director. Their histories are intertwined: as a UB undergraduate, Tedeschi worked with Carman in homeless outreach at Erie County Crisis Services. Lwebuga-Mukasa recently left Crisis Services to head the YWCA.

With countless volunteer hours under her belt, Tedeschi is combining her field education with her previous experience in homeless outreach to navigate the complex maze of social service agencies, state and local funding sources and grassroots organizations required to establish the new community center. She was born and raised nearby in a working-class Polish neighborhood and is well-versed in East Side issues. “People are extremely poor and isolated in these neighborhoods, and get little to no social support. I wanted to help them regain their dignity,” she says.

“When fully realized, the community café will empower people—especially

women—and address the enormous disparities that exist in our community by helping people access services they need and break out of a cycle of poverty,” says Lwebuga-Mukasa. She meets weekly with Carman, who oversees Tedeschi's daily fieldwork. Penberty checks in once a week to help her sync the YWCA job with her MSW requirements.

Tedeschi says her field experience has deepened her knowledge about problem assessment, program development and implementation. “She is experiencing in the field how nonprofits can influence public policy through program development rooted in careful community needs assessment,” says Lwebuga-Mukasa.

Tedeschi's passion for social justice is formidable. “Her project is the kind of innovative, mission-driven project that is good for the community,” says Carman. Once the new YWCA outpost is refurbished and stocked with food and supplies from local sponsors, Tedeschi hopes to see it fully operational this fall. —L.M. ■

Battling PTSD

At the VA, every day is a history lesson

A soldier in the Army Reserves who majored in history at SUNY-Potsdam, Michael Chambers couldn't be better suited to his future profession. At the Batavia VA Health Center's post-traumatic stress disorder (PTSD) clinic, he is completing a field placement on the front lines of one of the aftermaths of wartime, learning to treat a disorder that affects up to 30 percent of all war veterans at some point in their lives.

"I've always loved military history and reading about different battles around the world," Chambers says. He heard many great stories from his grandfather, who served in the Korean War.

After college, Chambers worked at a veterans rehab center. That experience led him to apply to graduate school to learn more about the psychological fallout of war. Now in his second year at the School of Social Work, he handles a caseload of clients in his field placement at Batavia. He spends about 20 hours a week at the clinic and also volunteers at Hope Refugee Services, a refugee shelter on Buffalo's West Side.

Alex Szkolnyj, LCSW-R (MSW '95), Chambers' field educator, is a Vietnam vet like a majority of the clients. (Veterans from all other wars and conflicts, including those in the Persian Gulf, Iraq and Afghanistan, are also treated at the clinic.)

"We make a good team—we're a tight unit," Szkolnyj says of his protégé. The military metaphor is also an apt way to describe a close-knit community carefully making its way through the minefields of civilian life.

Szkolnyj and Chambers oversee the treatment of about 30 in-patient veterans who typically stay in double rooms on the clinic's two residential floors. Veterans are admitted to one of three residential programs lasting from five to 26 days, depending on the severity of their PTSD symptoms, prior treatment history, age and theater of operations. The shorter program is often used to evaluate a veteran's needs, stabilize immediate symptoms, or to help a veteran acclimate. The longer 26-day sessions include similar programs of intense psychoeducation and psychotherapy but add a special focus on the veterans' specific needs.

Despite the age gap, Chambers' calm, quiet manner and ability to listen have allowed him to build a rapport with many of the older veterans. "They joke around and some call me 'kid,' but



Alex Szkolnyj, left, and Michael Chambers at the Batavia VA Health Center.

my being in the military certainly helps," Chambers says. "Plus, I love listening to their stories, which are more real to me than any textbook."

The veterans of the current wars, Chambers says, have many different needs from those of the Vietnam veterans, and he enjoys the challenge of determining the correct intervention for their acute symptoms.

In addition to the one-on-one sessions, Chambers regularly co-facilitates group therapy. "Together, the individual and group sessions have provided me with a really fascinating clinical experience," he says.

The VA uses many different evidence-based therapies including cognitive processing therapy (CPT). CPT draws on the theory that traumatic events are stored in the brain's "fear" networks. Using CPT, Chambers designs interventions that help a person with PTSD better cope with feelings and thoughts they may not know how to talk about with their family and friends.

The opportunity to work with Szkolnyj at the clinic has been the most influential part of Chambers' development as a social worker. "Alex gives me the space to find my niche within the clinical experience." —L.M. ■

People People

Alumni Association News



Greetings to all! Field learning lies at the heart of social work education. It allows students to integrate classroom theory and knowledge with practice skills to develop professional competence and identity.

So we are proud to report that of the School of Social Work's 1,250 registered field educators, almost 500 of them are UB SSW alumni. That's 11 percent of all UB SSW alumni!

Any field educator will tell you that the role doesn't involve glamour and glitz—or even the rock star status among your peers. It's about something intangible but nonetheless valuable: giving back to the field educators who mentored you. We need dedicated field educators as we face increasing competition for placements and an increasing number of students to place.

As UB SSW alumni, we are an invaluable source of experience, which can provide guidance both for tomorrow's alumni

and our communities. We urge you to become a field educator/mentor, for the personal satisfaction it can give you and for the benefit to your agency as well.

We also want any of you who aren't already members to join the Alumni Association. You can sign up (or renew your membership) at www.alumni.buffalo.edu. Doing so will help further the mission of the school and the university and benefit the entire Western New York community.

Thanks from us both!

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

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

Development News

Thank you! In this issue, on pages 14-15, we acknowledge everyone who contributed to the SSW in the past fiscal year. Your contributions help us focus on the delivery of education and allow our students to focus on learning and the differences they too will make in the lives of others.

UB provides an affordable, quality education. However, social workers do not make a lot of money and, in most cases, incur the greatest debt-to-income ratio in pursuing graduate degrees of any professional field. Your donations, regardless of size, have a major impact on their education.

Your donations help support research, students, faculty recruitment, and our quest for excellence. Providing student support helps us to compete with other schools for the best and the brightest. To attract these students we must meet their financial needs. The same holds true for faculty. We need to provide necessary funding for research to attract prestigious

faculty. Having renowned faculty and competitive students, the school will be able to conduct innovative research to further its goals and at the same time increase the value of a degree from the UB SSW.

Everything that you do as benefactors makes a difference and I am committed to helping you find the aspect of social work which is most important to you to support. You can designate your gift in a variety of places including research, student support, endowment, and various other programs.

If you are interested in setting up a scholarship or an endowment to support research, or if you want to discuss ways to make lasting gifts in honor or in memoriam of a special person, please contact me.

Minnie S. Wyse
Director of Development



CLASSNOTES

Paula Allen-Meares (BS '69)

Paula Allen-Meares, dean of the University of Michigan School of Social Work, has been elected to the board of the New York Academy of Medicine. The academy, founded in 1847, seeks to improve the health of people living in cities—especially disadvantaged and vulnerable populations—through research, education, community engagement and evidence-based advocacy.

Brenda John-Banach (MSW '97)

In October 2007, Brenda was named vice president of outpatient operations at Horizon Health Services. She has served as senior director of Erie County outpatient services, senior coordinator of chemical dependency services and coordinator of quality assurance. Brenda now oversees the clinical dependency treatment programs, vocational support services and case management programs, which together provide treatment to more than 9,000 people each year. A NYS-credentialed alcoholism and substance abuse counselor, she also serves on the Independent Health Clinical Advisory Group and is a past board member of the WNY Chemical Dependency Consortium.

Sandy Sheppard (MSW '97)

A doctoral student in the SSW, Sandy presented a workshop, "Linking Schooling to Community Development," at the 14th Joint National Conference on Alternatives to Expulsion, Suspension, and Dropping Out of School, January 31-February 2, 2008, in Lake Buena Vista, Fla.

Shirley Mazourek (MSW '99)

In September, Shirley became the coordinator of the Family Assistance Center for the City of Tonawanda Schools where she facilitates individual, family and group counseling and supervises mental health counselors.

Yvonne James-Corley (MSW '01)

In July 2007, Yvonne was appointed director of the City of Buffalo Substance Abuse Chemical Dependence Program. Yvonne had previously worked with the Stutzman Addiction Treatment Center in Buffalo.

Kristy (Mangione) Barber (MSW '02)

Kristy has accepted a position as supervising counselor in the Child Mental Health Program with Mid-Erie Counseling and Treatment Services. She spent the past five and a half years as a therapist at Baker Victory Services, working with children and adolescents in a residential treatment facility.

Shelley O'Bar (MSW '03)

Shelley has moved from a position in which she supervised case managers to one working at Aspenlodge, a small group home treating adolescents and their families that is part of Harbor Family Services in Rockport, Me. She writes, "I find that my education has left me ahead of the game in many ways," particularly as the state of Maine evolves towards more competency-based, co-occurring treatment.

Christina Rosengren (MSW '05)

Christina, who joined the WCA hospital in Jamestown, N.Y., in 2006, was named the October 2007 Employee of the Month and described as an "extraordinary employee and true patient advocate."

Robin Bishop (MSW '06)

Since graduation, Robin has been employed as a social worker with Hospice Buffalo's Life Transitions Center and with her business partner, Christine Kwaitkowski (a dancer and special education teacher), has also created Danceability Inc. (www.danceabilityinc.com). Danceability is a dance program for children and adults with special needs. Since opening their doors in September 2007, the partners have enrolled 68 students, working with children and adults with a variety of special needs including autism, Down syndrome, cerebral palsy, traumatic brain injury, mental retardation, paralysis and ADHD.

Chuck Kron (MSW '06)

Chuck has accepted a position as school social worker for grades K-12 with Pavilion Central Schools in Pavilion, N.Y.

Stephanie Urbino (MSW '07)

Stephanie is a social worker at Children's Legal Center in Buffalo. She works with 10 law guardians who represent children in custody and visitation proceedings.

Development News

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Lesa Fichte and Steven Sturman were omitted from a list of faculty/staff donors in the Fall 2007 Mosaics.

BE A UB BELIEVER

UB Believers is the name of a new, broad-based advocacy group that has been created to help support the University at Buffalo and its plans to grow by 40 percent between now and the year 2020.

UB's positive impact on the quality of life in Western New York can be measured in many ways. Its annual economic impact, which already stands at an impressive \$1.5 billion, will grow exponentially as UB grows in the years ahead. A larger UB will be better positioned for success and will have a greater impact on the prosperity and quality of life of the region.

Launched in August 2007, UB Believers has already enrolled more than 5,000 dedicated individuals who recognize that they have an important role to play in helping UB achieve greater prominence among the nation's leading public research universities. Included are representatives from key constituencies, ranging from community leaders

and alumni to parents and students and members of the UB faculty and staff.

Groups like UB Believers have been created in recent years at other leading public universities, including the University of Michigan, the University of Minnesota and Rutgers University. They have proven to be valuable advocates, helping to make the case to elected officials for funding their institutions.

Membership in UB Believers is free and open to all who want to support UB's growth to greatness. It is not limited to those who live in Western New York: we need the support of everyone who believes in UB. As a UB booster, you will receive regular e-mail updates from the university on its plans, progress and legislative issues. You also will receive e-mail communications asking you to become an active advocate on specific government and budgetary issues important to UB that are under consideration by Governor David Paterson and members of the State Legislature.

When you are called to action, you will be referred to a special UB Web site where you will be able to direct e-mail to elected officials, using a prepared message or developing your own. You also will be able to encourage others to show they believe in UB by using the site to send them information about UB Believers and to encourage them to join.

Our goal is to assemble thousands of dedicated individuals like you as members of UB Believers. Together, we will have a tremendous impact on building the future of the University at Buffalo, as well as that of Western New York.

To join UB Believers, please go to www.buffalo.edu/YourUB.



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