

Mosaics

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News from the University at Buffalo School of Social Work

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COME WITH ME

Finding the right mentor can make a career. Finding the right mentor in the School of Social Work can make an even bigger difference.

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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

Faculty and students present far and wide

Members of the School of Social Work faculty continue to present widely at regional, national and international conferences.

Mansoor Kazi presented at the 2010 Joint World Conference on Social Work and Social Development in Hong Kong and then at the International Conference on Interdisciplinary Social Sciences at University of Cambridge in the United Kingdom, where he was joined by doctoral students **Nicole Tomasello** (MSW '02) and **Shraddha Prabhu**. **Laura Lewis** (MSW '94), director of field education, and **Mansoor Kazi** presented at the Seventh International Conference on Evaluation for Practice in Elgin, Scotland.

North of the border, **Filomena Critelli** (MSW '77) talked about health care in Cuba at the University of Toronto's Latin American Studies Speakers Series. In October, **Deborah Waldrop** presented her findings on end-of-life care at the 18th International Congress on Palliative Care in Montreal. In November, **Denise Krause** and **Susan Green** (MSW '88) will present at the International Solution Focused Brief Therapy Association conference in Banff, Alberta. Also in November in Montreal, **Susan Green**, **Tom Nochajski** and **Barbara Rittner**, along with doctoral students **Whitney Mendel** (MSW '02), **Bincy Wilson** and **Molly Wolf** (MSW '07), will be presenting at the International Society of Traumatic Stress Studies.

In the U.S., the school was well represented by faculty and students at the national conferences of both the Council on Social Work Education and the Society for Social Work and Research. Faculty presenters at the two conferences included **Howard Doueck**, **Susan Green**, **Robert Keefe**, **Wooksoo Kim**, **Kath-**

leen Kost, **Denise Krause**, **Tom Nochajski**, **Kelly Patterson**, **Barbara Rittner**, **Adjoa Robinson** and **Hilary Weaver**, and staff members **Laura Lewis** (field education), **Steven Sturman** (instructional technology) and **Shirley Reiser** (MSW '76) (Rochester coordinator).

Tom Nochajski and doctoral student **Molly Wolf** received an award for their poster presentation at the International Society for the Study of Trauma and Dissociation in Washington, D.C. **Laina Bay-Cheng** attended the Society for Research on Adolescence Biennial Meeting in Philadelphia, Pa. **Barbara Rittner** was an invited presenter at the Baccalaureate Program Directors meeting in Atlanta, Ga.; she and doctoral student **Bincy Wilson** attended the seventh annual International Conference on Human Trafficking, Prostitution, and Sex Work in Toledo, Ohio. Wilson will present at the American Evaluation Association Conference in Orlando, Fla., with **Tom Nochajski**; **Mansoor Kazi** will also present at that conference. **Wooksoo Kim** and doctoral student **Ya-Ling Chen** will be present at the Gerontological Society of America's 63rd annual Scientific Meeting in New Orleans, La.

Doctoral students are also presenting at national and international conferences on their own: **John Dlugosz** (MSW '08) presented at the Sixth International Interdisciplinary Conference on Clinical Supervision in Garden City, N.Y. **Doyle Pruitt** presented at the American Evaluation Association Conference, in Orlando, Fla. **Savra Frounfelker** presented at the Hawaii International Conference on Social Sciences. **Elaine Rinfrette** (PhD '10) presented at the Alzheimer's Association in Rochester, N.Y., as well as the Ethnographic and Qualitative Research Conference in Cedarville, Ohio.



SSW names in the news

Deborah Waldrop has been invited by the Social Work Policy Institute to be part of a think tank on hospice care. **Mansoor Kazi** received a gold-level award for excellence in evaluation from the Substance Abuse and Mental Health Services Administration (SAMHSA) for his work in Chautauqua County. **Nancy Kusmaul** was selected to be among the first cohort of the Association for Gerontology Education in Social Work's Gerontological Social Work Pre-Dissertation Initiative. Molly Wolf, doctoral candidate, received a David Caul Dissertation Research Grant from the International Society for the Study of Trauma and Dissociation.

NASW 2010 Congress and CSWE

Barbara Rittner was among the 400 national social work leaders invited to the National Association of Social Workers (NASW) 2010 Social Work Congress in April in Washington, D.C. The congress explored a variety of issues critical to the future of the profession, including the professional use of technology, business and management practices for sustainable services, recruitment into the profession and expanding

interorganizational collaboration opportunities. The discussions produced 10 imperatives that can be found on the NASW website. Rittner has also been appointed to the Council on Social Work Education (CSWE) board of directors as the leadership forum representative; she joins faculty colleague **Diane Elze** in CSWE leadership.

Speaker knocks down assumptions

Robert Whitaker, the school's spring 2010 Distinguished Speaker, is a gifted author who challenges the way professionals think about mental health treatment. Whitaker presented a thought-provoking argument, supported with current research, that much of the medication given to people with severe and persistent mental illness may make them less functional over time.

Roll Out the Red Carpet

On May 24, 2010, **Living Proof: 75 years of Social Work** aired in the Buffalo-Niagara area on public television station WNED. The video tells the story of the School of Social Work from its founding to the present and its connections to the sociopolitical history of the country.

A wonderful mentor made all the difference for me in my graduate work. In fact, I wouldn't have pursued my doctorate if it hadn't been for the encouragement of my mentor. Mentorship can be many things—in the context of an academic institution, especially a professional school, it will relate to guiding students in the development of their professional selves. The relationship often integrates the personal and professional, since human beings don't keep their lives in simple boxes. Understanding how to balance my personal and professional lives and how to integrate my personal and professional selves was part of what my mentor gave to me. This is especially important in a profession like social work, where effective use of self can be critical to success in working with clients, teaching, administering programs and conducting research.

The influence of a mentor can last for many years; what is truly gratifying is to see how students take this influence and transform it into something of their own, and, in turn, become mentors for others. This issue highlights some of the mentoring that takes place in the school. As we have added more faculty, our capacity for mentoring has increased, and the diversity of experiences has become richer. Going forward, as we work to "right size" the faculty, this capacity and its impact will increase even more.


Nancy J. Smyth, PhD, LCSW

SSW faculty member cries foul

Who knew? **Susan Green**, clinical associate professor, has been a professional women's basketball referee for 27 years at the scholastic and collegiate levels. This year she refereed four women's basketball tournament games, including the bronze medal game at the prestigious New York's Empire State Games, one of the largest competitions of its kind in the nation.



Maximize Your Life Potential

Continuing education is the way to grow

When was the last time someone asked you, “What have you learned recently that made a difference in your life or in someone else’s life?” When have you gone on a job interview and someone asked you to define your destiny and how you planned to achieve it? Those are the kinds of questions asked by Lesa Fichte, director of continuing education.

The continuing education instructors who teach and inspire us are our mentors, our guides. We may only interface with them for a day or we may develop an ongoing relationship with them through repeated trainings, clinical supervision or connections through Facebook, Twitter or Linked-In. They make a difference in our life so that we can make a difference in someone else’s life.

As everyone knows, social work isn’t just a career. It’s a passion to help people and communities improve their quality of life. And it’s also a brain game. Our brains need to learn in order to grow and remain healthy, keeping our brain cells functioning at optimum levels. Commitment to lifelong learning is an act of self-care. Our stress is reduced because we have more tools and skills to work in challenging organizational settings and with clients who have complex needs. Serving others to the best of our ability requires that we know more than just what we learned in graduate school.

The Office of Continuing Education is committed to helping our alumni and other human service professionals maximize their potential. To quote Gandhi, “Live as if you were to die tomorrow. Learn as if you were to live forever.”

Many people ask about what plans we have for the future. As part of our Trauma Counseling Certificate Program, we are currently working on plans to create a core of trauma workshops available online. We have two available this fall: The first is Overview of the Nature and Treatment of Trauma, featuring our dean, Nancy Smyth, and faculty member Sue Green; the other is Evidence-based Methods for Trauma Treatment, which Green has just filmed as an online workshop. Our goal is to create a core of online workshops that give people a foundation of knowledge about trauma.

We kicked off our fall training season in September with Ricky Greenwald, PsyD, founder and executive director of the

Trauma Institute and Child Trauma Institute in Greenfield, Mass., with his Trauma Informed Treatment: The Fairy Tale Mode. He trained more than 70 clinicians to help them improve their skills in working with adults and children who have been exposed to significant trauma or loss. New trainer Peggy L. Kolodny, MA, CPC, a board-certified and registered art therapist from Baltimore, Md., brought us the fabulous Overview of Trauma Focused Art Therapy. She had people quickly engaged using pastels and other media to learn techniques they could immediately put into practice.

As financial management is a major issue for many of our clients, continuing education staff teamed up with UB alumni Diane Bessel, PhD, LMSW, and Katie Lyons, MSW, to offer Empowering Clients to Improve their Relationships with Money.

The Departmental and Research Administrators Development Series kicks off in November and will offer three workshops through May 2011. The series targets departmental and research administrators, project directors, managers and principal investigators who want to advance their skills in a variety of research environments.

Spring and summer 2011 planning is under way. Save the date as the amazing Bill O’Hanlon, MS, LMFT, will be in Buffalo



O’Hanlon

on July 21 for our 26th annual Summer Institute. Bill is well known as an international trainer for his storytelling, irreverent humor, clear and accessible style, and his boundless enthusiasm for whatever he is doing. He will offer a one-day workshop on Resolving Trauma Without Drama: New, Brief, Respectful and Effective Approaches to Treating Post-Traumatic Stress Disorder.

Director Lesa Fichte is always looking for important topics and expert trainers. Contact her at llfichte@buffalo.edu or 716-829-5847 to share your suggestions.

THE GOOD FORTUNE OF FINDING A MENTOR

Of all the enterprises the School of Social Work engages in, teaching is primary. Before research or scholarship or community engagement or professional leadership, teaching—creating in students the body of knowledge and understanding they need for professional practice and further learning—is the school's most important work.

The teaching-learning transaction is a crucible that holds as many different reactions as there are people engaged. The school is a universe of those reactions flickering through the year. Regularly, almost inevitably, some grow strong enough to turn a teacher into a mentor for a particular student. Such relationships, with their additional dimensions of guidance and counsel, can be life-shaping.

Here are the stories of five such connections, of students and the teachers who became their mentors.

MENTORS

The difference they make

STORIES BY CHARLOTTE HSU, JIM BISCO AND JUDSON MEAD
PHOTOS BY DOUGLAS LEVERE



CHARLES SYMS
AND MILLY COLÓN

HE SHOWED THE WAY

SOMEHOW, THEIR PATHS ALWAYS CROSSED. Milly Colón, MSW '01, met Charles Syms for the first time in the mid-1980s, when she interviewed him as part of a class assignment. She was an undergraduate studying social work at Buffalo State College. He was a clinical specialist with Erie County Child Protective Services. The encounter made a lasting impression on Colón. As both were persons of color, she saw him as a role model.

SYMS, NOW A CLINICAL ASSOCIATE PROFESSOR in the School of Social Work, doesn't remember that encounter. But in the years that followed, he and Colón would meet again and again. They saw each other during professional trainings and occasionally they shared clients. She struck him as a leader—someone who worked hard and cared, genuinely, about the people who sought her help.

So after joining the faculty at UB, Syms encouraged Colón to pursue her MSW. "You can do it," he told her, even if she was a mother raising three young daughters and working full time. He advised her that an MSW would open doors in her career, providing her with the background she needed to advance at Lake Shore Behavioral Health, an organization that treats individuals with mental health and chemical abuse disorders.

"It was pretty awesome. It was pretty powerful for him to encourage me in that way, you know?" Colón says. "I can't even begin to put words to it. He doesn't even really know how much that meant."

"Charlie's a big proponent of higher education," she adds. "Throughout the years of our professional contact, he just kept talking about it: 'You gotta go back to school. You gotta go back to school.' I really did not have a choice once he was teaching at UB. I had to go. I believe it was meant for me to meet him and for our professional paths to continue to cross, so that I would have the support I needed to succeed in school."

Completing the MSW program was a struggle. At Syms' urging, Colón chose to specialize in policy, planning and administration in social work instead of in substance abuse, the area in which she had already worked for many years. Choosing to concentrate on less familiar subject matter would enable her to expand her base of knowledge. But it would also be a challenge.

Balancing school with work and parenting left Colón exhausted. Many days, she wondered how she would be able to finish the program. At those times, Syms' support continued to keep her focused. She never took a class with Syms, but she would sometimes call him or drop by his office.

"When it got tough and I didn't want to write one more paper, didn't want to research one more thing, Charlie and other professors and staff I had regular contact with, they just continued to say, 'Yes you can.' For myself, that made the difference." Syms attended Colón's graduation.

And since then, their careers have continued to bring them together. For several years, they served on a credentialing advisory board of the state Office of Alcoholism and Substance Abuse Services. The meetings were in Albany, and they carpooled. Colón took advantage of the long drives to ask Syms for advice on specific client cases or other issues.

For Colón, the MSW paid off: Lake Shore Behavioral Health promoted her to become director of two outpatient addiction treatment programs. Now, she is program director of the organization's Lighthouse Women's Residence.

That Syms doesn't remember their first contact is an enjoyable irony for Colón. He inspired her then, and remains an inspiration now.

"I saw him as a pioneer," she says. "He was just one of a handful of people of color working in that system. And he was in a supervisory position. Seeing that, I thought, 'OK, people of color can, in fact, move in certain directions and make an impact and move along the career ladder.' That was why it left such a lasting impression on me." —C.H.

A GUIDE ON THE PATH

AS A NURSE IN PEDIATRIC INTENSIVE CARE, Elaine Rinfrette became increasingly sympathetic to the effects of trauma on patients' families. "It was a very stressful environment. The patients were well cared for, but the families were really struggling," she remembers. "In that process, I became more aware of what social workers did to try to help families get through that time and that really appealed to me."

THE RHODE ISLAND native decided to change careers. She earned an MSW at Boston University and then worked in outpatient treatment for mental health and substance abuse for the next 19 years, most of them in Buffalo where she had moved with her partner.

Then she found herself at another crossroads. "There came a point in my life when I felt that I had learned a lot, had a lot of experience and thought some of that might be valuable to the next generation coming up in the field."

She dipped her toe in more graduate work by taking Nancy Smyth's course in trauma. Smyth encouraged her to enroll in the PhD program.

Then came one more turn in her path.

Rinfrette was referred to associate professor Deborah Waldrop for an internship in the area of aging. "It wasn't an immediate match so I wondered how this is going to work. I was used to thinking about trauma in a much narrower way—mostly childhood sexual or physical abuse and domestic violence," Rinfrette says. "But this opened up another whole new area that I hadn't really thought about."

Waldrop recalls Rinfrette approaching her skeptically. They discussed the experience of trauma in various populations. "What I offered her was the possibility of analyzing interview transcripts that I had done with families of hospice patients that incorporated a great deal of traumatic experience," Waldrop says. "As she read along in these very difficult situations, she recognized she was seeing another type of trauma that she hadn't really considered. They were very moving stories. She said, 'I can't get this out of my head.'"

Rinfrette credits Waldrop for giving her a perspective on aging she had never considered. In Waldrop's words, "Aging is a verb, not just a noun. We're not just

talking about people who are 85 or older. We're talking about people aging across their life span." Now Rinfrette could see trauma as something that happens along the life course.

She began to look at the variety of populations along the aging path. Her doctoral dissertation centered on families in which one member develops early-onset Alzheimer's disease—a population that has been little studied. "The people I interviewed got their first diagnosis either in their late 40s or early 50s, which is really frightening to think about. Hardly anything has been explored about how to meet such a person's needs and the needs in the families that take care of them," Rinfrette says.

Waldrop believes that doctoral study is a way to discover unseen possibility.

"I think it has opened up an incredible opportunity for Elaine," she says. "She's looking at a population that is so marginalized and understudied. We don't know what they go through. So what she's got to offer the world is a first look at thinking about this diagnosis and the experience of caregiving through the lens of trauma."

Rinfrette finished her doctorate this spring and is seeking an academic position where she can teach and continue her research. In the meantime, she is working at the school on a temporary basis, teaching and conducting interviews for Waldrop's current study on hospice patients.

Rinfrette says the work has opened her eyes to the value of qualitative research: "In the interviews I've done, people say, 'Thank you for listening to me. It has really helped me process my grief.' In addition to the research component, it's got a therapeutic component, which for me fits well because of the treatment I did for so long." —J.B.



ELAINE RINFRETTE
AND DEBORAH WALDROP



ROBERT KEEFE
AND WHITNEY MENDEL

LET ME INTRODUCE YOU

WHEN ROB KEEFE, NOW AN ASSOCIATE PROFESSOR at the School of Social Work, went to his first American Public Health Association meeting in 1998, he wanted to see it all. He had a new PhD, a new faculty position at Syracuse University, he saw the APHA as a natural home—and at the meeting in Washington, D.C., with 12,000 attendees, he got lost in the shuffle.

HE GOES TO THE APHA annual meeting in Denver this year as chair-elect of the social work section. UB social work PhD student Whitney Mendel (MSW '02) will go with him. It will be her first APHA meeting. Thanks to Keefe, she'll already know her way around.

Mendel had just graduated from the MSW program when she delivered premature twins. Her clinical interest and field training was in medical social work; now she was the mother of infants struggling in a neonatal intensive care unit.

She stayed at home with the twins. When they were school age, she was ready for more graduate study. She approached Keefe for guidance because his interest is medical social work. She credits their conversation with launching this stage of her academic career.

Mendel had been volunteering in organizations that treat gravely ill infants and children or help their parents. She sits on the board of directors of the March of Dimes Western New York Division; she serves on committees at Women and Children's Hospital of Buffalo.

So when she and Keefe started their conversation, he met someone with a developed interest in the field who could move as an equal among busy professionals in settings where medical social work is practiced.

He held an organizational portfolio of his own. For the past several years, as he rose through the elected ranks of the APHA's social work section, Keefe had been the section's annual meeting program planner. That work includes everything from setting the intellectual content for the meeting to setting the tables for dinner—or at least making sure every detail is arranged.

The social work section is celebrating its 40th anniversary this year, although Keefe says it has actually been part of the APHA for 100 years, the first 60 as "sociology." But the section is also literally aging: the average age of the membership is 48 so Keefe wants to recruit younger members.

He and his leadership colleagues started a mentoring program to connect young academics with senior faculty members, younger public health social workers with commissioner-level public health officials. Section members are also writing a book that addresses the most pressing issues in public health social work. Springer will publish the volume in May 2011.

And, along with these initiatives, he wanted to find and mentor a younger member to take over the program planning responsibility and then stay.

Mendel fit the profile, especially because her organizational work showed strong leadership potential. He knew from his own experience that bringing her into program planning would connect her to leading researchers and practitioners around the U.S. With their shared interests, and his interest in her future as a researcher (he will chair her dissertation committee), he was happy to broker those connections.

Mendel may be just a year into her doctoral work, still completing coursework, but she now is corresponding with, by her estimate, 60-70 social work researchers. She says she's learned to hold her own with deans of social work. "Rob gave me entrée," she says, "and I'm navigating on my own, which is the way I like to learn."

She calls Keefe a "master networker" with a Rolodex in his head: "It took me a while to realize how connected he is." There is the kind of the senior-junior academic mentoring connection Keefe hopes will bring new blood to the professional home with which he is so deeply involved.

This year, before the meeting, Mendel was anxious to get there, to see the event that now fills five or six hotels and to meet the people she'd been working with. Next year, when Keefe and Mendel prepare for the APHA annual meeting, he as chair of the social work section and she as the program planner, Mendel will be fully fledged, flying on her own in the world of professional academic service, the one where she hopes to settle. —J.M.

PERSONAL CHAMPION

A COUPLE YEARS AGO, EBONESHA GRAHAM was fighting to make it through the School of Social Work MSW program. A resident of a Rochester suburb, she commuted to Buffalo for classes. She struggled under the weight of two jobs and an internship. Her schedule seemed super-human. But somehow, she pulled through.

TODAY, GRAHAM, MSW '09, is a child protective services investigator in Monroe County. Faculty members credit her incredible determination for her success; Graham says without their compassion, she might never have made it. Sue Green, a clinical associate professor, coached Graham through classes. Shirley Reiser (MSW '76), the School of Social Work's Rochester program coordinator, became a mentor.

"I know that UB is a really big school, but it's professors like Sue Green and Shirley Reiser who really care that got me through," Graham says. "I didn't get lost in the numbers."

Reiser, Graham's field liaison, met Graham at the start of her advanced year. Graham was passionate about working with children and adolescents, and Reiser had placed Graham with an organization that, among other services, supported after-school programs. After meeting Graham to discuss her progress in the field, however, Reiser realized something wasn't right.

"When I asked Ebonesha how things were going, her initial response was vague and general," Reiser remembers. "Ebonesha had always been very clear in her communications with me. This was different. Something was wrong."

After discussing the placement with Graham and the field educator supervising the work, Reiser concluded that the pairing was not a good match. The supervisor had a strong track record, but her communication style sometimes clashed with Graham's. In addition, Graham was spending significant time conducting research for a grant application, and Reiser could see that she wanted to develop clinical skills.

Reiser assigned Graham to a new field educator. Together, the three worked with the agency to find tasks that better fit Graham's interests. Graham also transferred from the organization's headquarters to an outlying site where she would have more direct contact with youth.

"I don't think I would have graduated without Shirley," Graham says. "Seeing that someone cared enough to be concerned about me finishing the

program—that helped me to open up not just in my conversations with her, but also in my attitude toward my placement."

"Before she intervened, I looked at my placement like I was doing my time, and it took away from my education. Shirley helped me realize I wasn't just doing time. I was actually connecting the skills of the classroom to the work I was doing and would be doing in the future."

As their relationship grew, Graham began asking Reiser for advice on issues outside the placement. The academic and emotional support Reiser offered helped Graham gain confidence. Graham learned to better express her feelings and needs. She became a strong advocate for herself and for clients, a crucial skill for social workers.

And the more Graham revealed about her life, the more Reiser was impressed.

"I remember one day I really listened to Ebonesha talk about her life, about all that she was managing, and in that moment, I realized that Ebonesha is an incredibly strong, resilient, mature woman," Reiser says. "I was in awe of how well she managed her competing responsibilities."

Reiser and Graham met for lunch some time after Graham's graduation to reminisce and talk about lessons learned. They stay in contact and talk about jobs and careers.


Reiser remembers how, in the 1970s, two community mentors helped guide her through the UB MSW program. They connected her with resources and networking opportunities, sparked her interest in public policy and community organizing, and "nudged me to do things I didn't have the confidence to do," she says.

"At the end of my graduate program, when I had been hired by my placement, I thanked my mentor for the opportunities he gave me," Reiser remembers. "He looked at me and said, 'Now it's your turn.' So for me, mentoring is giving back to the profession. It's the most gratifying part of my job. I learned a lot from Ebonesha, and I'm grateful for that." —C.H.





EBONESHA GRAHAM
AND SHIRLEY REISER

A photograph of two women, Catherine Dulmus and Amy Manning, standing on a balcony. Catherine, on the left, has blonde hair and is wearing a colorful, patterned cardigan over a black top. Amy, on the right, has long dark hair, wears glasses, and a red top. They are both smiling and leaning on a stone balustrade. In the background, a large, light-colored building with many windows is visible under a clear blue sky.

CATHERINE DULMUS
AND AMY MANNING



MUTUAL GOOD

CATHERINE DULMUS, WHO IS ASSOCIATE DEAN for research in the School of Social Work and director of the Buffalo Center for Social Research, sought out first-year doctoral student Amy Manning. Dulmus had an invitation to write a book chapter on school violence prevention and she was looking for someone to partner in the work.

SHE'D SEEN MANNING'S POSTER presentation on the subject. "In the back of my mind I filed that she may be a student who'd like to co-author the chapter with me," she says.

Manning, in the meanwhile, was looking for help herself. Her doctoral program adviser was retiring and she was looking for a new one, in fact, she'd passed through Dulmus' office in her search although neither made a vivid impression on the other at the time.

The second time around, Dulmus had this proposition: "Before you ask me to be on your committee and before I accept, if you're interested in writing this book chapter, let's write it and see how we work together, then we'll decide after if we're a good fit for each other in our work styles."

Work with people first, then decide about them. Manning says it is the best advice she got during her doctoral studies.

Their collaboration on the book chapter worked well. "We learned pretty quickly that we were a good fit for each other," Dulmus says. "Our skill sets are different enough to complement one another. I've learned as much from her if not more than what she's learned from me. It's been a really reciprocal relationship." And Manning had found the mentor she was looking for.

After four years together, they interact effortlessly. When the interdisciplinary book on school violence appeared, Manning had her first publication credit. Dulmus proceeded to guide her through other forms of academic writing: journal articles, proposals, the dissertation and a meta-analysis of their collaborative chapter that they subsequently presented in Norway.

Manning became Dulmus' teaching assistant, collected data for research projects, served with Dulmus on the school's 75th anniversary celebration task group, and is currently helping Dulmus to develop an online course.

That broad experience widened Manning's view of academic work. "When I started my program, I was very narrow-focused. Working with Catherine, I figured out that I'm really more interested in overall prevention of the negative things that happen to children and youth, specifically within the school setting or more of a community or public-health setting. Catherine has taught me not to limit myself from a career perspective."

Manning is preparing a dissertation on the inadequacies that she sees in the mental health portion of the pediatric symptom checklist, a screening instrument developed for physicians' offices and adopted by the state of New York in clinic and school settings. "I wanted to see what I could do to make it so that the results meant something and that the kids who really need help got it."

"One of the things that the research center here tries to do is practical, community-based research that has real-world applications," explains Dulmus. "This is a perfect example of a dissertation on something that is being used in the community and she is researching it to see how she can help it be more practical and useful in the practice setting."

Manning's ultimate career ambition is a faculty position at a major research-intensive university, ideally in a social work research center with a prevention focus.

Now that their relationship is reaching its inevitable end, Dulmus is philosophical. "Good mentors allow their students to go forth and become who they are and what they're going to be," she says. "But there haven't been many doctoral students I've worked this closely with whom I don't still work with on some level. I hope to continue to be a resource for Amy. Maybe we'll publish or collaborate on various things, but if we don't, that's okay because we'll always be colleagues."

"I've learned a lot," Manning says. "I've learned who I want to be professionally." —J.B.

People People

Alumni Association News

My fellow alumni



Social workers are committed to a mission of great purpose. We are faced with many professional, societal, theoretical, empirical and ethical challenges in our professional lives. Mentors are the support network that keeps our professional practice vital. This network of friends, colleagues and collaborators is at the core of our alumni associations. Alumni association membership is an important means to forge relationships with current students, new graduates and not so-new graduates.

Many of our MSW program graduates stay connected to current students by becoming field educators. It is well-known that real practice experience lies at the heart of the MSW program. Alumni are an invaluable source of personal scenarios, anecdotes and case examples. For our doctoral program graduates, the lifelong professional relationship between fellow doctoral students and faculty mentors transforms students to colleagues and colleagues to collaborators.

The need for social workers in practice and research continues to grow rapidly and is expected to grow twice as fast as any other occupation.

UB is a premier center for learning, research and discovery. Both our school and our alumni affiliation are important parts of who we are as professionals. I encourage you to become an alumni association member if you are not already or to renew your membership. Please visit www.socialwork.buffalo.edu or www.alumni.buffalo.edu for opportunities to connect with our school and our university.

Rita M. Andolina
Chair, SSW Alumni Committee
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Attention alums



Congratulations to the Class of 2010!

This is the first issue of Mosaics to come to you as an alumnus of the School of Social Work. And this is also my first column in Mosaics, so welcome to all of us. The school has graduated 76 classes, which means

that there have been 76 speeches about the “beginning of the rest of your life.”

Let me skip that beginning and jump ahead to June 2020. You are reflecting on these questions: *I wonder what my colleagues think about me? I wonder what my friends think of the social work profession as they look at my work? What does my family know about social work? What do I know about social work that is different from when I first graduated? How has my work impacted the way that my community values social work? Who has helped me get here?*

Many of us return to such questions throughout our careers: The answers may change; our directions may change; the questions themselves may change. Let's share our answers. The School of Social Work and your alumni family wants to hear from you.

Who is important in shaping your social work path? Whose opinion do you rely on before taking that next step? How do you find a trusted sounding board for making career decisions? How can the School of Social Work assist you in finding mentors? Expect excitement as you embark on the next 10 years—and please stay in touch.

Denise Krause
Clinical Professor and Associate Dean for Community
Engagement and Alumni Relations
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PhD alum in key academic post

PETER LYONS (PHD '96) has been named associate provost for institutional effectiveness at Georgia State University, in Atlanta, where he has been a member of the faculty since 1998.

His research has focused on child welfare and he received more than \$13 million in grants to develop training for both new and veteran caseworkers in the Georgia Department of Human Services' Division of Family and Children Services, and to improve organizational processes and impact in the division.

Lyons is co-author of the book "The Dissertation: From Beginning to End," published by Oxford University Press, and he has written numerous book chapters and articles on child welfare. Before coming to UB for doctoral study, he earned MEd and MSW degrees from the University of Manchester in the United Kingdom.

Transitions

ALUMNI MATTER!

Send us news about the milestones and adventures in your life and career: marriage, births, moves, job changes, honors, travels with fellow alumni, and any other life changes your former classmates and other School of Social Work alumni and faculty should know about. We will compile these in a special Transitions section of Mosaics every spring. Send e-mail to sw-mosaics@buffalo.edu. Include photos.

Make the difference

IT WOULD BE WONDERFUL if we could make sure that social work students had the opportunity to study based on their potential to change the world, not their potential to pay. Well, we can.

Students tell us their social work education is transforming their lives—many through the influence of a significant mentoring relationship like the ones described in this issue of Mosaics. Many say they couldn't follow their passion for helping others without scholarships or other forms of financial aid, such as work-study.

Through the art of giving, we say "yes" to these eager students who want to make a difference. This is why one of Dean Nancy Smyth's top priorities is building the school's endowment. The endowment gives the school stability, a kind of financial bedrock.

Gifts from alumni and friends have always been critical to the school's success. Your gifts to the annual fund support a vital portion of the school's operating budget by helping to meet immediate needs, including scholarships and academic supplies.

Alumni and friends also include the school in their estate plans, both to recognize the role it played in their lives and to preserve and strengthen its influence for future generations.

Private support is critical to our mission of providing academic excellence in social work through research, scholarly pursuit and the dissemination of knowledge. As the school's director of development, one of my roles is to let you know that your support makes social work education possible for many young women and men who, without you, couldn't realize their professional potential.

TOGETHER WE CAN MAKE ALL THE DIFFERENCE.



MANTHA SALEH-WYSE
DIRECTOR OF DEVELOPMENT



2009-10 student awards

ANDREW LAUGHLIN AWARD:

Hannah East, an advanced-standing student in the Rochester program, for her commitment to the needs of children and their families.

ARCHIE SWANSON AWARD:

Kirsten Nagel, for her work in low-income alternative schools, including one for pregnant teenagers.

BERTHA S. LAURY AWARD:

Ashley D. Sokol, who demonstrated a remarkable transformation as a student in the School of Social Work.

DENA P. GOLD MEMORIAL AWARD:

Kathryn Irving, for the quality of her fieldwork and her volunteer work with the DREAM Program.

DOROTHY LYNN AWARD:

Katie Cotter, for her strong academic performance matched by her dedication as an outreach worker.

DREAM AWARD:

Kirsten Bean, Kirsten Holubeshen, Kathryn Irving and Pamela Matican for "keeping the dream alive."

JULIAN SODJA AWARD:

Jeanne Heini, a veteran working in the VA system with addicted veterans, for her unrelenting commitment to serving veterans and their families.

KRISTOPHER BRASELTON AWARD:

Salvatore Cieri, who overcame personal challenges to achieve outstanding academic success.





LOUISA CIELEN AWARD:

Amanda Hilliker, for her determination and strengths as an advocate for people living in skilled-nursing facilities.

NASW AWARD:

Jessica Stahlman, for demonstrating the core values and ethical principles of the profession in coursework and in the field.

NILES CARPENTER AWARD:

Kathryn Diebold, for her strong academic performance and in recognition of her perseverance and tenacity.

OUTSTANDING STUDENT:

Alicia Laible, for academic excellence, advocacy and commitment to political activism.

TERESE EUSANIO AWARD:

Julie Maier, for distinguishing herself in the classroom and for service to the UB Society of Feminists.

SSW ALUMNI ASSOCIATION AWARD:

Alecia Zimmerman, for effectiveness as an advocate across systems.

WELCOME DOCTORAL STUDENTS

The school's annual faculty-PhD student reception was held on Sept. 20. Twenty-five faculty members and PhD students mingled and laughed over Italian food at PhD Program Director Barbara Rittner's home overlooking downtown Buffalo. The evening was full of talk about research, careers and publications. It was the first such event for Yunju Nam, the school's newest faculty member, and gave her the opportunity to meet all the doctoral students at once.

Top: John Dlugosz, Rebecca Eliseo-Arras and Dean Nancy Smyth.

Bottom: Yunju Nam (left) and Ya-Ling Chen.



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THE SCHOOL OF SOCIAL WORK IS NOW AN AMAZON.COM ASSOCIATE PARTNER.



When you go to Amazon.com through the School of Social Work website to buy a book (or almost anything else), the school will earn a percentage of the sale. We think Amazon.com is a great company to partner with because books are the heart of their business and the core of education.

Go to www.socialwork.buffalo.edu, click the Amazon.com link on the bottom ribbon of the home page and follow the directions. It will take you to Amazon.com.

We use these earnings to support special initiatives. You help support our goals when you use our website to go shopping at Amazon.com. So bookmark our page if you haven't already. And then go shopping!

IT'S A VIRTUOUS COMBINATION.