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SPRING 2014

YEAR IN REVIEW

2013

Dialoguing Across Differences

Dr. Michael Spencer, associate dean and professor at the University of Michigan, spent two days working with faculty and doctoral students on facilitating intergroup dialogue.

Strategic Planning

Michael Cardus, president of Create-Learning Team-Building and Leadership, began working with our faculty and staff to kick off a new, school-wide strategic planning process with a half-day retreat.

Awards

Celebrating excellence in our alumni, researchers and students. (See Fall 2013 issue for story.)



The Annual Field Education Fair was held on a snowy day in February. This fair provides an opportunity for Foundation Year students to preview Erie and Niagara agency advanced year placements. Over 90 agency representatives and 100 students were in attendance.

Commencement

Graduated 181 MSW and five PhD students. (See Fall 2013 issue for more.)

Orientation

On a late August summer day, the SSW had a day-long orientation that culminated in a BBQ feast. Incoming MSW and PhD students helped the SSW launch the Students Helping Students Fund, and the response was enthusiastic (see page 15). The funds have already been used to aid a student struggling with a family tragedy.



President Obama on Campus

UB was honored with a presidential visit the same day as our orientation. (See Fall 2013 issue for more.)

Launch of the MSW/PhD Program

This Fall we admitted the first two students into our MSW/PhD Dual Degree program. This program, approved by State Board of Education in 2013, is for highly select students who are admitted both to the MSW program and the PhD program with the long range goal of a research career in social work.

Launch of Online MSW Program

See story on page 5.

Technology in Social Work Practice

Visiting clinical scholar Michael Langlois spent two days with faculty, staff and students exploring new developments in how technology can be integrated into social work practice.

Foster Care Alum Project

Collaborating with the College of Arts and Sciences, the SSW is working with undergraduates who are self-described Foster Care Alum. To date, 11 SSW students have agreed to be mentors, and a field placement is being planned for an advanced SSW student to develop a program of services for undergraduate students who have been in foster care. With the leadership of Graduate Student Association President Jill Baszczynski, this is emerging as a sustainable project for the SSW.



Alumni & Mentor Mixer

More than 50 alumni, mentors and mentees mixed and mingled at the Marriot's Blue Fire Grill in Amherst, N.Y. Our Mentoring Program is now in its third year.

Hilary Clinton on Campus

Former Secretary of State Hillary Rodham Clinton spoke as part of the Distinguished Speakers series. She spoke to the audience about her treasured Buffalo "Snow Globe" before passionately tackling such critical social justice issues as the importance of educating over 50% of the world's population – women.



My Field Education App

The Field Education Department, in collaboration with the School's technology staff, launched a new web portal for students called My Field Education. Students log on with their UB ID to find field-related forms and helpful resources. Inside the web portal, the dashboard like screen is unique to every student; students can clearly see which steps in the placement process have been completed and what is outstanding. A personalized messaging system is also a part of the new, state-of-the-art system.

Transformation Poster

The SSW Transformation Poster 2013 was released, reflecting our MSW curriculum transformation to a Trauma-Informed and Human Rights Perspective. After collecting feedback from our stakeholders, we captured the magnitude of this change in impact statements and an original image.



Comings and Goings

Laura Shrader joined the SSW as a student advisor, while the SSW hired Amy Monin from the School of Engineering to be the research administrator/center manager for the Buffalo Center for Social Research. Katie Homer, MSW '12, joined our development team. Erin Bailey retired as the Research Administrator after 15 years with the SSW.

FROM DEAN NANCY J. SMYTH

I never cease to be impressed by the reach and impact of our graduates and our students. For example, in the 2012-2013 academic year, our MSW students provided social work services to clients, agencies and communities valued at well over \$2.88 million dollars through their field placements in Western New York and Canada, as well as overseas. While our students are certainly in a learning role in those placements, ask any field educator and you'll hear many stories about the value added to clients and agencies by what students provide. And that work just marks the beginning of careers that will continue to change the world for good over the course of years.

I'm especially intrigued when I hear about innovative social work approaches. More and more of our graduates are involved in developing and implementing new models of interventions and refining creative approaches to address the unmet needs and challenges that members of our society face. This issue of Mosaics highlights two such programs, Canopy of Neighbors and the Matt Urban Hope Center, both creative "out of the box" solutions to the persistent problems faced by people in our communities. These examples highlight that innovation is about imagining solutions, having a vision, conceptualizing new approaches, and having the courage and resources to bring the innovation to life. I believe our faculty modeled that creativity with the changes we've made to our curriculum (see the article about Dr. Elze) and seeded the capacity for new ideas among our students, faculty, field educators, community partners and graduates. We want to foster a culture of innovation among social workers and would love your help in answering the core question: Where do you, as a social worker, get your ideas for innovation? Please visit our new school blog at the end of April/beginning of May and share your answer in a comment to my innovation blog post.



NANCY J. SMYTH, PHD, LCSW

SocialWorkSynergy Blog Launched!

SocialWorkSynergy (SWS) is a biweekly blog from the University at Buffalo School of Social Work, created to serve as a forum of information and discussion on trauma, human rights, trauma-informed practices and related topics in social work. Guest authors and interviews with professionals will be included.

<http://socialworksynergy.org>

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www.socialwork.buffalo.edu

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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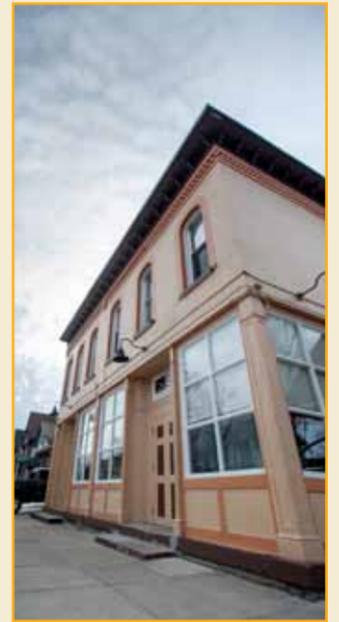


MOSAICS

2013

GLBT, SSW & ELZE

HOW DIANE ELZE ADVANCES HER WORK WITH GLBT YOUTH AND THE MISSION OF THE SSW



D

Diane Elze's heart has always been in working with youth in human services, from street kids in shelters to children with developmental



Diane Elze

disabilities. In particular, her pioneering work with gay, lesbian, bisexual and transgender (GLBT) youth since the late '70s has shed much light on the subject over the ensuing decades.

Since joining the SSW faculty in 2005, Elze has continued to advance her GLBT research and community outreach as a board member of Gay and Lesbian Youth Services of Western New York

and her involvement on the Youth Risk Behavior Survey Steering Committee for the Buffalo Public Schools. The survey collects data on health risk behaviors among middle and high school students. "Research shows that GLBT students and those who engage in same-sex sexual behaviors are more at risk for victimization at school, substance use, and other risk behaviors," she says. "We will be analyzing the data on sexual orientation."

Beyond her research, the associate professor is also intricately involved in orchestrating a range of programming in the SSW.

As MSW program director, she is influenced by her history in the feminist movement, "trying to do process in a feminist-oriented way, paying attention to inclusion." The inclusionary aspect played a large role in the school's reaccreditation process, which she helped oversee, that introduced the trauma-informed/human rights curriculum several years ago.

Elze acknowledges the tremendous feedback from the community concerning the curricular changes. "I think people see our curriculum as being very relevant in having that trauma-informed, human rights perspective," she says. "Buffalo is home to an increasingly diverse

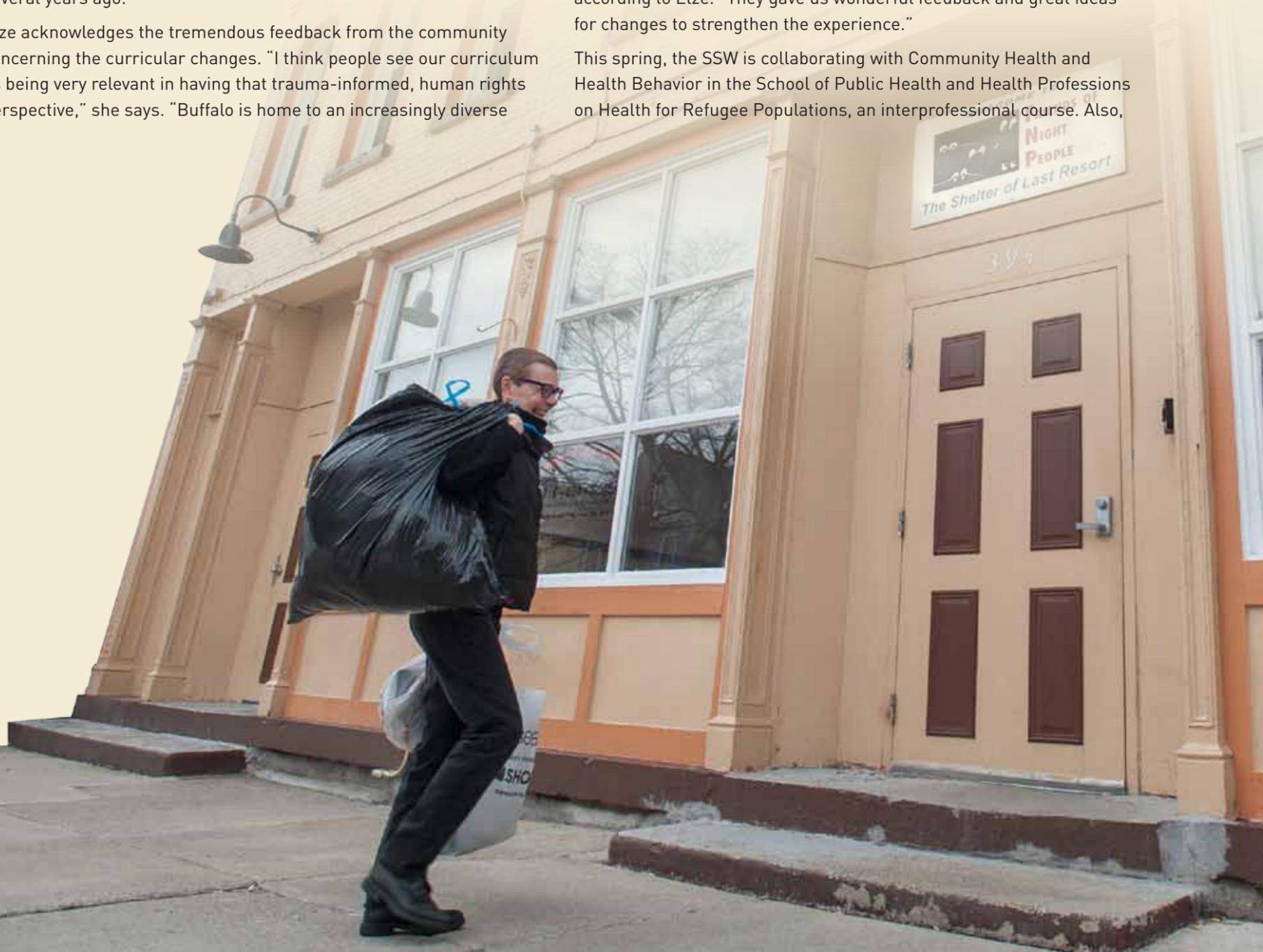
population of immigrants and refugees. Certainly those folks bring a variety of experiences with trauma and traumatic events in their lives. And we have the challenges that have faced Buffalo for years -- the deindustrialization, poverty, racism, segregation. Our curricular perspective brings an important analysis to those issues."

Field placements have also been a focus for innovation. "When we changed the curriculum, we actually freed up students to do their field education placement in other cities and countries," Elze says. As part of a special initiative with Fordham, Hunter and the National Child Traumatic Stress Network, some students take a course focused on trauma in children and adolescents and then are trained in their field placement to deliver and evidence-based, trauma-specific intervention. "I think our field education department is always looking to innovate to meet the challenges that we find in the service delivery systems," she adds.

Elze has also been a key figure in the growing emphasis on interprofessional educational and collaborative practice on campus with the health professions. Research shows that such practice results in better health outcomes and greater safety for patients in health care settings. "It's very important for social work to be involved with this initiative because social workers practice in health care settings and bring a unique perspective," she explains.

A pilot curriculum was successfully launched in Spring 2013 that was embraced by the participating students from the various schools, according to Elze. "They gave us wonderful feedback and great ideas for changes to strengthen the experience."

This spring, the SSW is collaborating with Community Health and Health Behavior in the School of Public Health and Health Professions on Health for Refugee Populations, an interprofessional course. Also,





Right to Left: Steven Halady, Angel Minuto-Regling, Gregory Smith, Chelsea Colon, Diane Elze, Katie Leavitt, Leah Feroletto, Lauren Merriman

a major summit focused on health care for refugees and immigrants in Buffalo is scheduled for April. Different professions are represented in the organizing group, as well as community agencies and health care providers who serve those populations.

Elze says that through UB's newly established Office of Interprofessional Education, online curricular modules are being developed that are interprofessional in their focus. "One of my dreams is to have more field placement sites that are interprofessional in nature for students who are placed in health care settings." She points to a current elective course for students called Community Social Work in Action held at a local clinic where social work students work with medical students in an interprofessional experience.

Elze remains dedicated to her GLBT work. "When it comes to civil rights for GLBT people -- as well as other issues that affect everyone, such as education, health care, social services, public transportation, women's reproductive rights -- we really live in a country comprised of 50 different countries because so much of public policy that really impacts people's lives is left to the states," she offers. "I often hear gay and lesbian adults say that 'GLBT kids have it so much easier these days than we had it.' Well, that's not necessarily true depending upon where they live and where they go to school." She adds, "Many GLBT youth must still contend with family rejection and institutionalized discrimination and stigmatization."

Elze is encouraged, though, by the degree of change progress championed by pioneering advocates like her.

-Jim Bisco

"And we have the challenges that have faced Buffalo for years -- the deindustrialization, poverty, racism, segregation. Our curricular perspective brings an important analysis to those issues."



SUCCESS LAUNCH OF ONLINE MSW PROGRAM

The debut of the Online MSW Program in Fall 2013 exceeded all expectations, according to Anthony Guzman, director of online learning at the SSW, and all 17 of the first cohort are still on track to complete this part-time MSW program in August 2016.

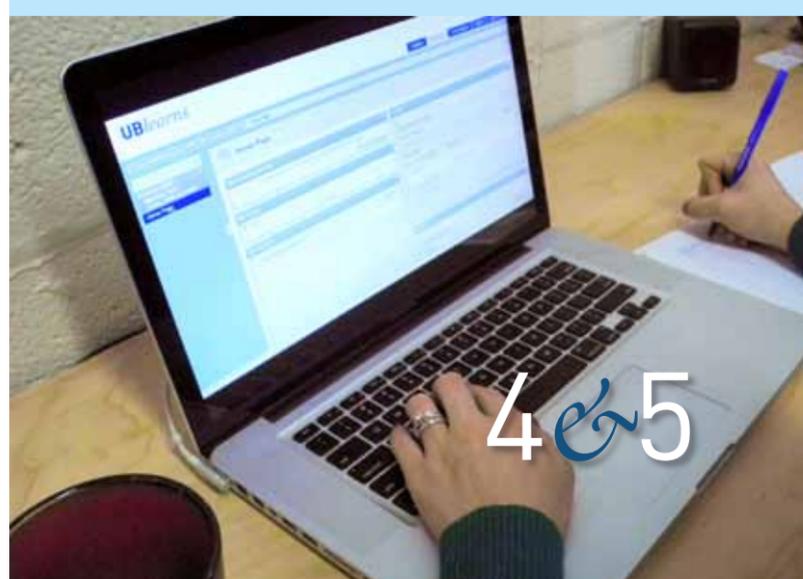
"The program is identical in academic rigor and content with the seated MSW offered at the school," according to Diane Elze, director of the MSW program. The majority of courses are offered fully online, although a few are at least 70 percent online with some intensive in-person classes held over three to four weekends of the semester.

The program attracts applicants living outside Western New York and includes Canadian students wanting a strong trauma-informed human rights curriculum, with the added bonus of avoiding long lines to cross the border bridges to attend classes. The program gives preference to competitive applicants living more than 50 miles from the UB North Campus before admitting local applicants, according to both Guzman and Elze.

Ryan Johnson, a 26-year-old Syracuse resident, found the program exceeded his expectations. "I found that every professor was open to questions and responded to issues very quickly which often helped alleviate any stress," he says. "As I've learned what to expect and how much time and effort it takes to meet the expectations, I've found that the further along I've gotten, the more I've been able to work it into my daily life."

The program will recruit and add 15 or more foundation-level students each fall and three to five Advanced Standing students beginning in Spring 2015.

"To be relevant, I think a school needs to engage in online education," says Elze. "Offering more courses online in order to create more access for students is really important."



CANOOPY OF NEIGHBORS

COMBINING SOCIAL
SERVICES AND
VOLUNTEERISM TO
FORM COMMUNITY



Canopy of Neighbors is personal for Toby Laping, PhD, LMSW '63.

In 2010, Laping, now 75, was sailing with a group of close friends — the conversation turned to the inevitability of aging and where and how they themselves might like to live.

Cut to December 2011: Canopy of Neighbors launched as a non-profit member-based organization whose mission is “to give subscribers practical means and confidence to remain in their own homes as they grow older, to link them with resources to help them age in place.” It now has about 110 members and a bank of volunteers.

Canopy enrolls members and recruits volunteers, connecting the two. Members must live in the city of Buffalo's west side, and in return for paying an annual subscription fee, they receive access to a bank of volunteers and resources; when possible and appropriate, members themselves are encouraged to volunteer.

“One force behind forming [Canopy of Neighbors] is that our culture thinks that it knows what's best for seniors,” explains Laping. “Society says to them, ‘If you can't manage at home any more, it's time to move to assisted living.’ Or, ‘You need healthcare delivered to you at home,’ even if they don't need it.”

“Canopy of Neighbors is a work in progress. It's part of an expanding, national ‘village-to-village network,’ each of which is making a significant contribution to make it easier for people to stay at home.”

The program combines flexibility, community-based structure and affordability by effectively challenging assumptions about the needs of aging Americans. Laping, a geriatric care manager with a doctorate in public policy, is a consultant at Laping, Surdej Associates, LLC. She has been affiliated with the faculties of University at Buffalo's Medical School, Division of Geriatrics and the Graduate School of Social Work.

Canopy aims to empower individuals — volunteers don't just drop off and pick up at the curb. They fill needs which otherwise might go unfilled or be provided by vendors like taxi drivers, handymen or housecleaners. Services can include errands, like a ride to the grocery store, sharing meals, or helping with household tasks and paperwork. Canopy also socially engages aging adults in informal breakfasts and lunches; diverse members and volunteers gather to share their unique hobbies in yoga classes, writing workshops or crafting groups.

Athalie Joy, PhD, is a Canopy of Neighbors member, volunteer and board member. A clinical psychologist for over 30 years, she and her husband, Peter Gold, both 73, joined the organization as soon as they moved into the downtown Buffalo area. She is engaged with the social side of Canopy, programming events, scheduling classes and working to foster engagement.

“We're interested in the notion of Canopy helping people maintain themselves in their own residences as long as possible — with active, close-knit connections,” Joy says. “Our hope and expectation is that Canopy will be less of a service agency and more of a community.”

“Part of the challenge is that our culture's well-developed models are based on social work and social services — doing things for

people. The ‘we do things together’ model is not as comfortable or familiar, so it takes time.”

Laping adds, “A group like Canopy has the potential to work compatibly with the Affordable Care Act, helping people to stay out of hospitals, providing cost-effective support services instead of bricks and mortar.”

“It helps older people avoid institutionalization; it has the potential to reduce isolation by providing residents with social connections and the opportunity to become involved in community. Obtaining essential supportive services can be difficult and costly. With Canopy's services and support, older adults can maintain their autonomy, health and quality of life as they age,” explains Louanne Bakk, PhD, an assistant professor and director of the School of Social Work's Institute on Innovative Aging Policy and Practice.

“Since 2011, an estimated 8,000 Americans turn 65 each day,” says Deborah Waldrop, LMSW, PhD, a professor and SSW associate dean for faculty development. “Most express the wish to remain in their familiar environment, and innovative programs like Canopy of Neighbors make that possible. The program and its model are committed to older adults' dignity and well-being — with a vision of what's possible when people work together.”

— Jana Eisenberg is a Buffalo-based freelance writer.

IN HER OWN WORDS: BERTHA RHONE, CANOPY MEMBER

“I live in a high-rise senior building. I'm 78, and since I stopped driving myself, I had no way of getting to the doctor or to the grocery store. My two grown children live in Buffalo. They are busy, and also they don't have transportation. My son calls me, and my daughter helps me on the weekends.”

“Then I heard about Canopy of Neighbors. At the time, they had a scholarship program.”

“When I heard I was accepted, I was so relieved to know that I didn't have to worry about being able to get to the doctor and back home. I'm on a fixed income, so it was hard to find and pay for rides. Sometimes the Canopy volunteers come in with me; we sit and talk, or they will bring a book and read. It's wonderful.”

“I've been to their lunches a few times; we go to Quaker Bonnet on Allen Street. It's nice — you socialize with a lot of different people, talk about so many things. It's like Canopy has become a member of the family.”

“Every so often, [a Canopy representative visits our facility] and tells us about classes and events. It's so good to know that you can do stuff like that even though you're older. It feels like you can do a lot of things that ordinarily you wouldn't. They make you feel like you're sort of young.”

“Canopy of Neighbors is a work in progress.”



A GLOBAL VIEW SOCIAL WORK



Meeting with colleagues at Prerana in Mumbai.



Social Work and Engineering programs at Amrita come together to solve human problems.



Community organizers encourage participation by all members of a local village, including children.

INDIA TRIP

Sometimes, to fix problems at home, you have to look around the neighborhood. In this case, the global neighborhood.

At the School of Social Work's recently established Institute for Sustainable Global Engagement, co-directors Filomena Critelli, an associate professor in the SSW, and Laura Lewis, the School's director of field education, say making partnerships with organizations abroad can help social workers in the United States deal with domestic problems.

In a trip to India last fall, the pair, along with doctoral student Shraddha Prabhu, set out to form partnerships that would allow their students to study abroad and gain valuable experience. "Social workers need to be more knowledgeable of the larger political and social issues that are taking place in the world," Critelli notes.

Studying abroad, Lewis says, "really opens the way to solving some of the problems that are worldwide and also teaches students to think about policies here that affect people in other parts of the world. It's just almost limitless the things that these international trips and collaborations can open up for us."

"We really recognize, as social work practitioners and as educators that prepare people to work in social work, that there is a need for a greater global perspective to the work," agrees Critelli, "because so much of what we do is very connected to globalization and to global trends."

In India, after meeting with social workers at a college, a hospital and several non-governmental organizations, Critelli and Lewis learned their Indian counterparts take a different approach. Not only do they work with clients on an individual basis, they also go back and advocate "on a governmental level for changes in policy," Lewis explains. "We don't often operate that way in the U.S."

The School of Social Work is training students to think that way, she says, but there are few examples in this country. "They're all supposed to leave here prepared to advocate for better policy, so we saw people really doing that in a way that was very encouraging."

"In the United States, we tend to have a lot of therapeutic approaches and a longer history of these institutional-type approaches," says Critelli, "but in India, they're utilizing very interesting community-based approaches, and they're working more from a human rights-based perspective, so we were very interested in trying to share best practices."

"A lot of what's being written about human rights currently and historically has existed in other places in the world," Lewis points out, but "as social work professionals in the U.S., we're not necessarily trained to look at which human rights abuses or

violations are taking place in our own country. This looking outward and looking around the world has helped us to be more mindful about areas where we need to advocate for change."

"The School of Social Work is operating from a trauma-informed perspective and that's one thing that is probably more lacking in India," Critelli explains. "They're coming from the human rights perspective, looking a lot at the structural issues and looking at the broader macro-societal issues."

"That's the theme of our institute — trying to build this sort of engagement, trying to connect and to share ideas and best practices to better address pressing social problems."

Sharing perspectives is one of the main reasons the Institute was formed.

"My hope is that the Institute will help connect our practitioners in our communities with practitioners in other parts of the world that are really doing the great work on the front lines of social work," says Lewis. "Our issues around the world are very similar, and in some cases, we can benefit from looking at what solutions have been used in other places."

"We are preparing students who are involved in any of these experiences to be much more culturally aware and develop skills in cross-cultural communications."

One NGO, Critelli says, is interested in conducting joint research in HIV prevention and gay rights. "They're also interested, perhaps, in some kind of academic exchange where people from their organization will come and give a lecture and spend some time in Buffalo."

What sustainable global engagement is all about, Critelli explains, is "building these kinds of partnerships that can last and broadening our research potential and knowledge exchange while creating opportunities for students and scholarly exchanges."

"While we are still at the initial phase, we are developing our website and now have this trip under our belt that has created a wealth of opportunities for transnational collaboration."

When they returned to the United States, Critelli and Lewis submitted two grant proposals, the funding from which would help sustain their India partnerships, they explain, "by creating a series of faculty exchanges and helping build community capacity in India."

Another proposal would create a globally networked research and education initiative between University at Buffalo, Amrita University in India, and Glasgow Caledonian University in the U.K.

"My hope," Lewis explains, "is that we can help begin conversations with partners around the world and begin working in a way that's more collaborative on problems that unite us all."

— Ronald Robertson



VOF

- Left to Right:
Filomena Critelli,
Shraddha Prabhu
and Laura Lewis



"TISS has a palpable, invigorating intellectual environment; the impending partnership between UBSSW and TISS is likely lead to very exciting research and education collaborations."

- Shraddha Prabhu, Social Welfare PhD student.

MOLDOVA

A Trip to Moldova Puts Life in Perspective for UB Students

Going through a period of growth from a communist state to a fledgling parliamentary republic makes the Republic of Moldova "a very interesting study to see how social work is practiced similarly or differently from other countries," says Laura Lewis, director of field education in the School of Social Work.

She and six graduate and undergraduate students spent the winter session in the young country with her faculty partner, visiting instructor Ana Niculaes, a Moldova native. Students were exposed to "the legacy of the Soviet Union and the shift from a communist country to a now more democratic country," Lewis observes. For many of the students, the tensions between the old and the new were more complex than anticipated and raised their awareness of how complex political, social and economic shifts can be. "In Moldova, there's a real nostalgia for Soviet times that is bumping up against a younger generation really pushing for change and trying to move forward," says Lewis.

Students came to understand that under communism, everyone was guaranteed some standard of living and everybody had a place to live, but now there is a growing population of homeless people.

The students and Lewis became aware that the transition to a fledgling democracy fostered the emergence of a subculture of capitalist exploitation as well as an increase in basic service gaps. Many non-governmental organizations (NGOs) are emerging to help fill the gaps, doing work Lewis calls fantastic and inspiring.

"It was an interesting mix of very obvious need with the very obvious heroism and courage of these young people as they charted new ground, began to develop new services, helped to craft a more democratic government."

The students who visited Moldova plan to go back. Now that they're back in the United States, they want to share with everyone how great the country is. "It was really novel for the people of Moldova to have a group of U.S. students there," says Lewis. "They got a lot of attention, and they made a lot of friends."

Traveling to Moldova opened students' eyes to cultural and political differences, Lewis notes

"The students came back from Moldova feeling much more conscious about wealth and privilege"

– including how casually purchase decisions are made, as Jeffrey Berstell, an undergraduate Business major, observed.

- Ronald Robertson





Joyelle Tedeschi, MSW '08, realizes youthful vision of helping community in the **Matt Urban Hope Center**

When Joyelle (Joy) Tedeschi was a youngster, her father would take her for the occasional drive from their comfortable suburban home to Buffalo's East Side, showing her the place where he was raised, when it was a neighborhood with tight-knit families and a bustling corridor of commerce along Broadway. She would see the deterioration and abandonment of her father's house and the surrounding neighborhood and wanted to do something. She would take crayon to paper and draw a place where people could come for help.

In October 2009 — just a year after earning her MSW at the School of Social Work — Joy Tedeschi opened the resource center that her young eyes envisioned. She is now director of the Matt Urban Hope Center, which stands in the shadow of the towering Central Terminal. Out her window on Paderewski Drive, she has seen drug-house raids, gang violence and examples of abandoned hope — all of which has become the turnaround objective of the Hope Center.

She co-founded the center with Karen Carman, whom she met during one of her many stints at shelters and agencies before seeking her master's. Carman, familiar with Tedeschi's resource center dream, helped engineer a second-year internship that involved turning an unused YWCA building on the East Side into such a community center.

At the same time, Tedeschi enrolled in two community classes with SSW adjunct professor Diane Bessel, who, she says, gave her the inspiration and education to conduct the community assessment that pinpoints the greatest needs. This led to the development of the Hope Center.

Working with a grant for homeless services in the city of Buffalo, the pair opened the center as a homeless outreach program of the Lt. Col. Matt Urban Human Services Center. The objective was to work toward

ENJOY



the concept of a “one-stop shopping center providing community services,” according to Tedeschi. “We didn’t want to duplicate what other people are doing. We want to focus on people that other agencies aren’t focusing on because that’s where the need is.

“In putting this center in a highly impoverished isolated neighborhood, you ask the people what services they need and make sure they have access to those services. That is what a ‘hope center’ should be, and that is what we do.”

Research was conducted to help the Hope Center become a model program that would be the most effective. The primary focus was on the chronically homeless living on the street.

“We realized that homelessness is not an 8-to-4 gig. We felt we had to do it at night and early in the morning,” Tedeschi says. They meet monthly with other agencies doing homeless outreach to work together more efficiently.

Upon finding that there was a significant amount of recidivism among the chronically homeless due to being placed in rooming houses without a supportive environment, Tedeschi and Carman established Housing First, based on a best housing model, in which their case managers place people in apartments. “Housing should be a right; you shouldn’t be under a bridge or in the park,” Tedeschi notes.

The Hope Center started providing food one day a week in collaboration with local agency Friends of the Night People. That has now expanded into a five-day-a-week restaurant operation called The Urban Diner by Friends of the Night People. There is table service, no lines. Families can sit together at tables with tablecloths and napkin holders and orders being taken. “We wanted to serve people with dignity and respect, our core values,” Tedeschi explains. “Then we



said we need wait staff, and they need job skills, so we developed a structured program to help individuals find work.”

The Hope Works program was created to prepare people for job interviews, with initial work clothing and transportation provisions. Foodservice, clerical and maintenance job skills are developed; education goals are met with the help of UB’s Educational Opportunity Center, among others.

Cutting into drug dealings and gang warfare in the neighborhood is an afterschool program developed with Urban Christian Ministries to provide educational and life skills while opening the gymnasium that is housed in the center.

MOST WANTED!

These items are common but indispensable to us: socks, soap, blankets, toilet paper, deodorant, underwear, dishes, sheets, blankets, small appliances and gift cards.

Thank you for your support!

Interns from area schools are exposed to real-world aspects and community needs. Mother’s Day celebrations, summer barbecues and “Trunk or Treat” with Halloweeners safely receiving treats from rows of car trunks are among the center’s festivities. And each month the community is invited to sit down and talk about issues and how the Hope Center can help. “We show them we’re not just service providers — we’re their neighbors,” says Joyelle Tedeschi, whose youthful blueprint of a resource center is being richly realized.



-Jim Bisco

EQUAL ACCESS TO SERVICES AND BENEFITS

Louanne Bakk,
Assistant Professor

receiving her Bachelor of Social Work from Arizona State University West, she was admitted to the University of Michigan's MSW program, earning alongside her degree a Certificate of Specialization in Aging. The recipient of several academic and research awards and scholarships, including the Hartford Doctoral Fellowship in Geriatric Social Work from the John A. Hartford Foundation and Pearl Aldrich Graduate Student Research Award, Bakk earned her PhD from Michigan State University in 2012. She also served at the Area Agency on Aging 1-B in Southfield, Mich. for nine years, first as Director of Access and Benefits Assistance, then as a Research specialist. Her research is in aging, with an emphasis on Medicare and Medicaid policy, disparities in later life, and community-based intervention programs and services. Bakk's interest was heavily influenced by her practice experience as agency director. She had the opportunity to directly observe the impact of public policy initiatives designed to assist older individuals.

"Individuals should have equal access to services and benefits, particularly as they enter later life and a time when resources can become even more limited and health increasingly declines," says Bakk. "Because of disadvantages throughout the life course, inequities exist. My research focuses on racial, ethnic and gender disparities under policy initiatives designed to assist older adults. I'm dedicated to increasing our understanding of how programs differentially impact the aging population."

By building an understanding about racial, gender and ethnic disparities in policy initiatives and influencing factors, she aims to affect the design of interventions at both the individual and policy levels that promote more equitable access and avoid disparate outcomes in order to reduce inequities. She is also part of a research team investigating the impact of the Town Square for Aging, an integrative model of care providing frail, community-based older adults living with an array of services designed to maintain their health, independence and quality of life. As the director of the new Institute on Innovative Aging Policy and Practice, Bakk will not only have to opportunity to expand and continue this research, but will also provide the opportunity for other SSW faculty and students to create new and innovative projects in gerontology.

Louanne Bakk, one of the latest additions to the UBSSW faculty, joined the School as an assistant professor in Fall 2013. After

WELCOME NEW FACULTY

EQUITABLE IMPLEMENTATION FOR ALL FAMILIES

Annette Semanchin Jones,
Assistant Professor

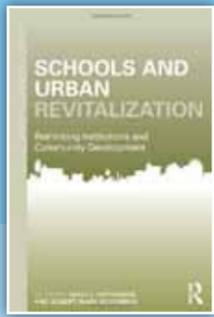
Annette Semanchin Jones, arriving from the University of Minnesota School of Social Work, is one of the newest assistant professors joining the UBSSW faculty. After earning a BA in English and Psychology from the University of Notre Dame, where she graduated Magna Cum Laude, Jones went on to the University of Minnesota to earn her MSW and PhD in Social Work. Her dissertation examined the implementation of a differential response approach in child welfare, focusing on the impact of this approach on racial equity outcomes. During her doctoral program, she served on the social work faculty and was the recipient of the prestigious National Quality Improvement Center on Differential Response in Child Protective Services Dissertation Award. Jones also served as Co-PI and research assistant on several projects examining and evaluating innovative child welfare policies and practices.

Jones aims to continue in this vein of research, which highlights the importance of applying a racial equity lens for new social policies and practices to ensure equitable implementation for all families. She also hopes to further explore the implications of her research on differential response, which indicates that child welfare jurisdictions have adequate staff resources as well as culturally responsive and financially-related resources to better support children and families in this approach. Jones plans to explore the use of this approach in New York State's Family Assessment Response and its implementation across racial and ethnic groups, focusing on outcome data for overrepresented groups. Her years of experience assisting the Center for Advanced Studies in Child Welfare in Minnesota and other community partners to promote racial equity and permanence for youth in out-of-home placement will undoubtedly be beneficial to not only the School's faculty and students, but also to the larger Buffalo community.



HOT off the Press

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SCHOOLS AND URBAN REVITALIZATION: RETHINKING INSTITUTIONS AND COMMUNITY DEVELOPMENT

edited by Kelly L. Patterson, Assistant Professor
& Robert Mark Silverman.
[Routledge, 2014]

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“Thousands of candles can be lighted from a single candle, and the life of the candle will not be shortened. Happiness never decreases by being shared.” - Buddha

Whether providing a bus ride home or a hot meal, the Students Helping Students Fund is designed and administered by social work students to provide temporary assistance for fellow classmates facing unexpected economic hardship.

Financial challenges are not unfamiliar when navigating your education, and these challenges can appear or become compounded by sudden, and sometimes tragic, changes in your life. Current SSW GSA president Jill Baszczyński saw the impact of a tragic loss of life which struck a dear colleague and instantly recognized the life-altering and lifting impact small gestures of generosity could generate for another person. “It’s situations like these that we need to be constantly aware of -- for social workers, advocating isn’t something that should be done when we ‘have time’ to do it, but should rather be a constant commitment.”

As the fund approaches \$2,000 with about 75 student supporters, every level of additional support can help us reach our goal of 25% student participation. “Small gifts of five or ten dollars can really add up,” says SSW development officer Mary Glenn. “This is an opportunity to make a small difference for someone that needs help, someone that is sharing their same journey though the MSW program.” Light that candle of generosity, and the Dean and faculty members vow to match up to \$1,000 of monies raised to help spread the light of happiness. – Sarah Goldthrite

14 & 15

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Thanks to you,
I found my calling and now I'm prepared.

Kali Carpenter's dream job is to work on an assertive community treatment team in Syracuse, near her hometown of Auburn, N.Y. She'll be a desirable candidate. She spent the second year of her MSW studies in a special program on evidence-based mental health practice sponsored by the New York State Office of Mental Health (OMH) and the School of Social Work's Social Work Resource Fund. In addition to colloquia and coursework on evidence-based practice, she completed an OMH-designated field placement with an assertive community treatment team serving clients in Erie County. Kali graduated with an OMH certificate on her resume, a direction for her career and the knowledge she needs to base her practice on the evidence of what works best. **A great reason to support UB is what students like Kali will do in the future.**

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