

NEWS FROM THE UNIVERSITY AT BUFFALO SCHOOL OF SOCIAL WORK

MOSAICS



Degrees of Digital Learning

More MSW candidates are powering up the SSW's online program



By chance and by training

Mary Frances Danner, MSW '63, knows serendipity. She likes to give it a nudge.



A Home for the Holidays

Helping Foster Care Alumni Succeed in College

FALL 2015

NEWS of the SCHOOL

STUDENTS WINNING AWARDS



Recent graduate Tonya Myles-Day (MSW '15) was awarded the "Now Is the Time: Minority Fellowship Program-Youth" by the Council on Social Work Education.



New alumna Rachel Gaydosh (MSW '15) was selected as a Social Work Fellow at the Yale Child Study Center beginning in July. This coveted fellowship is a year-long commitment, and Gaydosh will be working on an interdisciplinary team in the Intensive Child and Adolescent Psychiatric Services In-Home Program.

ALUMNI EVENTS

Southern Tier alumni, joined by Denise Krause, Nancy Smyth and Elaine Hammond, gathered at the Cassadaga Country Club on June 17, 2015.

Rochester, N.Y., alumni, in conjunction with the Office of Alumni Engagement's Third Thursday Rochester Happy Hour, assembled at the Genesee Brew House on June 18, 2015.



NYC alumni attended "The Curious Incident of the Dog in the Night-Time" on Broadway, May 5, 2015. Pictured at a private reception is Dean Nancy Smyth, host and UB Foundation Board Trustee; Broadway Producer and Tony Award winner Murray Rosenthal, DDS '63; and Clinical Associate Professor Charles Syms.

FACULTY & STAFF ACCOMPLISHMENTS

DeChantal (Day) Cummings (MSW '02), adjunct faculty and trainer with our Office of Continuing Education, received the NASW-NYS 2015 Social Worker of the Year Award.



Our Office of Continuing Education is an approved training provider #0001 for the NYSED State Board for Social Work. Most of the live trainings and certificate programs in Buffalo and our self-study online trainings offer CEUs for New York LMSWs and LCSWs. Visit our website at <http://socialwork.buffalo.edu/continuing-education>.

Professor Deborah Waldrop was invited to serve on the C-Change (Collaborating to Conquer Cancer) Planning Committee to develop a National Consensus Research Agenda for Palliative Care and Hospice Care in Cancer. Additionally, she was selected to receive the 2015 Award of Excellence in Hospice and Palliative Care Research from the Social Work Hospice & Palliative Care Network (SWHPN).



Associate Professor Filomena Critelli and Assistant Dean for Global Partnerships Laura Lewis received a COIL Latin American Academy Grant, Understanding Disability Through the Perspective of Social Work and Law, which was a collaboration between UBSSW and the Law School of Universidad La Salle.

UB hosted its first Volunteer Leadership Summit in April and had 14 SSW alumni, staff and students in attendance. Keynote speaker and UB alumnus Vice Adm. Robert Murrett spoke about the value of volunteering in government as well as higher education. The event provided an inside view for alumni — many of whom connect to the university as volunteers — on significant campus programs and progress on university initiatives. The summit also served as a forum for volunteers across UB to network, learn from each other and inspire a continued spirit of volunteerism for the benefit of UB students.

Associate Professor Yunju Nam was selected as a Fellow of the Gerontological Society of America, Social Research and Public Policy Section.



Assistant Dean for Admissions and Recruitment Kathryn Kendall and Academic Information and Enrollment Analyst Leah Feroletto were invited to present "Predictive Modeling: Creative Ways to Use Existing Data to Inform Enrollment Decisions" at the Association for Graduate Enrollment Management (NAGAP) Winter Institute in Puerto Rico.

CONGRATULATIONS TO THE UB SCHOOL OF SOCIAL WORK 2015 GRADUATING CLASS

186 STUDENTS GRADUATE AT THE
81ST COMMENCEMENT CEREMONY

85% FEMALE

15% MALE

5% INTERNATIONAL

6% OUT OF STATE

89% IN STATE

22% FULL-TIME ADVANCED
STANDING MSW

51% FULL-TIME
TRADITIONAL MSW

4% DUAL-DEGREES
2% PhD

6% PART-TIME ADVANCED
STANDING MSW

15% PART-TIME
TRADITIONAL MSW

FROM DEAN NANCY J. SMYTH

Social workers don't tend to think of themselves as "technology people." But we should — most technology is about connecting people, and connecting people is one the of things we do well.

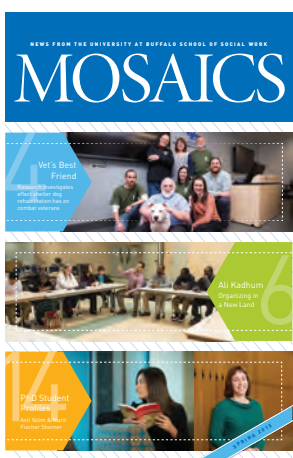
I've had some great conversations recently with social workers about technology and how we can work with it in practice. I'm not talking about online counseling. I am talking about exploring with our clients how they use technology, whether it be texting, gaming, video watching or Facebook, about finding out: How are they using it? How is it helpful in their lives? What are the challenges they face with it? What do teens like about their favorite video games? What are they able to do in those games that could be helpful in the rest of their day-to-day lives? How do their gaming friends fit into their social support network?

Beyond its role in our clients' lives, technology offers us opportunities to enhance our practice — we can now easily make our own psychoeducation materials for clients through videos, visual diagrams and animations to model skills, and we can use apps to help clients learn relaxation skills or assess daily moods. Technology also offers many opportunities and challenges for organizations, as well as new ways for social workers to advocate, organize and fundraise.

At UBSSW, we know technology changes quickly, and that means staying abreast of what's relevant in technology and how it applies to our clients, organizations and work is challenging. For this reason, we have started an online Technology in Social Work Resource Center (<http://socialwork.buffalo.edu/techresources>). I encourage you to check it out to see some of the great applications (apps), readings, videos and podcasts we offer there.



NANCY J. SMYTH, PHD, LCSW



STATE UNIVERSITY OF NEW YORK
SUNYCUAD
COUNCIL FOR UNIVERSITY ADVANCEMENT

*The State University of
New York Council for
University Advancement
(SUNYCUAD) awarded
UBSSW with a Judges'
Citation for the 2015
Magazines category.*

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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 29,000 students pursue their academic interests through more than 390 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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School of Social Work

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Sarah J. Watson, EdM, MLS
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DESIGN
Robyn Buyskes and Savannah R. Griffith
Onion Studio, Inc.

PHOTOGRAPHY
Dylan Buyskes
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Electronic versions of this publication may be found <http://socialwork.buffalo.edu/mosaics>.

Correspondence, including requests to be added to or removed from the mailing list, should be sent to: Editor, Mosaics, University at Buffalo, School of Social Work, 685 Baldy Hall, Buffalo, NY 14260; or email sw-mosaics@buffalo.edu.

MOSAICS

Degrees of Digital Learning

More MSW candidates are powering up the SSW's online program

A prevailing perception is that an online education is a kind of cliff notes version of a degree, a computer printout of convenience.

And as for pursuing a social work degree digitally, the general feeling is that not even a rigorous online program could possibly teach students the experiential components of a curriculum without classroom encounter.

The UB School of Social Work has been challenging those blanket perceptions in recent years with its online MSW program, a development rooted in distance learning going back more than 20 years with satellite locations in strategically placed locations across New York State.

"The UB School of Social Work has been challenging those blanket perceptions..."

A fully online program emerged as the technology was refined in the last decade, evolving as more SSW faculty were placing more electives online for working students. "We started talking as a faculty about increasing not just the electives, but many of our required courses," observes UBSSW Dean and Professor Nancy Smyth. "Then we

quickly figured out that it really was possible for someone to get their MSW having gone through at least 50 percent of their courses online. That's the New York State Education Department standard that requires you to register as an online program."

While the MSW started off as a partly online program, it now allows students to complete their classwork entirely online — field placements are completed in agencies in the student's geographic area. The program operates from a theoretical framework of online course delivery that ensures parity of outcomes within course evaluations and students' competencies in assignments and fieldwork. Intervention exercises in role-playing situations are recorded by students on their mobile devices and then uploaded and inserted into a discussion thread for intensive online critique. Students also role-play in real-time videos and chats with the instructor in a virtual classroom.

The program is eliciting very positive results. "The students are learning a great deal when we look at the outcomes from their field placements," acknowledges Smyth.

"The program is eliciting very positive results"

Production values

It's not simply a matter of transferring a three-hour classroom lecture to online screens. Students, like anyone else, are conditioned to expect some of the production details of a typical TV show, as director of online programs, Anthony Guzman indicates. "Effective experiential learning and mastery of competencies by students depends on faculty being organized and providing storyboarding based on modular goals. We then use different tools for editing and tweaking to enhance the pace and feel of the course."

Using the technology in creative ways to adapt the online element enhances the route to dispensing the skill-based knowledge.

Denise Krause, clinical professor and associate dean for community engagement and alumni relations, was the first SSW faculty member to venture online with a course more than 14 years ago.

"I have learned to value the idea of 'community' in an online course so that students feel connected to the material, to me, to the SSW, to one another," she explains. "I have become quasi-expert on scaffolding activities and exercises for online learners to be able to practice social work skills and receive feedback."

"I have learned to value the idea of 'community' in an online course so that students feel connected..."



Faculty involvement

More than half of the SSW full-time faculty are now ensconced in online teaching. Courses are presented in synchronous, asynchronous and hybrid formats.

Associate Professor and Associate Dean for Advancement Barbara Rittner's online licensure required course in psychopathology is asynchronous, employing a blend of lecturing in 15- to 20-minute segments, film inserts, assessment-type activities, discussion boards and tests to help illustrate points.

"The integration of supplemental material as part of lecturing gets to be a richer way of presenting the material," Rittner points out. "The advantage to being online is that I have more engaged students, in large part because they can do it when they have time to be engaged."

"It changes how you teach," explains Smyth, "and it can make you a better teacher."

- Jim Bisco

"It changes how you teach," explains Smyth, "and it can make you a better teacher."

How Do You Teach Practice Online?



A working group of online faculty and staff. Left to right: Robert Keefe, Barbara Rittner, Anthony Guzman, Nancy Smyth, Gretchen Ely, Catherine Dulmus.

Comments

"Had four synchronous sessions linking students in U.S. and Mexico [that] were very novel and stimulating for the students."
Filomena Critelli, associate professor

"Diversity and Oppression is a great course to teach online. The students give very rich, professional comments where they integrate the material along with their personal experiences in a meaningful way."
Gretchen Ely, associate professor

"Today's online learners seek to have a high level of engagement and a sense of community, so our faculty strive to meet those needs in and out of the classroom."
Anthony Guzman, director of online programs

"What surprised me about teaching on-line were the number of tools that were available to cultivate a sense of community in the class."
Kelly Patterson, assistant professor

"It is easier to cultivate a relationship [online] with every student."
Laura Lewis, assistant dean for global partnerships, director of field education

"Students are often surprised that my course has the same rigor as a seated course and that always makes me smile!"
Catherine N Dulmus, professor

"Online teaching is part of a recent continuum in providing quality education. It is far more than an alternative to the classroom and requires different skill sets."
Charles Syms, clinical associate professor

"I was impressed with the amount of innovative interaction there was between students and teachers — for instance, the synchronous sessions. I also really appreciated the consideration of taping those sessions for those of us who had to work during the actual session time."
Anne Abraham, online MSW student

"I see a lot more discussion and interactions among social workers and the allied health professionals in my online Psychopathology course than I ever saw when it was a seated class."
Barbara Rittner, associate professor

"Teaching an advanced level course like Mental Health and Disability Social Work required thinking through how to create connections with students and among students first as a hybrid and now as a fully online course. It was exciting to conceptualize the content delivery with a new set teaching strategies and tools."
Robert Keefe, associate professor

"The Solution Focused online course is structured so that all face-to-face time is skill-based. This is both intimidating and rewarding for students who receive lots of feedback on skills acquisition."
Denise Krause, clinical professor



In Sync, Online & In Touch

When first asked to adapt classes into an online format, Clinical Professor Denise Krause eagerly agreed to endeavor on this creative undertaking. Initially, UBSSW offered online classes largely for logistical convenience; the School had several satellite locations, so online classes meant increased flexibility for students and professors. Since then, Krause's involvement has facilitated a shift from a comparable, convenient option to a unique, advantageous opportunity.

Online classes don't just offer time and location flexibility; Krause appreciates a gamut of advantages inherent in a virtual setting. "[Students] can spend more time on the pieces they're interested in," she says. "They can watch lectures more than once, explore supplemental materials, whereas, in a seated class, [students are] really wedded to what I'm talking about. [They] can't fast forward."

Savoir-faire is the order of the day for online classes, which rely so heavily on written communication. This exercise in mindfulness is especially pertinent to social work students. "When you speak, you don't have to be so deliberate with your language," says Krause. "There are tones and gestures that show others what you mean. But when you're text chatting, and you're trying to do an intervention, you have to be very mindful of your words because it's all you have to communicate."

Krause's solution-focused practice skills effortlessly intertwine with effective online education strategies, pairing both flexibility and independent thinking. "Students are making decisions based on their needs, and that's good motivation for them," explains Krause. This increased autonomy for students taking online classes reflects the foundation of what it means to be solution-focused, because, as Krause says, "it's really grounded in this notion that you know you best. My job is to ask you questions to help you figure out where you want to go. It seems so simple, and yet it requires tremendous discipline."

It's no coincidence that Solution-Focused Practice is offered as a hybrid course, which is held primarily online, with a few seated Saturday sessions. Krause credits these synchronous elements with helping to foster a feeling of connectedness among her students, an atmosphere that is vital to their success. "My hope is that I get better at creating learning communities within my classes...because students are telling us that they really need to feel connected — to their school, each other, professors."

Connectedness among students prepares them for the inevitability and necessity of professional networking. "They are forced to have to reach out and connect," Krause observes, "and they have to make the effort to do that often. I can put all mechanisms in place, but they have to have the initiative. And I think that models what we're hoping for professionals in real world practice."

Krause not only molds her students, via online education, into stronger practitioners, but is simultaneously becoming a stronger educator. "It takes a tremendous amount of planning," she says. "Face to face, if you're not getting it, I can make that change right away. Online, you don't have that, so I have to think it all through with an excruciating level of detail ahead of time." Krause teaches "with the end in mind," laying out the whole semester herself and her students at the beginning of any course. This allows her to "see how all the pieces fit together right away."

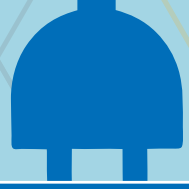
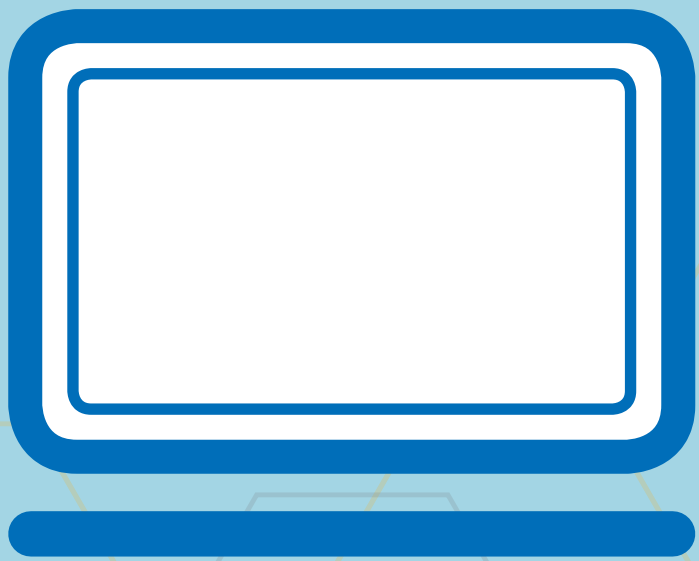
Part of what she weaves so well are the various means used to teach social work practice effectively in an online setting. She emphasizes that one of the most important factors in teaching practice is to provide abundant feedback, and to her, the virtual stage is the perfect venue. "You really do practice at the same levels of learning; you're just adapting it to the technology. I scaffold exercises so students are practicing specific skill sets and either posting video online, chatting in real time via recorded text or engaging through discussion boards. Then, not only do we have the chance to record and review practice skills, we can engage in an organic process of analysis and feedback over time. Because I always have synchronous pieces, everything we do in a seated class, we can do online."

In an age when basic tech fluency is an expectation of academia, online education reaches out to students in a dialect with which they are already familiar. It allows professors like Krause to meet students where they are, inviting them to engage in learning the way many of them are already communicating outside the classroom — behind a screen, with new methods and just as much involvement.

- Lauren Kroening



Learning Networks That Enlighten Educators Online



Conferences have been the main gathering places for those in a particular field of education to share experiences and insights into various issues. Now the route to such information discussion is more along a digital path. For those in education, personal learning networks are increasingly becoming adopted as a knowledgeable, field-related, professional base from which to learn and seek advice as well as provide the same resources in return.

UBSSW Dean and Professor Nancy Smyth has been among those educators at the forefront of applying the benefits of such outlets, which she prefers to call professional learning networks. "If I'm learning in a way that's strictly personal, I might have a different network for that because for us, distinguishing between the professional and the personal is important, especially when you're working in clinical social work, than for other educators in higher education."

Smyth believes such networks are very beneficial resources. She finds the right people to follow and ask for help according to her needs. She does this through social media such as Twitter, following people's blogs, and, in particular, a social work and technology community housed in Google Plus.

"I met a few women there who teach at schools of social work and integrate technology in amazing ways," she says. "Together we just signed a contract with the Council on Social Work Education to write a book on technology in social work education. I made those relationships through social media related to technology and social work."

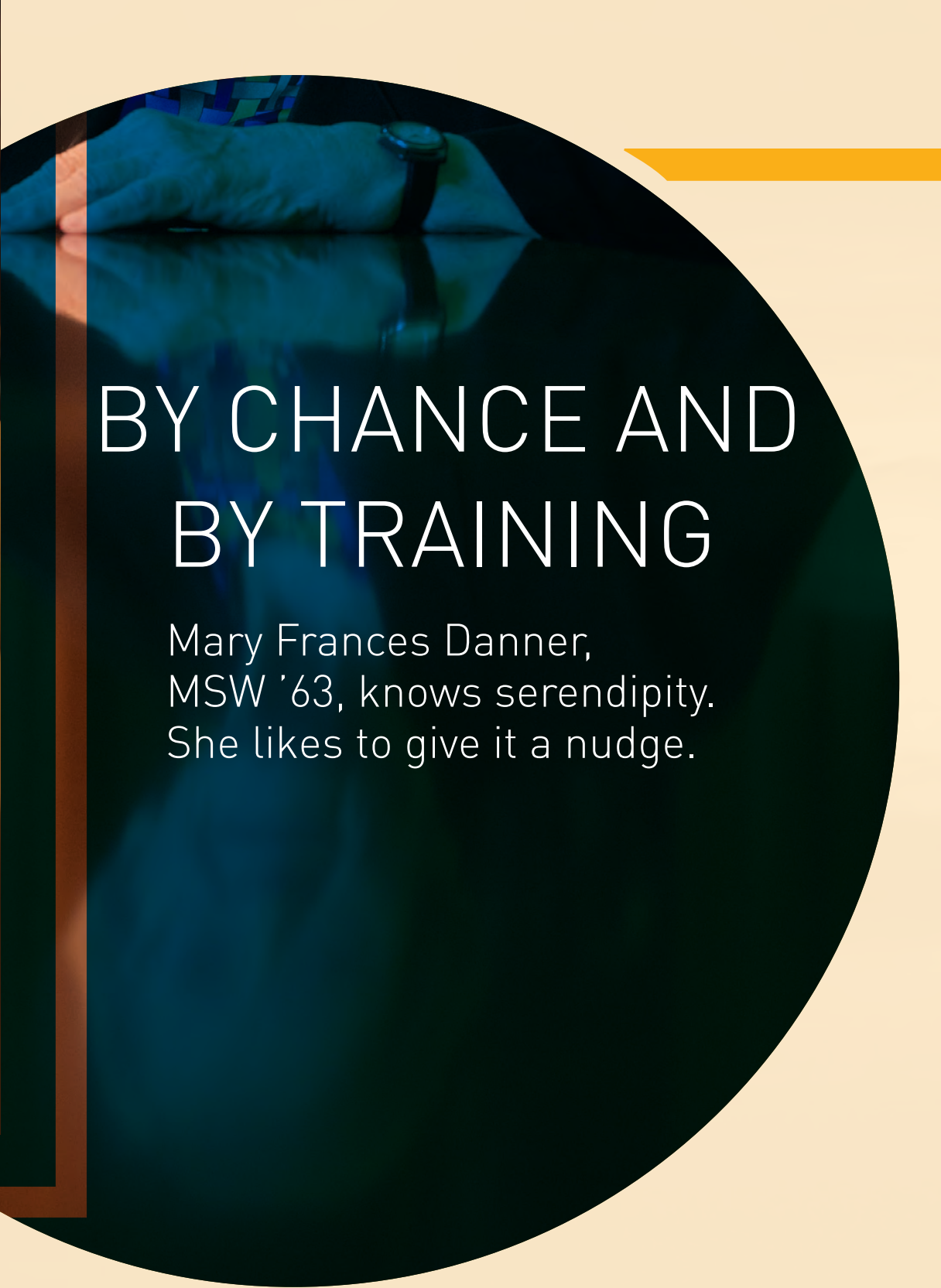
Discussions at the Google Plus community can go to a group brainstorming in Google Hangout, which accommodates a live video call with up to 10 people.

Conferences, however, remain in the mix. "It starts online, but as you develop relationships, people want to move it offline too," Smyth explains. "If people are going to the same conference, you then organize a meet-up. It becomes more comprehensive and integrated."

Smyth's plans are for the SSW to move into the area of professional learning networks as part of a curriculum tool in a developing DSW program. "We'll have those as a core part of that program," she emphasizes.

-Jim Bisco





BY CHANCE AND BY TRAINING

Mary Frances Danner,
MSW '63, knows serendipity.
She likes to give it a nudge.

Mary Frances Danner planned to be a high school history teacher in Buffalo.

She'd earned a bachelor's degree in history at Buffalo's D'Youville College, but when she graduated in 1955, the Buffalo Public Schools weren't hiring. So she looked around for something to do in the interim until school jobs opened up again.

Friends at the Erie County Department of Social Services encouraged Danner to take the examination for a social work position. She did, and she passed — the education courses she'd taken at D'Youville helped, she says today.

So she went to work in the public assistance division of county social services, visiting families and individuals receiving assistance in the Blackrock and Riverside neighborhoods of Buffalo.

She rode the bus and walked the neighborhood to make case visits. She often ran into clients from her caseload on the street who wanted to stop and talk over problems. Some knew to look for her at the bus stop.

After a year of this work, when the Buffalo Public Schools reopened the qualifying examination for new positions, Danner took it and passed and was offered the teaching position she'd wanted.

But the dream was too late to the table. "I realized I was having too much fun," she remembers. She was, by then, Mary Danner, Case Worker.

A few years later she got a chance to add a master's degree in social work to her on-the-job education.

The child welfare division of the Erie County Department of Social Services had found funds for a handful of scholarships for graduate study. Scholarship recipients would go to school while receiving full pay.

Danner applied thinking she had no chance — she was relatively green and she wasn't a child welfare worker — but that she should put herself forward for future consideration. When she was awarded one of four scholarships, "no one was more surprised than me."

As it happened, the scholarship holders all went to the UB School of Social Work. Danner completed the first year of the MSW program and then had to wait two years for another tranche of scholarship funding before finishing. Her first field placement was in the rehabilitation center of Women and Children's Hospital of Buffalo, her second with Church Mission of Help.

She received her degree in 1963 in the first class to graduate from the newly public State University of New York at Buffalo.

The scholarship had come with the stipulation that she would commit at least a year to working in the child welfare division. She says she met wonderful people there and found the work interesting but she didn't want to stay. She missed her old job.

"I was enough of a rebel," she says, "that I didn't believe child welfare was 'better' than public assistance."

Danner was also interested in administration; she knew that, with her MSW and her experience, she was now qualified to be a supervisor.

"That changed my life in a very real sense," she says. "I appreciated the opportunity and I want to pass that kind of opportunity to someone else."

The times had a rare excitement for someone working in public assistance. Lyndon Johnson's call for an unconditional war on poverty in his 1964 State of the Union Address and the Great Society legislation that followed energized social welfare programs.

Danner says that one result was more focus on poor people themselves and what they needed. But from the distance of several decades, she believes that a flaw in the national idealism was its impatience, a lack of understanding that change can't come immediately, no matter what the intervention.

By the 1980s, she says, society at large had lost patience with social welfare programs.

She lived the changes as she rose through her department, first supervising case workers on Buffalo's West Side, — "Good supervision can help," she says — then supervising the supervisors in multiple units in her division, including suburban and rural areas.

She made forays into the community explaining programs, introducing herself and listening, getting to know the people the department served.

In the mid-1980s, Danner was appointed the county's assistant deputy commissioner for social services, managing both public assistance and child welfare. She retired in 1991 after 36 years of service in her department.

"Looking back, what amazes me is that I fell into my career," Danner says. What began at least somewhat accidentally became a life's work. The good fortune of winning the Department of Social Services scholarship that brought her to UB for her MSW played a central role.

"That changed my life in a very real sense," she says. "I appreciated the opportunity and I want to pass that kind of opportunity to someone else."

Danner has been making annual gifts to the school for almost 30 years. She says she learned from a friend a long time ago that if you have just a few dollars to give, you shouldn't ever consider that your gift is too little to make any difference — and that you should give it to something you believe in.

There are young men and women today working their way toward the School of Social Work's MSW program whose lives will certainly be changed by it — just as Mary Danner's was.

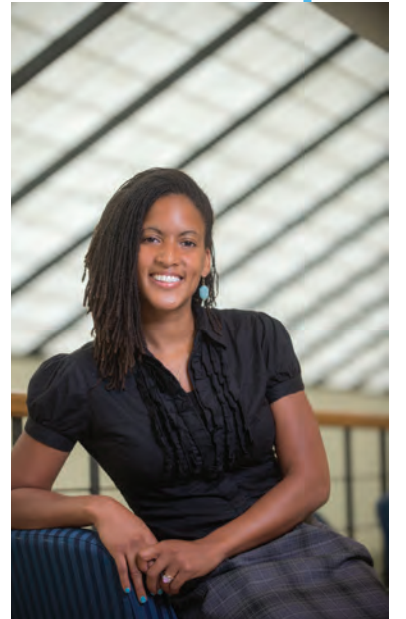
And she's happy to help open the door for them.

- Judson Mead

NEW FACULTY

NOELLE M. ST.VIL, assistant professor, joined the UB School of Social Work faculty in 2015. She received her doctorate in social work and minor in women's studies from Howard University and completed a postdoctoral fellowship focused on violence in the family at Johns Hopkins University School of Nursing.

St. Vil's research focuses on black male-female relationships, including intimate partner violence, man sharing, and other dating and marital issues. Utilizing the National Survey of American Life (NSAL), her dissertation study investigated the relationship between the social networks of black married couples and marital satisfaction. Additional research endeavors include a comparison analysis of intimate partner violence among black women in Baltimore and the U.S. Virgin Islands; reproductive coercion and safe sex; and an exploration of long-term marriage among African American, African Caribbean immigrant and African immigrant couples. In addition to publishing in these areas, she has worked as the project coordinator on several grant-funded projects pertaining to violence against women and healthy relationships.



CHRISTOPHER ST. VIL joins the UB School of Social Work from the University of Maryland, College Park, where he served as a research associate and adjunct professor in the Department of African American Studies. St. Vil received his PhD from the Howard University School of Social Work and his MSW from the State University of New York at Stony Brook. St. Vil was previously an adjunct professor at the University of the District of Columbia and Morgan State University, where he taught courses in both social work and criminology.

St. Vil's current research focuses on trauma and the experiences of victims of violent injury. He is a co-investigator on a research study at the Prince George's Hospital Center Trauma Unit in Prince George's County, Maryland, examining violence and trauma among young black male victims of violent injury. His research interests also include masculinities and health, violence and trauma, cross-cohort socialization, idleness, and risk-taking attitudes.

St. Vil is a former GEDI fellow of the American Evaluation Association and is the recipient of the 2014 Educational Opportunity Program Distinguished Alumnus Award from Buffalo State College.



MICKEY SPERLICH, a new assistant professor with the UBSSW, is an experienced midwife and researcher who studies the effects of trauma and mental health challenges on women's childbearing and postpartum experiences and outcomes. She became interested in research in order to better understand the needs of her midwifery clients who were trauma survivors. Her first research project culminated in the book "Survivor Moms: Women's Stories of Birthing, Mothering and Healing after Sexual Abuse," which was named the 2008 Book of the Year by the America College of Nurse Midwives. Sperlich has taken part in several trauma-focused perinatal studies and is co-author of a psychosocial intervention for pregnant survivors of abuse, the "Survivor Moms' Companion." She completed her PhD with a dual title in Social Work and Infant Mental Health at Wayne State University in Detroit, Michigan, in 2014. Sperlich says, "I am committed to developing trans-disciplinary approaches to understanding and addressing the sequelae of sexual violence and other trauma, particularly for childbearing women. I am actively involved in developing and evaluating interventions which address issues experienced by survivors of trauma and which are directed at interrupting intergenerational cycles of violence and psychiatric vulnerability."





CLASS OF 2014-2015 GRADUATES



CONGRATULATIONS
TO THE



RHO KAPPA HONOR SOCIETY 2015 INDUCTEES



Shelby Allen
Emily Becker
Elizabeth Borngraber
Diana Buchhalter
Robert Coder
Joseph D'ambrosia
Rachel Daws
Elisabeth Ebert
Elyse Heagle
Shelley Hitzel

Amber Hultgren
Jennifer Jeziorski
Tamara Lindstrom
Marna Metcalf
Laura Myers
Melissa Owczarzak
Sarah Reynolds
Angela Tinder
Carrie Whitford
Rachel Wilson



2014-2015 STUDENT AWARDS RECIPIENTS



ANDREW J. LAUGHLIN AWARD **Christopher Janicki-Howe**
 ARCHIE W. SWANSON HONORARY AWARD **Carla Kuhl**
 BERTHA S. LAURY THORN & ROSE AWARD **Razak Nzor**
 DENA P. GOLD MEMORIAL AWARD **Amber Hultgren**
 DOROTHY LYNN HONORARY AWARD **Eleanor McGrath**
 DREAM AWARD **Chelsea Colon, Jack Kavanaugh, Marna Metcalf, Tara Benson**
 HASELTINE T. CLEMENTS MEMORIAL AWARD **Travis Atwater**
 JULIAN SOJDA MEMORIAL AWARD **Shelby Allen**
 KRISTOPHER L. BRASELTON MEMORIAL AWARD **Jenna Carr**
 LOUISA CIELEN AWARD **Marc Harper**
 NASW AWARD **Rachel Wilson**
 NILES CARPENTER AWARD **Elizabeth Borngraber**
 OUTSTANDING STUDENT AWARD **Chelsea Colon**
 ROSE WEINSTEIN SCHOLAR AWARD **Katherine Wick**
 SCHOOL OF SOCIAL WORK ALUMNI ASSOCIATION AWARD **Jennifer Kilpatrick**
 TERESE EUSANIO MEMORIAL AWARD **Anne Bruns**



'14-'15

ALUMNI FIELD RESEARCH AWARD RECIPIENTS



NANCY MAUTONE-SMITH — DISTINGUISHED MSWALUMNI AWARD

Nancy Mautone-Smith (MSW '96), commander in the United States Air Force, demonstrates that the MSW degree can accompany graduates to far-reaching careers. Mautone-Smith currently works as a public health officer at the U.S. Department of Health and Human Services Office of Population Affairs (OPA), a position she has held since 2001. In this role, Mautone-Smith is responsible for administering and implementing Title X, the only federal grant program dedicated solely to providing low-income families with comprehensive family planning and related preventive health services, to four states and six Pacific Island jurisdictions. As a licensed clinical social worker, Mautone-Smith brings a robust collection of experience in family planning and intervention, which prompts her to always consider the impact that her work with the OPA has at every level. No matter the role, Mautone-Smith maintains a social work perspective, and she has achieved great success in the process.



JOHN KEESLER — EXCELLENCE IN RESEARCH AWARD

John Keesler (MSW '09), a current PhD in Social Welfare candidate, received the Nochajski Excellence in Research Award for 2015, an award that recognizes emerging UBSSW doctoral student research. Keesler's research is focused on the needs of individuals with intellectual/developmental disabilities (IDD). He was recognized for the quality of his recent publication on the barriers that families encounter when applying for Supplemental Security Income (SSI) as their children transition into adulthood. Keesler also strives to integrate an awareness of the effects of trauma into his research and seeks to advance the presence of a trauma-informed approach among the services available for people with IDDs. His dedication to improving the services available to individuals with IDDs and his adoption of a trauma-informed approach make Keesler the ideal recipient for this award.



ROBIN ERSING — DISTINGUISHED PHD IN SOCIAL WELFARE ALUMNI AWARD

It is impossible to highlight only one accomplishment of Robin Ersing (MSW '91, PhD '00) that qualified her to receive the UBSSW Distinguished PhD in Social Welfare Alumni Award, for her contributions to the field of social work are vast and ever-expanding. As a current associate professor at the School of Public Affairs at the University of South Florida in Tampa (USFT), where she has worked for the past 12 years, Ersing has been engaged in projects that focus on asset-based community development and equitable disaster response for resource-poor neighborhoods. She has worked with the Red Cross and USFT leaders to train students on emergency first responder skills, enabling USFT to have its own student-led Disaster Assistance Team that is often called upon to aid the Red Cross during emergencies. Currently, Ersing is collaborating with the Red Cross, the city of Tampa and personnel from the US Department of Housing and Urban Development to create evacuation plans aimed at reducing the cost and casualties that tropical storms and hurricanes inflict on migrants living in substandard housing on the gulf coast of Florida. Ersing's community-focused work and academic excellence make her a well-deserving recipient of this award.



THOMAS NOHAJSKI — EXCELLENCE IN RESEARCH AWARD

Thomas Nochajski, PhD, research professor at UBSSW, was honored for his ongoing and exceptional contributions to all aspects of social work research and his remarkable mentoring of doctoral students and untenured faculty. Nochajski is a prolific researcher-scholar, having led or contributed to hundreds of peer-reviewed publications, book reviews and chapters, abstracts, and presentations. Passionate about disseminating peer reviewed knowledge, he is currently funded by the National Institute on Alcohol Abuse and Addiction to explore, “Depression, Readiness for Change, and Treatment Among Court-Mandated DUI.” His findings underscore the prevalence and significance of the interaction between depression and substance use and are relevant for all social workers and mental health practitioners. Nochajski has been a member of the UBSSW faculty since 2002; he also works as a research scientist with the Research Institute on Addictions and serves as co-director at the Institute on Trauma and Trauma-Informed Care. His dedication to advancing the field of social work, as well as his noteworthy expertise as a research professor, makes Nochajski an effortless choice for a recipient of this award.



DEBORAH SCHNITZER — OUTSTANDING ACHIEVEMENT IN FIELD EDUCATION

Without field educators, students would struggle integrating classroom content into professional practice. Students and faculty alike recognize that the success of a field placement relies heavily upon the quality of the field educator. The UBSSW annually recognizes excellence in field education by awarding a distinguished field educator for Outstanding Achievement in Field Education. The recipient of this year’s award is Debby Schnitzer (MSW ’02), who works as a domestic violence team coordinator at the YWCA of the Tonawandas. Schnitzer’s student nominator noted that she demonstrates exceptional professional and personal character; she is deliberate about engaging in self-reflection and while gentle, is capable of providing honest confrontation, and she possesses a graceful humility that underlines all she does. As a field educator, she treats her interns as if they were her co-workers, giving uncompromising respect and, in turn, expecting them to invest fully in the work they do and to strive daily for greatness.

- compiled by Lauren Kroening

a HOME for the Holidays:

Helping Foster Care Alumni Succeed in College

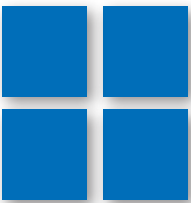
UB’s foster care alumni get even more support

Foster care alumni (FCA) are an invisible and uniquely marginalized population on university campuses nationwide. Youth from foster care are underrepresented in higher education and experience exceptional difficulties navigating their college careers. In fact, most universities, including UB, consider them “domestic” students and expect them to vacate dorm rooms during breaks, all but rendering them episodically homeless. In order to manage the transition to college and achieve success, special support and enrichment opportunities are necessary.

The College of Arts and Sciences (CAS) approached the SSW in the summer of 2013 seeking their expertise on how to deal with these issues. School of Social Work (SSW) students led focus groups with FCA and created a prioritized list of issues. By that fall, a working group was established, including FCA, SSW and CAS faculty and staff and members of the SSW Graduate Student Association. It was immediately obvious that a field placement was needed. UB student services and the UB Educational Opportunity Program (EOP) joined the group to develop the placement. In the fall of 2014, the first MSW student was placed in the EOP offices to serve this population and tackle, among other issues, obtaining housing waivers for FCA.

In the spring of 2015, an anonymous donor established a Student Assistance Fund specifically for FCA. It provides support for the field placement and financial resources in conjunction with a community of peers and mentors at UB for FCA. FCA now have increased resources to achieve success in a supportive environment, beginning with their acceptance to UB and continuing on through to graduation.

- Barbara Rittner



WHEN MEDICINE MET SOCIAL WORK

Jennifer Carlson, MSW '94, introduces behavioral health to primary care



"In my opinion, social workers are uniquely suited to helping medicine transform itself."

Physicians and social workers have traditionally led separate working lives outside of hospital settings. While they're both human services providers, usually they've practiced in two different worlds until last November when they began working together in a large primary care setting in Tonawanda, N.Y.

Jennifer Carlson, director of clinical operations at the Sheridan Medical Group, has long championed the need for behavioral health to come under the primary care umbrella. It was a concept for which her social worker-psychologist father James MacKenzie, a UB alumnus (MSW '67, PhD, '78), advocated throughout his career while working in medical education.

Now its time has come. Even federal regulatory measures are encouraging this one-stop, whole health scenario.

The practice itself has leaned toward this concept since the physician partners left their HMO employer 12 years ago to hang out their own shingle. Now the Sheridan Medical Group is establishing a veritable health mall at their facility, with a fitness gym, physical therapy, dietary counseling and now social work.

Behavioral health was introduced into the practice by using the Diagnostic and Severity Measure for Depression as the first step and as part of their patient-centered medical home accreditation. "It became apparent in the research that depression was a significant mitigating factor when you're trying to treat other chronic health conditions like diabetes and obesity, and the relationship is cyclical," Carlson explains. "If you have somebody who is struggling with depression, it's going to be very difficult to engage them in changing behavior that would improve their diabetes."

Historically, patients often bring issues to doctor appointments that have nothing to do with their medical care because it feels like a safe place with people they trust. Primary care support staff often develop close relationships with patients who share personal information, especially those with chronic conditions who visit the office regularly.

To determine the services that a patient might need and how to access them, the practice had to shepherd the process. Carlson began to arrange what she calls tea-and-biscuit meetings with administrators of social services agencies in the community. "They were just amazed that they were being invited into a medical setting where we wanted to know their opinions and what they needed from us so that our patients could benefit from their services," she says.

The behavioral health department that Carlson has been developing at the practice includes social worker Rob Schwartz, '77, and SSW graduate student Genevieve Gibson.

Schwartz, previously director of psychosocial support services at Hospice Buffalo where social workers are an integral part of an interdisciplinary team, notes that the patients appreciate the assistance provided for them in navigating what can be a very challenging process for accessing behavioral health services. "It has allowed providers to focus their attention on the patients' medical issues while empowering them to connect patients with behavioral health and other social issues to the in-house social worker," he points out.

In the first year of operation at the practice, referrals have been made for general mental health issues, primarily anxiety and depression, and more serious psychiatric problems such as schizophrenia, bipolar disorder, domestic violence and suicidal risk. Quite a few are referred for bereavement concerns, as well as caregiver stress.

"I think it takes the position as a preventive model to address things before they become bigger problems. We thought the patients would benefit from this but I don't think we expected it to be quite as busy as it's been," says Richard Carlson, Jr., physician partner in the practice and Jennifer Carlson's husband.

"When social issues are identified, providers know that they have an easily accessible support service for them and for the patients," adds fellow partner Rajiv Jain. "Many times we're literally just walking patients down the hall."

Jennifer Carlson's SSW experience has driven her dedication through the years, especially with becoming immersed more recently in the school's focus on trauma-informed care. Her goal is to eventually hand off some of her administrative duties and develop a small private practice at Sheridan in order to deliver direct counseling services — a notion, she says, that SSW Dean Nancy Smyth has often encouraged her to pursue.

For now, she is enthused with her role in placing social work into the primary care context, a move she describes as revolutionary but one in keeping with its roots in changing social systems to better meet the needs of its constituents. "And that's what medicine is doing," she says. "In my opinion, social workers are uniquely suited to helping medicine transform itself."

- Jim Bisco



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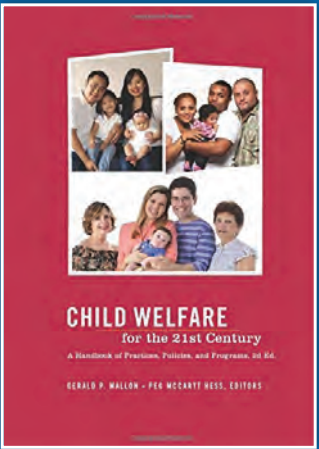
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LGBT YOUTH AND THEIR FAMILIES

[book chapter in]

CHILD WELFARE FOR THE TWENTY-FIRST CENTURY: A HANDBOOK OF PRACTICES, POLICIES, AND PROGRAMS

written by Diane Elze, associate professor; edited by Gerald P. Mallon and Peg McCartt Hess

[Columbia University Press, 2014]

amazon.com

14&15



SHORTENING THE DISTANCE BETWEEN **FERGUSON & BUFFALO**



When MSW/JD student Andrew Tabashneck arrived in Ferguson, Missouri, in January to conduct legal observing, he found himself in a place marked by both great lament and resolve. The media often favors a negative lens when covering stories, promoting division, subtly dictating that there are only two sides to every issue, and that those on the other side are lesser people. However, the mood in Ferguson, as Tabashneck observed it, was not overwhelmingly divisive. Indeed, an underlying tone of solemnity existed, but it mingled with an air of hope that left an impression on him. At one of the epicenters of this country's revolving battle for racial justice, Tabashneck

In the wake of a provocative and edifying discussion, the challenge then arises to maintain the momentum and incite positive change.

also witnessed a community and a nation that gathered together in the aftermath of a tragedy, determined to learn how best to help, heal and strengthen each other.

Tabashneck felt inspired and "wanted to show that, just like in Ferguson, people with very different perspectives can join together to find common solutions to complicated challenges." In order to bring an atmosphere of cooperation back to Buffalo, he organized a panel discussion that took place in February 2015, which comprised two university police officers and members of three community agencies. His stated goal was "for police and community members to not only join together and discuss strategies to improve their relationship, but also to see each other's humanity." The UB and Buffalo communities aligned with this vision, as Tabashneck was able to gather together a group of five panelists who were committed to offer their unique insight and engage in discussion. Diane Elze, PhD, associate professor and MSW program director, moderated the event. "We were delighted that Andrew and other students

took the initiative to organize a panel focused on racial justice," Elze states. "Andrew brought together community activists, law enforcement and UB community members to dialogue about structural racism within the criminal justice system and within all our institutions. He feels passionate about racial justice."

The panel discussion provided an opportunity for the UB and Buffalo communities to learn from each other's experiences. Tabashneck points to an interaction between Deputy Chief of UB Police, Joshua Sticht, and a Vietnam veteran in the audience. "The man revealed that he'd rather talk to a member of the Viet Cong than a police officer. I was amazed that Sticht listened attentively and accepted this gentleman's opinion based on his personal experience." Tabashneck continues, "I spoke with [Sticht] afterward, and he said, 'I accept that is his experience and respect it.' At that moment, I was personally inspired to push myself to eventually reach that level."

In the wake of a provocative and edifying discussion, it is important to maintain the momentum and incite positive change. Tabashneck knows that open discussion is a critical first step, but lasting effectiveness comes when a new perspective or an enhanced understanding can implant itself in an individual and spur action. "The goal," he says, "is to create a culture of awareness and to inspire a greater sense of community and volunteerism — ultimately we must see that our community reflects our shared beliefs. For example, in Western New York, school segregation rates are now higher than in 1970. If we believe in equal opportunity, and if this belief is to have any relevance to reality, we must find ways to collectively act with a solution-oriented mentality."

Elze echoes Tabashneck's sentiments, stating that "the panel was a call for us to be engaged in racial justice work. The dialogues, of course, need to continue, and there is much racial justice work to be done in Buffalo and beyond." The panel discussion grew out of necessity from the unrest in Ferguson, which took hold of the entire nation and captured global attention. Holding the discussion at UB was essentially, as Tabashneck sees it, a summons to the community to be involved in this unfolding conflict. "If an individual is deprived of any opportunity in life based on where they're from, race, education, whatever it may be — the reaction of the community is a profound statement," says Tabashneck. "It is always easy to say 'I care,' but to prove we care through carefully planned collective action is another matter. As social workers, I believe it is our calling to engage in these struggles and work to find common solutions."

- Lauren Kroening



SOCIAL ACTION



LANCASTER CENTRAL SCHOOL DISTRICT MASCOT DEBATE –

Professor Hilary Weaver weighed in on the use of the Native American mascot at this local school by participating in a community discussion. She was also quoted in articles by The New York Times, The Buffalo News and WBFO.

SOCIAL WORK RESPONSES TO JIHADISM:

Promoting Peace and Human Rights – This community conversation was a discussion of cultural humility, consciousness of human rights and trauma, what can be done at the macro level, and how this applies to campus culture and beyond.



Photo courtesy of NASW-NYS

ADVOCACY IN ALBANY: A Legislative Action Day – Director of Community Engagement and Expansion Patricia Shelly and 19 MSW students traveled to Albany, N.Y., to lobby on behalf of the NYS Dream Act and Social Work Loan Forgiveness Program.

A SOCIAL JUSTICE STATEMENT OF SOLIDARITY

with the Black Lives Matter Movement from the Faculty Council and resources addressing racial justice are available at <http://socialwork.buffalo.edu/black-lives-matter>.

CLASSNOTES

50

Kenneth F. Jasna (MSW '55) received an award named in his honor, the Kenneth F. Jasna Community Practice/Community Organizing Award, from the NASW Georgia Chapter.

60

Barbara Reynolds Lucas (MSW '67) is now retired. She formerly worked for the New York State Department of Social Services, the North Central Kansas Guidance Center and the Viking Child Care Center at Hudson Valley Community College in Troy, N.Y.

James MacKenzie (MSW '67) retired from the Good Samaritan Medical Center in 2009 but maintains a small practice as a psychologist and volunteers as a master gardener for the University of Arizona Cooperative Extension in Maricopa County.

Katherine Bainer (MSW '68) is retired and is now the owner/manager of a local home care and remodeling business.

Linda Arkow (MSW '69) maintains a private practice and is active with her town's democratic party.

70

Marjorie Coons-Torn (MSW '71) recently retired and moved back to the Buffalo area. She currently serves on the board of United Church Home Society, which sponsors Senior Wishes.

Louis B. Mendelsohn (MSW '73) is president/CEO of Market Technologies LLC. The company also partners with Rhode Island's Hope High School Dollars for Scholars® scholarship program, which includes the annual \$10,000 Louis B. Mendelsohn Entrepreneur Award.

Garth Potts (MSW '76) retired after 40 years in the Jewish communal service field. He taught Drawing 101 last semester at the College of Southern Nevada in Las Vegas.

Louis Moran (LCSW, MSW '78) retired in 2013 after 44 years of working in mental health. He now lives in Denver with his husband and two rescue dogs.

80

Ellen Fink-Samnick (MSW '83) published "COLLABORATE® for Professional Case Management: A Universal Competency-Based Paradigm," which was co-authored with Teresa Treiger and published by Lippincott/Wolters Kluwer in June 2015.

Marjorie Norris (MSW '83) is a retired Buffalo Public Schools special education school social worker. She has published six books of poems and volunteers doing psychosocial histories at Little Portion Friary. She also volunteers at the Ladd Shop, a thrift store that gives proceeds to developmentally delayed children and adults.

Mark O'Brien (LCSW-R, MSW '83) is the Orleans County director of Mental Health & Community Services and is also in private practice at Family Counseling Associates in Tonawanda, N.Y., working with adult survivor of abuse and doing individual and family therapy. He also teaches family systems at the Diocese of Buffalo Pastoral Care Program.

Wendy Cline-Tarbell (MSW '84) was a child and family therapist for 23 years and, as supervisor at Baker Victory Services, helped start the Bridges to Health program five years ago. She is also an independent practitioner at Turning Point Counseling.

Barbara Levy Daniels (MSW '84) maintains a private practice in Williamsville, N.Y., and just released a CD, "Come Dance with Me," which is a tribute to Jimmy VanHeusen's music.

Don Scandell (MSW '87) received PhD in Psychology from Lehigh University in 1997 and currently works at John J. Pershing VA Medical Center in Poplar Bluff, Mo., as a primary care-mental health integration psychologist.

Robert L. Muhlnickel (MSW '88) has been appointed coordinator of the Honors Institute at Monroe Community College in Rochester, N.Y.

90

Mary Lou Herlihy (MSW '90) is a Maryknoll Sister and works as a foster grandparent in an elementary school in Hendersonville, N.C.

Maggie Dreyer (LCSW-R, MSW '91) is the director of field education for Daemen College and co-owner of Pathways' Supervised Visitation Program.

Pamela Schasel (MSW '91) is currently a social worker at GreenField Court Assisted Living and a social work consultant at the Brothers of Mercy Nursing and Rehabilitation Center and Canterbury Woods-Oxford Village in Western New York.

Brenda L. Martin (MSW '95) was promoted to the director of inpatient services at the Buffalo Psychiatric Center.

Sonja L. McAllister (LCSW, MSW '95) is currently a clinical social work consultant to the Sisters Hospital School Health Program and a rehabilitation department clinical social work supervisor at the Olmsted Center for Sight. She also volunteers at Operation Pets.

Paul Smokowski (MSW '95) commenced his term as dean of the School of Social Welfare at the University of Kansas on July 1, 2015.

Scott Lavis (LCSW, MSW '96) is the hospice and palliative care liaison for Kline Galland Community-Based Services in Seattle.

April Klawon (MSW '97) has served SED children and adolescents as a primary therapist and program coordinator for the day treatment program for Western NY Children's Psychiatric Center since 2003.

Rita M. Andolina

GREETINGS! Recently, I had the pleasure of welcoming the UB School of Social Work Class of 2015 to our profession. Membership brings a sense of togetherness based on a common bond. The University at Buffalo is New York's premier public center for graduate and professional education, and our School of Social Work plays an integral role in the University's mission of outreach to the community, the state, the nation and our international connections. In the case of UB's 238,728 graduates, of whom 6,438 are UB School of Social Work alumni, the common bond is the University. No matter what school you graduated from or what year your degree was conferred, whether you live in the U.S. or in one of the 122 countries where our alumni reside, you are part of the UB family. Indeed, you belong to this club.

Social workers are very special individuals who are driven to serve and help others, who

take action to make an impact on society. We are trained professionals committed to a mission of great purpose and infinite possibilities for ourselves and those we serve. Social workers are society's safety net, and social work alumni are an invaluable source of information, advice and networking. Our experiences and memories do not end when we leave the University and our School of Social Work; they live on through the UB Alumni Association. The UBAA is here for you no matter what you need. Need professional advice from someone in our field? Join our UB alumni-only network on LinkedIn.

In short, we have the services, programs, events, volunteer opportunities and more that benefit you, your fellow alumni and the University community, no matter where you are.

As always, feel free to contact me at GovGirl55@aol.com.

Rita M. Andolina

Rita M. Andolina
Advisor, UB SSW Alumni (MSW '88)



CALL FOR CLASSNOTES

Got something to say?
Some news to share?
Send your story to
Sarah Watson at
sjwatson@buffalo.edu or
call 716-645-1259

10

Jenna Moenius (MSW '10) currently works with the University of Maryland's School Mental Health Program at two Baltimore City Public Schools. She is also in her third and final year with the National Health Service Corps.

Veronica (Ivey) Golden (LMSW, MSW '11) is a medical social worker at Erie County Medical Center in Buffalo, N.Y.

John Przybyl (MSW '11) is a unit supervisor of the Independent Living Program at Erie County Social Services.

Kara Richardson (MSW '11) is an elementary school teacher and social skills instructor at enrichment camps in Mass.

Rachel Trudell (LCSW, MSW '11) is the associate director at the Counseling Center in Wellsville, N.Y., where she started as a case manager 2002. She received her clinic license in December 2014 and is now being trained and certified in EMDR. She also works as an addictions counselor at the MATCH program in Hornell, N.Y.

Paula A. Madrigal (MSW '12) is the wellness and prevention coordinator at Buffalo State Health Promotions' Weigel Health Center and is an NASW National Board representative.

Kathleen Stack (MSW '12) is program coordinator of the pediatric neuro-oncology department at Women & Children's Hospital of Buffalo.

Debra Workman (MSW '12) recently received a promotion to clinical supervisor of KidsPeace Therapeutic Foster Care in Williamsville, N.Y.

Rachel Atkinson (MSW '13) is a social worker at the Erie County Medical Center in Buffalo, N.Y.

Karrie (Mietz) HusVar (MSW '13) works with individuals in the criminal justice system and dual mental health diagnoses in addition to working with a non-profit organization to end veteran homelessness in Austin, Texas.

Bradley Loliger (JD/MSW '13) is now an attorney with Legal Services for the Elderly, Disabled or Disadvantaged of WNY, having formerly worked there as a JD/MSW placement and social worker.

Kevin Quiambao (MSW '13) is a social worker at the VA Healthcare for Homeless Veterans Program in Buffalo, N.Y.

Sarah Tasker (LMSW, MSW '13) is a long term care social worker at Garden Gate Health Care Facility and will be taking on her first UB MSW intern student this fall.

Daniel Auflick (MSW '14) recently moved back to Western New York and is again working with the Matt Urban Hope Center as a supervisor.

Jill Baszczynski (MSW '14) recently started a new position at the NYS Child Welfare Court Improvement Project as a senior court analyst in Poughkeepsie, N.Y.

Samantha A. Kintz (MSW '14) graduated from SUNY Buffalo Law School with a dual concentration in family and criminal law in 2014 and plans on taking the New York and Michigan state bar exams.

Alyssa Pepe (MSW '14) is a chemical dependency counselor at Horizon Health Services.

Sarah Roberts (MSW '14) is a school social worker at Wellsville Elementary School.

Beata C. Skonecki (LMSW, MSW '14) has been appointed to the board of directors of Glaucoma Eyes.

Carey J. Sparbel (LMSW, MSW '14) is the preventive team leader at the Family Help Center in Buffalo, N.Y.

Tyler Williams (MSW '14) is now licensed as an LMSW and works full time as a chemical dependency therapist for Crouse Hospital in Syracuse, N.Y.

Travis Atwater (MSW '15) is serving as a professional volunteer at the Danang/Quang Nam Fund Inc. in Vietnam as the internship supervisor for the Univeristy of Da Nang's social work field placement program. He also oversees the Ken Herrmann Social Welfare Scholarship, which encourages Vietnamese social work students to serve at the Danang City Social Welfare Center.

Jo-Anne Beggs (MSW '98) returned to her hometown of Mississauga, Ontario, after 17 years in Buffalo and launched the Jo-Anne Beggs, CSW, RSW, Counseling & Clinical Services with offices in downtown Toronto and Mississauga.

Jennifer Berger (JD/MSW '98) has supervised a social work/legal/volunteer eviction prevention collaborative at AARP Legal Counsel for the Elderly in Washington, D.C., since 2006. She has also written several management articles and given judicial, bar and community social work trainings on landlord/tenant law, guardianship and working with adults with capacity issues.

Marcy Abramsky (LCSW, MSW '99) is a social worker and school administrator at a Long Island middle school and works closely with SCOPE educational services, which supports families with academic and emotional resources and agencies. She has also been an alumni mentor for the past three years.

00

Kristin Surdej (LMSW, CMC, MSW '00) is celebrating 20 years as a geriatric care manager and since 2008 has been the principal of Laping, Surdej Associates LLC, a private geriatric care management practice in Buffalo, N.Y.

Monique Stays (MSW '01) is practicing clinical social work as a supportive counselor at Evergreen Association in Buffalo, N.Y.

Maureen Maglietto (LMSW, MSW '03) has been a medical social worker at VA WNY Healthcare System since 2008. She also has been a field educator for UB social work students.

Nicole Spencer-Whiting (MSW '03) is a comprehensive behavioral health assessor at Bay Area Behavioral Services and has worked with the Florida Department of Children and Families for the past 12 years.

Kim Zittel (MSW '94, PhD '03) is an associate professor and was promoted to the chair of the social work department at Buffalo State College.

Rosa Camacho (LMSW, MSW '04) has been a social worker in hospice home care at Lifetime Care in Rochester, N.Y., since 2010.

Leana Scibetta (MSW '04) is a district social worker for Hawaii State Department of Education.

Mary Armeli-Karpinski (LMSW, MSW '05) is a medical social worker at UBMD Neurology and is the operations manager of the one of first six nationally recognized pediatric MS centers by the National MS Society. She is also a research coordinator that facilitates studies involving pediatric MS.

Wendy Varricchio-Fletcher (MSW '05) works at the Syracuse VA Medical Center in the Health Care for Homeless Veterans Program doing outreach, housing and wrap around services. She is also a veteran.

Seaghan Coleman (LCSW, MSW '08) maintains a private practice and recently became an approved consultant in eye movement desensitization and reprocessing (EMDR) and continues to work in the ECMC Outpatient MICA Program.

Nicole Fava (MSW '08, PhD '13) is a tenure track assistant professor at the Florida International University department of social work in Miami.

Jill Cooke (LCSW, MSW '09) recently started at Lake Shore Behavioral Health as primary clinician for a new program, OnTrackNY, which is an evidence-based, recovery-oriented treatment for young people experiencing psychotic symptoms.

Jennifer R. Dunning (MSW '09) began serving on Western New York Pride Center Board of Trustees in February 2015.

Jenna Witkowski (MSW '09) is an outpatient clinician at Buffalo Psychiatric Center.

In Memoriam

1953

Ted Myers (MSW '53) a great friend to the SSW and a retired social worker for the NYS Department of Mental Health, passed away on January 13, 2015.

1975

Kenneth J. Herrman, Jr. (MSW '75) a social work faculty member at SUNY Brockport and Brockport Vietnam Program director, died on November 2, 2014.

1989

Deborah Zimmerman (MSW '89) a longtime field educator and social worker at the Amherst Senior Center, passed away on April 13, 2015.

18&19



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I'm thankful.



Evelyn DeSantis realized she wanted to be a social worker during a post-BA year of service at an inner-city high school. "I developed a passion for the kids in terms of helping them reach their fullest potential," says Evelyn, whose colleagues told her about UB's School of Social Work. A UB scholarship made her new dream a reality, helping pay tuition. An internship led to her dream job as a child and family therapist. "I am so grateful to UB for providing me with all the necessary training to obtain a job that I love and look forward to going to every day."

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