SILVER
School of Social Work

ANNUAL REPORT
2011-2012
Ten Points of Progress at NYU Silver: 2011-2012

1. Top Academic Programs
Over the past three years, the NYU Silver School of Social Work has built on its distinct reputation for outstanding clinical and professional practice education, strengthening its scholarship programs. The School has recommitted itself to advancing social justice, increasing this curriculum content. The School is expanding its mentored research collaborations for BS, MSW, and PhD students, and increasing global learning opportunities. Since 2009, three endowed scholarships have been added for students.

The 2012 U.S. News & World Report graduate school rankings offered confirmation of NYU Silver’s development. The magazine ranked NYU Silver 16th out of 207 master’s programs in social work nationally, leaping forward from 22nd in the previous national rankings in 2009.

2. Curriculum Excellence & Innovation
Silver School students are able to choose from several innovative program options throughout their social work education. The undergraduate program offers service-learning courses to distinct populations, including middle school students, Holocaust survivors, and refugee youth. The MSW program expanded a rich array of new electives in 2011-12 for populations greatly in need, such as military families. Doctoral students now have a formal, required research mentoring program where they are matched with faculty who will guide them in research training and career development. We aim to prepare the future social work profession for the best universities.

As NYU Silver evolves and expands, its roots in clinical practice are developing some of the world’s most cutting-edge and creative clinical practice programs. One example is the launch of an 18-month fellowship in social work palliative and end-of-life care leadership, funded by The Fan Fox and Leslie R. Samuels Foundation, Inc. and the Lucius N. Littauer Foundation.

3. Expansion of Global Learning Opportunities
In and of the city, in and of the world. As NYU has evolved into a global network university, the Silver School has broadened its study abroad opportunities. In 2011-12, global learning programs were held in Costa Rica, France, and Ghana, with two new options in Israel and the Philippines.

In Israel students explored trauma through the lifecycle as part of an international conference co-hosted by NYU Silver and Hebrew University in Jerusalem. Students travelled to Del Carmen, Philippines, for one month in the summer to conduct a needs assessment with government officials, community members, and local students to determine how to create and better use local resources in an effort to lower poverty and unemployment rates.

Three new programs of study have already been announced for 2012-13: Argentina, Italy, and Washington, DC.

4. A Foundation for Education & Research in China
In April, NYU Silver hosted a two-day conference with the East China Normal University (ECNU) School of Social Development—a major step in the development of the NYU-ECNU Social Work and Social Policy Research Institute. As the Chinese government has embarked on an initiative to increase the number of social workers from 200,000 to 2 million by 2020, NYU will play a role in the development of the country’s social work profession.

The Institute will serve as a nexus for comparative research on pressing social problems and collaborative educational programs between the two universities. The Institute will also provide on-the-job training to social workers and will host regular seminars, workshops, and conferences. The Institute expects to begin its work in the 2012-13 academic year.

5. Creating Knowledge for the Future of Social Work
As the Silver School evolves into a research-intensive school, its external funding has increased. Beginning in 2012, total external funding for research, evaluation, and training projects will exceed $17.7 million, up from nearly $12.5 million at the start of 2011-12.

Faculty members have been extremely productive in their publications. Last year faculty had nine books published or in press; they had over 130 articles published in journals. In the June 2012 issue of the Clinical Social Work Journal, which commemorated the School’s 50th anniversary, 18 Silver School faculty members authored or co-authored a total of 18 articles. The issue was guest edited by Dean Lynn Videka and posthumously by Eda Goldstein, a long-time Silver School professor.

The School’s research centers, including the McSilver Institute for Poverty Policy and Research and the Center for Latino Adolescent and Family Health, are developing projects around children, families, and poverty. This spring the School began forging a deeper relationship with NYU’s Center on Violence and Recovery (CVR), founded by Professor Linda Mills. CVR works to advance knowledge of the causes and consequences of violence and trauma, and develop solutions that foster healing among individuals, families, and communities.
6. A Rededication to Social Justice & Diversity

The Silver School ensures that its commitment to social justice and diversity is one of its core values. In 2012 a Diversity and Social Justice Committee—comprised of faculty, staff, and students—was created. Several faculty hold national and international leadership roles that pertain to social justice and diversity. Associate Professor Tazuko Shibusawa is a board member for the Japanese American Social Services. Professor Vincent Guillamo-Ramos serves as chair of The National Campaign to Prevent Teen and Unplanned Pregnancy’s Latino Initiative Advisory Group, and gave a standing-room only talk as part of a panel on “Race and Ethnicity in Research and Practice: What Difference Have We Made?” at the 2012 Society for Social Work and Research meeting in Washington, DC. Faculty members’ work on diversity has also been recognized, including Professor Jeanne Anastas, who has been named recipient of the 2012 Feminist Scholarship Award from the Council on Social Work Education. Associate Professor Alma Carten received the 2012 Dorothy Height Award from the Silver School’s Students of Color Collective (SOCC).

7. Seven New Faculty Members Join NYU Silver

The School’s seven new faculty members are helping deepen the School’s strong research portfolio. These faculty have exceptional research and scholarship backgrounds in areas such as quantitative and qualitative research methods, positive youth development, and reduction of youth risk behavior.

The School appointed the following four tenured faculty: Professors Liliana Goldin; Wen-Jui Han; James Jaccard; and McSilver Professor of Poverty Studies Mary McKay, who is also the director of the McSilver Institute for Poverty Policy and Research. Other faculty appointments included: Evelyn Nieves, clinical assistant professor of social work and the coordinator of the Rockland County Branch Campus; Geetha Gopalan, faculty fellow at the McSilver Institute; and Catherine Vu, assistant professor/McSilver faculty fellow, who was awarded a postdoctoral fellowship for 2011-13 in conjunction with the NYU Postdoctoral and Transition Program for Academic Diversity Fellowship.

8. Commitment to Lifelong Learning

The Silver School sponsored two conferences this year—reaching nearly 400 participants—that focused on cutting-edge knowledge in clinical social work practice and seven post-master’s certificate programs enrolling 134 students. A two-day conference titled Substance Use: Responding to Changes in Policy, Research, and Services presented the most current information regarding substance use prevention, treatment and recovery policy, research, and services within the context of health care reform. The second conference, Transforming Love Relationships: The Practice of Emotionally Focused Couple Therapy, featured Dr. Sue Johnson, author of Hold Me Tight: Seven Conversations for a Lifetime of Love. Post-master’s certificates subjects included clinical approaches to the addictions, palliative and end-of-life care, spirituality and social work, and executive leadership in the not-for-profit sector.

9. Engagement with the Community

Silver School students and faculty provide service to the community in many ways. In 2011-12, the Office of Field Learning and Community Partnerships placed a total of 1,139 master’s and undergraduate students in agencies throughout the New York metropolitan area. Students provided 669,000 hours of service to the greater New York community. Youth Take Charge—a social venture founded by NYU Silver undergraduates Lauren Kalogridis, BS ’13; Cordelia Brady, BS ’13; and Danielle Eagan, BS ’14, to educate high school students about human trafficking—was selected as the 2011-12 NYU Reynolds Changemaker Challenge’s Best Overall Venture, and received funding support for the project.

Faculty hold leadership roles at the School, University, and larger social work community. Professor Jeanne Anastas (above) continues her three-year term as president of the National Association of Social Workers. Associate Professor Carol Tosone is an editorial board member for Social Work Education and serves on the board of the New York Council of Nonprofits. Faculty members Phil Coltoff and Trudy Festinger both serve on the Advisory Board for the New York City Administration for Children’s Services.

10. Looking Forward & New Directions

In 2010, NYU Silver began a major strategic planning initiative. The faculty and administration assessed the School’s strengths and weaknesses, evaluated its environments—from the University to the social work profession, from New York to the world—and identified opportunities and threats. The plan was open for public comment from School stakeholders during the summer and fall of 2011. After many debates, revisions, and faculty votes, the plan was finalized in 2012 and is being unveiled to the community. The document is divided into four areas—research and scholarship, educational innovation, diversity, and local and global community engagement—and will guide the School for the next five years. The plan, titled Looking Forward: New Directions for the Silver School of Social Work, positions the School for excellence in the vital and challenging world of social work practice, education, and research. The plan can be found at www.nyu.edu/socialwork/strategicplan.

Student leadership has been an important part of this rededication. Active student groups include the Racial Diversity Coalition, Pride in Practice, and SOCC. Four students were recognized with NYU Silver Student Awards for their work with minority populations, along with the Chinese Student Support Group.

These three words help describe an outstanding year for the NYU Silver School of Social Work. In 2011-12, seven faculty members joined the School, deepening our expertise in poverty, research methodology, child well-being, and HIV prevention. We have increased the School’s research portfolio, with total external funding now exceeding $17.7 million. Faculty and students are engaged with the community—at NYU, in New York City, and well beyond—through field learning, work by student organizations, and faculty leadership roles. And our academic programs continue to strengthen, building on the School’s reputation for clinical excellence. In addition to our core programs promoting excellent social work skills, research opportunities are increasingly available for students as well as creative service-learning courses, innovative electives, and more choices for global learning.

Sincerely,

Lynn Videka
Dean and Professor

Academic Programs

Baccalaureate Program

Approximately 140 total students enrolled in the Silver School's undergraduate program. As in past years, the program attracted students from across the University, with 201 non-social work undergraduates signed up for social work courses. The program offered students two international options over the winter inter-session: a mini-course in the Dominican Republic on LGBTQ Movements and Advocacy and a service-learning course in Ghana on HIV/AIDS outreach. Also during the winter intersession, students from NYU's Abu Dhabi campus enrolled in the course Social Problems in New York City, taught by Silver School faculty members. The program graduated 46 students in May 2012.

The New York State Education Department has approved a dual-degree between the School of Social Work and NYU's Global Public Health program, which will be offered in fall 2013.

Master’s Program

The MSW program expanded its international offerings in 2011-12. Programs in Costa Rica and Paris have continued from previous years, while new programs in Israel and the Philippines were launched. In total, 85 MSW students participated in these global opportunities. Beyond encouraging students to study in other countries, NYU Silver has seen its numbers of international students more than double over the last two years. In 2012, the School piloted a Writing Fellows Program to expand writing services to a larger number of international students.

The MSW program graduated 534 students, including 42 students from the Rockland County campus and 24 students from the Westchester County campus. One testament to the high quality of graduates, the 2011 first-time pass rate for the LMSW exam for NYU Silver students was 89 percent, well above the national pass rate for first-time exams of 83 percent.

Doctoral Program

The School’s doctoral program underwent an overhaul as Professor Vincent Guilamo-Ramos assumed the role of program director. Focused on its goal of preparing the leading social work professoriate of the future, the program renewed its emphasis on research and empirical scholarship. Each new student was paired with a faculty member to enhance research training and foster career development. Faculty mentors have solid track records of developing research programs; securing extramural funding; and publishing in top-tier, peer-reviewed journals. The doctoral program also relies more heavily on the School’s senior faculty, who teach all doctoral courses.

The program created a smaller, more intimate cohort for 2011 with greater admissions selectivity and increased attention on the financial needs of incoming students. All six incoming students received full funding for the program’s coursework program, tuition and registration waivers, health insurance, and a competitive stipend for the first two years of the program. In May 2012, the program graduated 20 students.
Reducing Adolescent Sexual Risk Behavior in the Bronx

The Bronx has one of the highest teen pregnancy rates in the country, and HIV disproportionately impacts African Americans and Latinos—the ethnic and racial background of the majority of the Bronx’s residents. Professors Vincent Guilamo-Ramos and James Jaccard, co-directors of the Center for Latino Adolescent and Family Health, have implemented a novel approach in Bronx health clinics to help turn the tide for Bronx teens.

A $2.6 million, five-year grant from the National Institutes of Health is funding a large-scale randomized clinical trial designed to prevent or reduce sexual activity of inner-city teens. Coordinated by social work interventionists, the study includes an initial intervention with adolescents and their mothers during annual physicals conducted at a community health care clinic. A social worker meets with the teen’s mother and shares specific strategies for talking with their child about delaying sexual behavior and reducing risk. So far, the results have been positive. Teens involved in the intervention are more likely to delay sexual debut and have fewer sexual partners once they start having sex. By the end of the project, the researchers hope to further develop a practical, effective, and cost-efficient intervention that will reach large numbers of adolescents through health care settings.

Effects of Parental Employment on their Children

Professor Wen-Jui Han focuses her research on the issues surrounding policies and services designed to enhance the welfare of children and their families, with special attention to the effects of parental employment on children’s well-being. One long-term project that Han and her colleagues update regularly is an examination of how maternal employment in the first year of life is associated with children’s later cognitive, social, and emotional outcomes. Han and colleagues have found that maternal employment alone has a neutral effect on a child’s overall well-being, as employment tends to be associated with both positive and negative effects on children. More influential factors may be the quality of parenting and child care that come with employment.

A second study (forthcoming in Demography) looks at trends in parental employment patterns from 1967 to 2009 and their effect on the two resources of time and money. Today, nearly two-thirds of children have two parents working outside the home, resulting in less time with children, but presumably more money for their family. This increase in work has improved the economic well-being for two-parent families over the last 40 years, but has only mitigated a decline in income for one-parent families.

Advancing HIV Science in South Africa

With the large-scale rollout of antiretroviral treatment in South Africa, a generation of children born HIV+ will soon enter adolescence. But judging from other countries with longstanding drug access, many of these youth will exhibit risk behaviors that generate negative consequences for both their own and public health. With a new $3.8 million grant from the National Institute of Child Health and Human Development, the McSilver Institute for Poverty Policy and Research will develop urgently needed effective and sustainable HIV care and prevention approaches for perinatally HIV-infected South African youth and their families. Under the guidance of principal investigator and Director of the McSilver Institute Mary McKay, the study will also aim to increase understanding of behavioral and health risks in this emerging population.

The five-year study based in KwaZulu-Natal—a South African province with one of the world’s highest rates of children born with HIV—will examine the impact of the research-based “VUKA Family Program,” a household-based intervention, which uses illustrated cartoons to convey information to families, promote overall physical and mental health, and reduce behavioral risk. If the program is successful, the study will also examine what it would take to expand its reach, looking at factors such as staff delivery skill, clinic organizational challenges, perception of burden, and implementation constraints.

Making the Transition to Adult Mental Health Services

For many people, an 18th birthday is a rite of passage leading to a new level of independence and promise for adulthood. For teenagers involved with public systems of care, such as foster care, who have mental health challenges, turning 18 often means aging out of the support systems they have been involved with for years. Associate Professor Michelle Munson has studied 18- to 25-year olds and learned that several individual-level factors, such as stigma and mistrust of services, along with multiple contextual factors, including supportive relationships, are crucial to continuing mental health services.

Building on these findings, Munson, along with Professor James Jaccard, has been awarded two research grants, one from the Ohio Department of Mental Health and another from the New York Community Trust, to develop and evaluate an intervention to improve continued engagement in mental health services among this population. The intervention aims to impact barriers to service use and improve engagement and young adult outcomes. Key collaborators include second-year doctoral student Andrea Cole, three mental health clinics and their administrators, licensed social workers, and recovery role models. The goal is to refine treatment and training manuals, while also testing the intervention’s feasibility.
Mental Illness Recovery in Dual Diagnosed Homeless

While the new paradigm in mental health has turned toward a consumer-driven approach to full recovery, this goal for homeless mentally ill people with co-occurring substance abuse can be difficult to attain. Professor Deborah Padgett and Assistant Professor Victoria Stanhope are leading a five-year study to determine what approaches are most effective in extending the promise of mental health recovery to this severely disadvantaged population. The study is funded by a $1.9 million grant from the National Institute of Mental Health, one of the largest NIH grants awarded for an all-qualitative study.

Through in-depth interviews and ethnographic observation of adults and their case managers in New York City residential services, researchers contrast “housing first” and “standard care” approaches to discern their impact on consumers’ lives, including social relationships, mental status, use of drugs and alcohol, and need for services. In the first two years, Padgett’s research team has published findings showing that many residents have experienced life-long adversity yet have achieved recovery from substance abuse. One early recommendation: greater training and support of program staff can yield more effective engagement through knowledge of clients’ traumatic history and personal resilience.

When the Profession Becomes Personal

Following a crisis, people often turn to social workers for help. But what happens when clinicians are affected by the crisis first hand? Associate Professor Carol Tosone poses this question as she compares first-hand narratives of two clinicians—one who worked in the World Trade Center on 9/11 and one who lives and works in Sderot, Israel. One city survived a discrete traumatic attack, the other is continuously exposed to terrorism. In both instances, the clinicians’ reaction to the events affects his or her relationship—consciously or unconsciously, positively or detrimentally—with clients. The study’s conclusions underscore the need for agencies to provide supports for their social workers and the importance of self-care. “Clinicians are great at helping clients, but not themselves,” said Tosone.

This research is part of a decade-long interest in shared trauma, which started with Tosone’s own September 11 experience as she was in her office with a client when the planes struck the Twin Towers. She has examined shared trauma in New Orleans following Hurricane Katrina, trained social workers in Java following the 2006 earthquake, and is part of a team of U.S. social workers helping the Afghanistan government formalize the country’s social work profession.

Developing Leadership in Palliative and End-of-Life Care

As the population ages, the social work profession faces a growing demand for leaders across the health care continuum, particularly in geriatrics and palliative and end-of-life care (PELC). The NYU Silver School of Social Work, a longtime PELC leader, is working to fill this gap through the Zelda Foster Studies Program in Palliative and End-of-Life Care. Directed by Clinical Associate Professor Susan Gerbino, the program offers cutting-edge PELC training across the career trajectory: an MSW fellowship with a focus for field learning and course work; a post-master’s certificate program for early career social workers; and a new 18-month fellowship in PELC leadership for mid-career social workers. Generously funded by The Fan Fox and Leslie R. Samuels Foundation, Inc. and the Lucius N. Littauer Foundation, this new fellowship provides training and a year of individual mentorship by a PELC leader.

Zelda Foster was a pioneer in PELC, who taught in the School’s post-master’s program. Said Gerbino, “Mentoring was Zelda’s passion as she felt that experienced social workers have an ethical obligation to give back to the profession and to the next generation.” This program is a tribute to Foster’s vision.

Rewriting the Book on Mental Disorders

The fifth edition of the American Psychiatric Association’s Diagnostic and Statistical Manual of Mental Disorders is scheduled to be published in May 2013. The standard for the field, the manual shapes treatment, diagnosis, and insurance decisions. The proposed changes have stirred up controversy as they broaden some diagnostic categories and create new disorders in other areas. In published journal articles, University Professor Jerome Wakefield has questioned many aspects of the proposals. He argues that clinical depression will be defined too broadly and will encompass normal sadness, such as sadness during bereavement. A high sex drive will now become hypersexual disorder, and anger outbursts could fall under intermittent explosive disorder. Any negative personality trait will be inflatable into a personality disorder. Wakefield argues that not every problem outside the existing criteria should be expanded into its own general category disorder, pathologizing an entire segment of the population in the process.

The manual revisions will affect the lives of millions of Americans for years to come. The changes have the potential to increase diagnoses and drug prescriptions and, ultimately, alter the way people think about themselves. Coverage of the DSM-5 revisions, including comment from Wakefield, have appeared in several major media outlets, including the New York Times, Boston Globe, NBC Nightly News, and CBS Sunday Morning.


Siegel, J.P. (2012). Denial, dissociation, and emotional memories. *Couple and Family Psychoanalysis, 2*(1), 49-64.


**Stanhope, V.** (in press). Creating ties that bind: Using ethnographic methods to understand service engagement. *Qualitative Social Work*.


Horwitz, A.V., & **Wakefield, J.C.**. (2012). *All We Have to Fear: Psychiatry’s Transformation of Natural Anxieties into Mental Disorders*. New York, NY: Oxford University.


Wakefield, J.C., & Schmitz, M.F. (2012). When does depression become a disorder? Using recurrence rates to evaluate the validity of proposed changes in major depression diagnostic thresholds. World Psychiatry, 11, 204-205.


Research Funding
As the Silver School deepens its amount and quality of research, its external funding has grown. Beginning in 2012, total external funding for research, evaluation, and training projects will exceed $17.7 million, up from nearly $12.5 million at the start of 2011-12. Multi-year projects are included in these funding amounts.

Philanthropy
Total fundraising for the 2011-12 fiscal year raised $1.19 million with 874 donors. Student scholarships continue to be the School’s primary fundraising priority. We thank our generous donors, and a full list of NYU Silver’s supporters will appear in the fall alumni Newsletter.

Enrollment Profiles
Approximately 1,385 students were enrolled in NYU Silver in fall 2011. The undergraduate program enrolled 42 new students, the MSW program enrolled 481 new students, and doctoral program enrolled six new students.

The number of undergraduate social work majors remained stable, but the number of non-social work students decreased.

High demand for the MSW program remains steady.

The doctoral program has increased its selectivity of applicants as the number of applications has risen.
2012-2013 Full-Time Faculty

Theresa Aiello
Associate Professor of Social Work

Alison Aldrich
Clinical Assistant Professor of Social Work

Jean W. Anastas
Professor of Social Work; Director, Strategic Planning and New Initiatives

Briana Barocas
Research Associate Professor; Director of Research, Center on Violence and Recovery

Alma J. Carter
Associate Professor of Social Work; McSilver Faculty Fellow

Phil Coltoff
Katherine W. and Howard Aibel Visiting Professor and Executive-in-Residence; McSilver Faculty Fellow

Suzanne England
Professor of Social Work

Trudy B. Festinger
Professor of Social Work

Martha A. Gabriel
Associate Professor of Social Work

Susan B. Gerbino
Clinical Associate Professor of Social Work; Coordinator, Sarah Lawrence College Program; Director, Zelda Foster Studies Program in Palliative and End-of-Life Care

Liliana Goldín
Professor of Social Work; McSilver Faculty Fellow; Center for Latino Adolescent and Family Health Faculty Fellow

Geetha Gopalan
Faculty Fellow, McSilver Institute for Poverty Policy and Research

Diane Grodney
Clinical Associate Professor of Social Work

Vincent Guilamo-Ramos
Professor of Social Work; Director, PhD Program; Co-Director, Center for Latino Adolescent and Family Health

Marcella Runell Hall
Clinical Instructor; Co-Director, Center for Spiritual Life at New York University

Wen-Jui Han
Professor of Social Work; McSilver Faculty Fellow; Co-Director, NYU-ECNU Social Work and Social Policy Research Institute

Robert L. Hawkins
McSilver Associate Professor in Poverty Studies; McSilver Faculty Fellow

Gary Holden
Professor of Social Work

James Jaccard
Professor of Social Work; Associate Dean for Research; Co-Director, Center for Latino Adolescent and Family Health

Mary Ann Jones
Associate Professor of Social Work

Gerald Landsberg
Professor of Social Work

Yuhwa Eva Lu
Associate Professor of Social Work

Virgen Luce
Clinical Assistant Professor of Social Work

James I. Martin
Associate Professor of Social Work

Mary McKernan McKay
McSilver Professor of Poverty Studies; Director, McSilver Institute for Poverty Policy and Research

Thomas M. Meenaghan
Professor Emeritus of Social Work

Darcey Merritt
Assistant Professor of Social Work

Robin Miller
Clinical Assistant Professor of Social Work

Linda G. Mills
Senior Vice Provost for Undergraduates in the Global Network University; Associate Vice Chancellor for Admissions and Financial Support for NYU Abu Dhabi; Lisa Ellen Goldberg Professor; Professor of Social Work, Public Policy and Law; Executive Director, Center on Violence and Recovery

Diane Mirabito
Clinical Associate Professor of Social Work

Peggy Morton
Clinical Associate Professor of Social Work; Coordinator, Undergraduate Field and Service Learning

Michelle Munson
Associate Professor of Social Work; McSilver Faculty Fellow; Center for Latino Adolescent and Family Health Faculty Fellow

Duy Nguyen
Assistant Professor of Social Work; McSilver Faculty Fellow

Evelyn J. Nieves
Clinical Assistant Professor of Social Work; Coordinator, Rockland County Branch Campus

Maryellen Noonan
Associate Professor of Social Work

Deborah K. Padgett
Professor of Social Work and Global Public Health; McSilver Faculty Fellow

Dina J. Rosenfeld
Clinical Associate Professor of Social Work; Assistant Dean, Undergraduate Programs; Director, BS Program

Tazuko Shibusawa
Associate Professor of Social Work; Associate Dean, Professional Programs; Director, MSW Program

Judith Siegel
Associate Professor of Social Work

Roberta Solomon
Clinical Instructor

Sandy Speier
Clinical Associate Professor of Social Work

Victoria Stanhope
Assistant Professor of Social Work

Heile Thorning
Clinical Professor; Assistant Dean, Field Learning and Community Partnerships

Carol Tosone
Associate Professor of Social Work

Ellen Tuchman
Associate Professor of Social Work

Lynn Videka
Professor of Social Work; Dean; McSilver Faculty Fellow

Jerome C. Wakefield
University Professor; Professor of Social Work; Professor of the Conceptual Foundations of Psychiatry, NYU School of Medicine; Director, Project on Biometrics, Clinical Judgment, and Validity of Diagnostic Criteria, InSPIRES (Institute for Social and Psychiatric Initiatives: Research, Education and Service), Department of Psychiatry, NYU School of Medicine; Affiliate Faculty, NYU Bioethics Program; Affiliate Faculty, NYU Center for Ancient Studies

Allison Werner-Lin
Assistant Professor of Social Work

Crystal Williams
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