“In and of the World”

“I feel so blessed and fortunate because these experiences really pushed me. I see there’s no room for mediocrity or complacency.”

Over winter break, Yvonne Mbewe-Palmer, MSW ’11, traveled to Ghana as part of a service-learning course on HIV/AIDS education. Her international studies through the NYU Silver School of Social Work gave her a new perspective and solidified her desire to work internationally after graduation.

New York University has evolved into a global network university “in and of the world.” President John Sexton recently announced plans for a new degree-granting, portal campus in Shanghai, scheduled to open in 2013. The Silver School offers a variety of diverse study abroad experiences to help meet an increasing student demand and the University’s interest in exposing students to the richness of other cultures.

The Silver School’s largest international course and study abroad option started in 2006 in Costa Rica. Students study Spanish and explore social policy issues as they affect vulnerable populations, particularly children and families, in Central America’s developing countries. Students visit a public pre-school for severely malnourished children, a private shelter for abused and neglected girls, and a nonprofit child abuse prevention agency.

This summer marks a clinical practice theory course in Paris, and the launch of a four-week course in Sosúa, Dominican Republic. Co-sponsored by Pontificia Universidad Católica Madre y Maestra and the Columbia University Mailman School of Public Health, students in Sosúa will assist in a community field project and increase their Spanish proficiency.

CONTINUED INSIDE >>
“In and of the World”

“I think what’s not often understood is that tourism, while seemingly a good thing, has some negative downsides, including the potential for increased HIV transmission,” said Professor Vincent Guilamo-Ramos, who runs the program. Over the last 20 years, Sosúa has grown into a tourist destination. With an influx of foreigners has come more alcohol venues, drugs from South America, and locals’ involvement in sex work.

Guilamo-Ramos is the principal investigator for a National Institutes of Health-funded project in Sosúa intended to examine alcohol venues and HIV transmission. Using geographic information system software, students will help map various locations—like where drugs are sold and where there is formal sex work—in relation to venues such as schools and social service agencies. “We’re trying to get a sense of the environment and this course will help students understand how context shapes people’s lives.”

For the trip to Cape Coast, Ghana—in its second year and a partnership with NYU Alternative Breaks—students take classes before, during, and after returning, covering service learning, the state of HIV/AIDS in Ghana, and strategies for HIV/AIDS education and outreach. On the ground, undergraduate and graduate University students teach secondary school students about HIV/AIDS prevention and conduct community outreach.

“I think the strongest component is NYU students realizing how poverty, culture, religion, and traditional beliefs shape how developing countries like Ghana employ different strategies to prevent and treat HIV/AIDS,” said Assistant Professor Ellen Tuchman, who developed the course and accompanied the service learning trip. While students were frustrated by some of Ghana’s HIV education policies and the stigmas around the disease, in the end these frustrations posed valuable learning opportunities.

Other options the School offers include:

- **Summer course in Paris:** Led by University Professor Jerome Wakefield, students will study contemporary debates and classic controversies in clinical theory from an international perspective. The program is open to School alumni through the Division of Lifelong Learning and Professional Development.

- **Spring break course in the Dominican Republic:** Partnering with Orphanage Outreach in Monte Christi, undergraduate students teach English at a local grade school and learn about the multinational perspectives needed in working with orphaned youth.

With an array of options available, what advice does Mbewe-Palmer have for students considering study abroad? “There’s no way you can come back from an international experience and not be better than how you left.”

To learn more about the School’s newest study abroad opportunities, visit [www.nyu.edu/socialwork/studyabroad](http://www.nyu.edu/socialwork/studyabroad)
A Letter from the Dean

Dear alumni and friends:

I am pleased to let you know that we have just completed a spectacular year. This year’s May convocation officially ended our outstanding 50th Anniversary celebration, which culminated with a gala on November 10, 2010. This May we graduated 609 students from all three programs and heard from the Honorable David Paterson, the 55th governor of New York, who gave the keynote address.

This academic year, the Silver School welcomed seven new faculty members, whose work you will read about in the pages of this Newsletter. These scholars joined an esteemed group who garnered several major accolades over this last academic year from NYU and the larger social work community.

I am also happy to announce that in September Mary McKay will join the School as professor and director of the McSilver Institute on Poverty Policy and Research. A leading international scholar in positive youth development for urban at-risk youth, her research and mentorship expertise will help the Institute become the premier research center of its type.

We are continuing our work on the School’s strategic plan. We expect to have a draft plan ready for comment during the summer, and we will look for input from our students and alumni on the plan.

I hope you have a relaxing and enjoyable summer. Thank you for your loyalty to the Silver School.

Best wishes,

Lynn Videka
Dean and Professor

Save the Date for Alumni Day: Saturday, September 24, 2011

Celebrating over 50 years of excellence in social work education and outstanding graduates.

Nominate inspiring alumni today: www.nyu.edu/socialwork/awards

Distinguished Alumni Awards
Class of ’55 to Class of ’06

Outstanding Recent Alumni Awards
Class of ’07 to Class of ’11

Deadline for Nominations: June 29, 2011
New Faculty Members Bring Stellar Practice and Scholarship to NYU Silver

The NYU Silver School of Social Work welcomed seven new faculty members in the 2010-11 academic year, building on the School’s tradition of strong empirical research on social work interventions. These faculty bring impressive records of scholarship on important social problems such as prevention of adolescent risk behavior, child mental health and welfare services, poverty, globalization, and quantitative and qualitative research methods.

Professor Vincent Guilamo-Ramos has expertise in the role of families in promoting adolescent health, with a special focus on preventing HIV/AIDS, sexually transmitted infections, and unintended pregnancies. Guilamo-Ramos has conducted research primarily in urban, resource-poor settings—including the South Bronx—and has extended his focus to HIV-prevention in vulnerable populations in the Dominican Republic and India.

Upon arrival at NYU Silver, Guilamo-Ramos and Visiting Professor James Jaccard founded the Center for Latino Adolescent and Family Health, and now serve as the Center’s co-directors. “Right now, Latinos are the largest minority group in the United States,” said Guilamo-Ramos. “If projections play out, by 2050 we’re talking about as much as a third of the country identifying as Latino.”

Despite the country’s growing Latino population, there has been inadequate attention to challenges affecting Latino youth and families—such as elevated teenage pregnancy and high school dropout rates, along with issues around immigration reform and policy. This interdisciplinary center will work to advise researchers, policymakers, and community-based organizations on these issues, and ways to develop prevention programs and inform policy efforts on behalf of Latinos in the United States. “The Center will also be a place for students to think about changing U.S. demographics and how they can best position their social work training to be able to respond.”

Associate Professor Michelle Munson has professional interests in mental health services and interventions—particularly for vulnerable populations of youth and young adults—and supportive relationships. Adolescents and young adults who utilize mental health services and their providers inform Munson’s scholarship.

Munson has been invited to participate in the prestigious Summer Institute on Youth Mentoring at Portland State University for one week in July as one of six research fellows—prominent, nationally- and internationally-known scholars. Munson will lead two seminars at the Institute, intended to provide an in-depth examination of current research and its implications for youth mentoring programs, policies, and practices. Another key goal of the Institute is to allow for dialogue between scholars, researchers, and mentoring program directors.

“Being selected as a research fellow is an honor for researchers investigating the impact and process of youth mentoring relationships,” said Munson. “I am thrilled about the opportunity to lead seminars on mentoring research, particularly for child welfare-involved youth and young adults.”

Assistant Professor Darcey Merritt focuses her research on the public child welfare system, addressing issues ranging from child abuse and neglect to domestic violence. Merritt’s primary conceptual mission in her work is to assess correlates of four forms of child neglect—emotional, physical, supervisory, and educational—in an effort to develop profiles of neglectful parenting behaviors and identify any consistencies with parental definitions of neglectful behavior.

“In everything I do, I try to incorporate client perceptions,” explained Merritt. “I always try to incorporate the voices
of the children because we need to include their voices in their services and intervention service delivery."

Some of Merritt’s newest work assesses children’s perceptions of caseworker support while living in out-of-home care. Do children feel understood and listened to by caseworkers, and do caseworkers explain services well? Among the results Merritt has discovered: black children felt listened to more often at the beginning of their time in care, but felt their caseworkers explained problems and services less well towards the end of the process. White children felt their caseworkers were explaining services better. Older children felt less understood and listened to early in the process.

The School appointed two visiting faculty members for the 2010-11 academic year.

**Liliana R. Goldin** is a visiting professor and a faculty fellow at the McSilver Institute for Poverty Policy and Research. Her research explores the processes of economic and cultural change and the ways in which the mostly indigenous Maya populations of the western and central Guatemala highlands cope with poverty and marginality, and make sense of the changes they have experienced in the context of national and global transformations.

She is currently examining employment options and effects of job turnover in the region as the population copes with poverty, land shortage, and limited opportunities.

**Visiting Professor James Jaccard**, co-director of the Center for Latino Adolescent and Family Health, focuses his research on adolescent problem behaviors related to unintended pregnancy and substance use. He has developed programs to teach parents of adolescents how to more effectively communicate and parent their children so as to reduce the risk of unintended pregnancies and problems due to substance use.

Jaccard has written numerous books and articles on the analysis of interaction effects in a wide range of statistical models. He instructs advanced graduate courses on structural equation modeling and taught a two-part course at the Silver School in October and February for faculty and doctoral students.

**Roberta Solomon** joined the field learning faculty as clinical instructor and field placement specialist. She comes to NYU with over 16 years of progressive executive management experience in human services. Recently, she was the assistant director at the Mount Sinai Sexual Assault and Violence Intervention Program, which supports survivors of sexual and domestic violence through emergency room advocacy, trauma therapy, and public education programs.

"Our newest faculty members join a highly regarded group that has helped build the Silver School’s strong reputation," said Dean Lynn Videka. "They will help strengthen the School’s research and scholarship work, and build our mentorship and new opportunities for faculty and students."
On the Front Lines
Zoe Ragouzeos, MSW ’00 and PhD ’11

College freshmen are arriving to school with more stress and serious mental health issues than ever before. This makes university wellness and mental health services the critical front line for student health care.

“College counseling services may be students’ first best hope for getting on a path to good health,” said Zoe Ragouzeos, senior director of New York University’s Counseling and Wellness Services. “Our responsibilities are increasing all the time.”

Ragouzeos leads all student mental health services at NYU, including at its 10 global sites. Her team juggles a myriad of responsibilities—from supervising the 24-hour Wellness Exchange hotline to dealing with student crises to handling appeals for medical leaves.

Ragouzeos was once an NYU undergrad, and started her college experience like many freshmen. She divided her time between classes; friends; and a part-time, work-study job. But after freshman year, Ragouzeos needed to pay for her own education. So, she found a full-time job as an administrative assistant at NYU’s Center for European Studies. She graduated in 1995 by taking classes at night and during her lunch hours and fulfilling internship requirements in the evening.

She thought she wanted to pursue a legal career, but a junior-year internship at the Manhattan District Attorney’s Office changed everything. While working evenings at Witness Aid, part of New York City’s victims services division, Ragouzeos “became more and more interested in the role of the social workers there.” She enrolled as a part-time student in the Silver School in 1996 and graduated in 2000.

Ragouzeos started her work with the Wellness Exchange in 2004, in a mental health position based within NYU’s Division of Student Affairs. In fact, she created the Wellness Exchange hotline from scratch in her first weeks on the job. She put in long hours to ensure phones were staffed, her employees had furniture, and clinical protocols were written and implemented.

Part of Ragouzeos’ purview includes mental health services at the growing number of NYU international sites. Because health care is different in every country, Ragouzeos and her team face unique challenges as they try to ensure health services at all global sites are comparable to those at Washington Square.

“It’s interesting to try and navigate the stigma around mental health issues, the different perspectives around issues of sexual assault, and access to psychotropic medications in every country,” she explained. “I’m constantly learning and improving.”

As Ragouzeos’ responsibilities increased, applying to the Silver School’s doctoral program seemed like a “natural next step.” Knowing how to collect and synthesize data was imperative in order to create comprehensive services that students will actually use and that can help to save lives. Additionally, she had had a positive MSW experience with faculty who always gave 100 percent of themselves to students.

The National Association of Social Workers states that 60 percent of mental health professionals are clinically trained social workers, compared to psychiatrists (10 percent), psychologists (23 percent), and psychiatric nurses (5 percent). “Social workers have the talent to also do the casework, even if our primary skills are in clinical care. We always have our mind towards the practical needs of the patient,” commented Ragouzeos.

As she finishes her doctoral degree, Ragouzeos sees plenty of opportunities and challenges ahead in her work, especially as NYU realizes its goal of becoming the Global Network University. “I could have a different job and still have this kind of drive,” she said, “but working here, particularly at this time in NYU’s history, gives me the professional fulfillment that nothing else does.”
In Memoriam:
Jeffrey Seinfeld
Professor of Social Work

The NYU Silver School of Social Work mourns the loss of Professor Jeffrey Seinfeld, a member of the School’s faculty since 1987, who died unexpectedly on January 25. Seinfeld will be remembered for making object relations theory accessible for the social work community and for his dedication to teaching.

Seinfeld, PhD ’87, began writing about object relations theory and its application to treatment in the late-1980s with his doctoral dissertation. “The practice implications of theories he was interested in really helped people work with very, very difficult patients,” said Professor Emeritus Eda Goldstein.

Seinfeld’s writing was unusual because he reflected on his own clinical work and showed how concepts could be used in treatment of clients—including those who were self-sabotaging, extremely withdrawn, or frightened of interpersonal contact. His work helped revive an interest in object relations theory and garnered national and international attention.

“The depth of his understanding of the human condition ... was extraordinary,” said Associate Professor Theresa Aiello. “It’s a view that goes beyond social work or clinical practice.”

This perspective was most likely shaped by his upbringing in New Jersey, which Seinfeld wrote about in a chapter of the 1998 book, *Why I Became a Psychotherapist*. Adopted at birth, Seinfeld’s father died suddenly when he was three years old, plunging him and his mother into poverty. Seinfeld “acted out” throughout his adolescence—dropping out of high school at age 16—and for several years his mother sent him to a social service agency for weekly therapy sessions. As a young adult, Seinfeld moved to New York and realized the only way out of his financial straits was through hard work. He enrolled in City College, majoring in literature and creative writing.

“He was very interested in philosophy and integrated a lot of existential philosophy with his psychoanalytical writing, so he really enriched his work from a humanist perspective,” said Aiello.

Seinfeld had a lifelong interest in philosophy and spirituality, particularly around Zen Buddhism and martial arts. At the beginning of this year he began teaching a new post-master’s certificate program in spirituality, which he helped develop.

“It was a very exciting venture because it brought into the here and now many years of interests in Judaism and Eastern philosophy,” said Robert S. Berger, an adjunct assistant professor.

Beloved by students and alumni, Seinfeld was awarded the New York University Distinguished Teaching Award in 1996, and the NYU School of Social Work Great Teacher Award in 1995.

Prior to joining NYU, Seinfeld was a clinical social worker and clinical supervisor at the Jewish Board of Family and Children’s Services (Bronx office) from 1976 to 1987. He served as a consultant to the organization until 2007. He was also chairperson and a member of the Domestic Violence Task Force, and conducted seminars and in-service training programs on child therapy, depression, and the multi-problem family.

Seinfeld received his BA from the City College of New York and his MSW from the Hunter College School of Social Work. He graduated from the Silver School with his PhD in 1987. He is survived by his wife, Rhonda; daughter, Leonora; son-in-law, Lucien; and sister-in-law, Barbara.

A scholarship has been created in Seinfeld’s memory. Donations can be made to:
The Jeffrey Seinfeld Scholarship Fund
at the Silver School of Social Work
Attn: Dean’s Office
1 Washington Square North
New York, NY 10003
Clarity through Blogging

Cayce Pack, BS ’12

Launched in 2008, the Student Blogger program was intended to provide an unfiltered look at student life at the NYU Silver School of Social Work. The program has grown and this year seven students wrote and posted—undergraduates and graduates in a range of academic programs.

Cayce Pack, BS ’12, spent the fall semester in Israel and blogged from Tel Aviv about her experiences in the Middle East. In this issue of the Newsletter, she reflects on the role blogging played during her international experience.

Last fall, I swapped my usual Silver School of Social Work in Washington Square setting to study abroad at New York University in Tel Aviv. Throughout my four months abroad, I traveled around the Middle East, making my way through many cities and several countries. But most of all, one of my most cherished relics from my time as a study abroad student at NYU in Tel Aviv is my Silver School of Social Work blog.

I desired to blog initially because I wanted a record of my semester and I hoped to share my experiences with those at home. Yet blogging became much more than a diary of sorts after I started my time as a “social worker abroad.” As I interned at a health clinic for refugees and started an English program for men from Darfur, Sudan, blogging became the lens that clarified my perspective of social work overseas.

Whether it was battling a bad Internet connection or bringing clarity to my own beliefs on human rights crises, blogging greatly enhanced my perspective on the new environment where I worked and lived. I processed, articulated, and condensed moments of monumental learning into 300-word paragraphs, which caused me to cut past emotion and see what lessons the experiences carried. A particularly difficult day at the health clinic could leave me speechless, but after writing an entry about the suffering I saw, I found the words to properly describe what I felt. After participating in a home stay for the Jewish high holidays in September, I was overwhelmed with brand-new customs and cultures, but as I started blogging, I sorted out all that I gained. Blogging led me to understand my own biases and less-than-sensitive language in some cases, which definitely helped me adjust my social work lens of the world.

My blog gave me an outlet to share what I observed and what I learned with my peers at home. Some of the most impacting moments were outside the classroom—various lectures, tours, or site visits set up by my professors. The ability to immediately post what I learned and how it related to social work was an excellent tool for communicating with my colleagues. Feedback from peers in New York became a vital piece of my blogging experience—receiving questions about certain populations exposed me to new social issues, while general support from fellow students was extremely helpful during moments of stress. I enjoyed keeping up with other social work student blogs as well as I saw that despite our distances, we all worked with the same attitudes and outlooks.

The blogging experience enveloped a semester of adventure, adversity, and ample learning experiences into entries about what mattered most in my social work career. It condensed my thoughts and brought lasting clarity—to both the moments I wrote about and my plans to pursue international social work.

Read the student blogs at
www.nyu.edu/socialwork/our.community/student.blogs.html
In Memoriam: 
Gladys González-Ramos
February 4, 1954 - December 22, 2010
Associate Professor of Social Work

“Gladys was instrumental in changing the way the Parkinson community thinks about the disease,” said Alessandro DiRocco, director of the NYU Langone Parkinson and Movement Disorders Center. “She was an advocate for a more open, comprehensive, attentive way to life [with Parkinson’s].”

The NYU Silver School of Social Work mourns the loss of Associate Professor Gladys González-Ramos, who died after a long and courageous battle with cancer. González-Ramos, MSW ’77, PhD ’85, was best known for her work related to Parkinson’s disease. A leader in the Parkinson community, she examined the role of social work, interdisciplinary team training, and the delivery of care to patients and their caregivers. She was a member of the School’s faculty since 1985, and was also an adjunct associate professor of neurology at the NYU School of Medicine.

Born in Cuba, she was inspired by her parents—her mother suffered from Parkinson’s disease with her father as caregiver. González-Ramos struggled to find Spanish-language services for her parents and understood Parkinson’s toll on caregivers.

González-Ramos developed a holistic view of the disease. She co-founded and was assistant director of the National Parkinson Foundation’s (NPF) Allied Team Training for Parkinson, a national interdisciplinary training program for physicians, nurses, social workers, and other allied health professionals. She was also co-director of NPF’s national outreach program and trained NPF Centers of Excellence coordinators nationwide in cultural competency and community partnerships. Cultural competence and effective outreach to diverse communities remained a lifelong interest for González-Ramos.

In 2007, she co-founded with DiRocco the NYU Langone Parkinson and Movement Disorders Center, which provides a continuum of programs and services for patients and caregivers. She managed the program development for social work, educational, and community-based programs. This includes a collaboration with the Jewish Community Center, offering a variety of integrated and therapeutic classes.

“Gladys brought a different kind of sensitivity to our work,” said DiRocco. “Working with a community center outside the clinic, the idea of a partnership … is certainly a unique way to address Parkinson’s.”

Besides her work on Parkinson’s disease—her main focus in the last decade of her life—she conducted research in the areas of mental health, delivery of care to Hispanic children and families, and mothers’ cultural child-rearing values. She received awards from NASW-NYC/Latino Social Work Task Force, the Florida Movement Disorder Society, and the Puerto Rican Family Institute. The Silver School honored her with the Distinguished Alumna Award in 2009.

“Interdisciplinary care was, to Gladys, a critical direction for students,” said Elaine Cohen, a consultant to NPF. In an effort to train Silver School students, González-Ramos developed and implemented the intensive summer course Health and Mental Health through the Life Cycle and a focused field learning opportunity on health, illness, and caregiving.

According to Cohen and Ruth Hagsetuen, also of NPF, González-Ramos touched almost everyone she met with her warmth, wit, “personal presence,” and ability to connect with people—a quality that only helped her rethink Parkinson’s treatment.

“Gladys was indeed a dedicated teacher and mentor wherever she touched other human beings,” said Professor Trudy Festinger. “She had a lovely mind that was incisive and logical in approaching problems.”

González-Ramos is survived by her husband, Ernesto Loperena; a brother; two nieces; a nephew; an aunt and an uncle; and a close community of friends and colleagues.

A fund has been created in González-Ramos’ memory for a memorial lecture series. Donations can be made to:
The Gladys González-Ramos Memorial Lecture Fund
NYU Silver School of Social Work
1 Washington Square North
New York, NY 10003
2010-2011 Student Award Recipients

Congratulations to the following students and student groups who were honored with awards this year.

Outstanding Student Program, NYU Silver
“What’s Your Dream?” - Undergraduate Student Government Association

Social Justice Award, NYU Silver
Silver Racial Diversity Coalition
Angie Cazares, MSW ’11
Shara Chambless, MSW ’11
Mckenzie Charles, MSW ’11
Shane Fitchett, MSW ’11
Andrea Ford, MSW ’11
Carrie Marker, MSW ’11
Jennifer McCue, MSW ’11
Nansi Rivas, MSW ’11
Patricia Salgado, MSW ’11
Evening Shinrock, MSW ’11
Sarina Straussner, MSW ’11
Maryam Toloui, MSW ’11

Silver Spirit Award, NYU Silver
Rachel Reese, BS ’11
Pandora Yee, BS ’11

Dean’s Award for Innovation in Social Work Practice, NYU Silver
Jessica Disbrow, MSW ’11
Jasmin Phillips, BS ’11
Amanda Raposo, BS ’11

Diane S. Greenstein Memorial Fellowship, NYU Silver
Christine Greer, PhD candidate

Robert Moore Award for Excellence in Scholarship, NYU Silver
Ben Henwood, PhD ’11

President’s Service Award, NYU
Gina Braham, BS ’12
Shatikwa Brown, MSW ’11
Jeremy Schwartz, MSW ’11

Nia Awards, NYU Center for Multicultural Education and Programs
Alicia Bell, BS ’11: Cesar Chavez/Clara Hale Commitment to Community Outreach Award
April Davis, MSW ’11: Ronald McNair and Arthur Schomburg Academic Excellence Award
Shane Fitchett, MSW ’11: Mahatma Gandhi/Rigoberta Menchu Tum Innovative Response Award
Benjamin Meyer, MSW ’11: Philip Vera Cruz/Pete Velasco Mentorship Award

Moving Up Day Awards, NYU LGBTQ Student Center
Pride in Practice

Class Notes

Scott Bloom, MSW ’90, is currently the director of school mental health services for the New York City Department of Education. His article, “Learning the Language: Strategies for Successful Group Work in Schools,” was published in the September 2010 issue of The Journal of the Eastern Group Psychotherapy Society.

iGotITtoo, a nonprofit organization co-founded by Clare Chiesa, MSW ’09, was awarded $250,000 from the Google, Inc. Charitable Giving Fund of the Tides Foundation to expand their work across New York City. iGotITtoo works to empower underserved communities by providing training in fundamental computer skills and education regarding social services.

Kacper Kalin, MSW ’05, works at Options Program with the Family Service Toronto as a clinical manager, and is interested in the applications of psychodynamic approaches in working with individuals with developmental disabilities, their families, and care takers.

As a senior account executive with Winston Staffing, Ivy Kramer, MSW ’94, utilizes the skills she gained at the NYU Silver School of Social Work to help social workers and other mental health professionals find new job opportunities.

Shawna Marie, MSW ’07, spiritual leader and author, has launched a “Living in Spiritual Perspective” blog and radio/TV show at www.HealingTruthCenter.com.

Jennifer A. Neely, MSW ’03, offers psychotherapy to adults in a private setting, specializing in assisting people who have endured an unexpected loss. She is the program director and group facilitator of the Sudden Infant Death Bereavement Support Group of New York City, free for grieving parents through a grant from First Candle.

Robert Tucker, MSW ’02, works with people with rare genetic diseases as a medical case manager for the biotech company Genzyme. He is also pursuing a public health certificate from the Colorado School of Public Health and working part-time as a clinician at an acute treatment unit.

Send class notes to ssw.alumniaffairs@nyu.edu
Faculty Awards and Honors

Congratulations to the Silver School faculty for their numerous honors and grants over the 2010-11 academic year. “Our award-winning faculty have earned distinctions in many areas over the last year,” said Dean Lynn Videka. “Their accolades are a testament to the high quality of their scholarship, teaching, and mentorship.”

Professor Deborah Padgett was elected to the American Academy of Social Work and Social Welfare, which recognizes outstanding social work scholars. Additionally, Padgett was appointed director of the Global Health Leadership concentration in the NYU Master of Public Health program for 2011-12.

In April, Professor Jeane Anastas received the 2010-2011 NYU Distinguished Teaching Award, recognizing outstanding teaching over a sustained period of service.

Assistant Professor Allison Werner-Lin received the Silver School’s Great Teacher Award. The award honors full-time faculty with less than 10 years of service who demonstrate excellence in teaching, an exceptional ability to inspire students, and significant contributions to the intellectual life of the School community through their pedagogy.

Associate Professor Michelle Munson has been invited to participate in the Summer Institute on Youth Mentoring at Portland State University as a research fellow. She will lead two seminars at the Institute, to be held for one week in July.

In March, Associate Professor Theresa Aiello was inducted into the Social Work Academy of the National Academies of Practice in Healthcare as a distinguished practitioner.

Assistant Professor Robert Hawkins was invited to participate in a roundtable planning meeting on March 28 and 29 to create a strategic vision for the Aspen Institute’s new poverty think tank, Ascend.

Assistant Professor Allison Werner-Lin received a 2011 American Psychosocial Oncology Society Fellowship Award. The fellowship program encourages the professional development of up-and-coming psychosocial oncologists.

Clinical Assistant Professor Virge Luce was recognized as a 2011 Distinguished Honoree by the Latino Social Work Task Force in March for her social work leadership on behalf of the Latino community.

Assistant Professor Victoria Stanhope has joined the Center on Adherence and Self-Determination, funded by the National Institute of Mental Health, as a principal investigator. The CASD conducts research aimed at promoting choice and full engagement in services that help people with serious mental illnesses achieve their recovery goals.

University Professor Jerome Wakefield was awarded an NYU Humanities Initiative Fellowship for 2010-11. Created in 2007, the Humanities Initiative draws on the talents and energies of faculty and students across the University and provides a forum for cross-disciplinary discussion and collaboration in the humanities and arts.

Assistant Professor/Faculty Fellow Myra Jones-Taylor has been named an honorary faculty research fellow for 2011-12 as part of NYU’s Humanities Initiative.

Clinical Associate Professor Peggy Morton received the Faculty Nia Award from the NYU Center for Multicultural Education and Programs, honoring her support of NYU students’ co-curricular endeavors around diversity and social justice.

Clinical Assistant Professor Alison Aldrich was honored with the Dedication to Education Award by the NYU LGBTQ Student Center at the 2011 Moving Up Day Awards. The award recognizes her dedication to education, outreach, and advocacy concerning the LGBTQ community.

Information for Practice, created and maintained by Professor Gary Holden, was recommended by the Association of Librarians and Information Professionals in the Social Sciences as a social science site of the week on Sage’s socialsciencespace.

The National Institute of Mental Health awarded a $1.9 million research grant to Professor Deborah Padgett and Assistant Professor Victoria Stanhope to support their five-year study of homeless adults with serious mental illness and co-occurring substance abuse.

The National Institutes of Health has awarded Professor Vincent Guilamo-Ramos and Visiting Professor James Jaccard two multi-million dollar grants for research on inner-city Latino and African American adolescent sexual behavior. Both projects will study teenagers and their families in the Bronx.

The Centers for Disease Control and Prevention has awarded Professor Vincent Guilamo-Ramos a $69,800 grant for 2010-11 for research on Family and Cultural Influences on Sex among Latino Youth. The National Institutes of Health awarded Guilamo-Ramos a $118,500 grant for December 2010-May 2011 for his work on venue-based substance use and HIV-prevention intervention for adults in the Dominican Republic.

Associate Professor Yuhwa Eva Lu has been awarded $32,000 by the Taiwan Fund for Children and Families (TFCF) for the 2011 Sino-American Cross-Cultural Training Project. Directed by Lu, the project—to be held at the Silver School for three weeks this summer—provides training in child, youth, and family prevention and intervention to TFCF social workers.

The New York State Office of Mental Health – Schools of Social Work Deans’ Consortium has awarded Assistant Professor Ellen Tuchman a grant for $11,000 as part of the Consortium’s Project for Evidence-Based Practice in Mental Health.

The Silver School’s Office of Field Learning and Community Partnerships received the second year of funding for a $44,000 grant from the Mental Health Association of New York City. The grant funds placement of second-year students at HOPELINES, a confidential hotline for alcoholism, drug abuse, and problem gambling.

Three foundation awards were obtained for 2010-11 and following years for the School’s renowned palliative and end-of-life care program:

- $27,500 from the E. Rhodes and Leona B. Carpenter Foundation
- $60,000 from the Fan Fox and Leslie R. Samuels Foundation
- $50,000 from the Jewish Foundation for Education of Women
- $27,000 from the Littauer Foundation
- $23,000 from the UJA-Federation of New York

The LCU Foundation awarded the Silver School $50,000 for housing stipends for female social work students. Matching $25,000 in scholarship funding, the School has been able to offer eight students $9,000/year for housing.

Alison Aldrich, Martha Gabriel, and Mary Ann Jones received a $5,000 NYU Curricular Development Challenge Fund grant for their proposal Building Capacity for Social Work Field Curriculum in Grassroots Organizations (The GRO Project).
Use your IRA to make a tax-free gift to NYU Silver

Now you can enjoy a tax-effective strategy for IRA distributions in 2011. Congress extended the tax advantages for individuals who make charitable gifts from an IRA account.

Your gift supports NYU Silver’s future

Use your IRA charitable distribution to make your annual gift, pay or pre-pay your current pledge, or establish a scholarship fund at NYU Silver.

Take advantage of this giving opportunity

• You must be 70½ years of age.
• You must instruct your IRA custodian to make the distribution directly to NYU Silver.

For detailed info:

Please contact
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