Bridges

UNIVERSITY OF PITTSBURGH
SCHOOL OF SOCIAL WORK

MAGAZINE **SPRING 2011**



a *battle* JOINED:

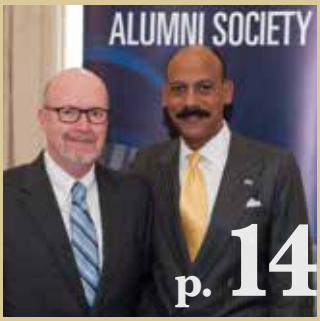
SCHOOL OF SOCIAL WORK PARTNERS WITH CHILD WELFARE AGENCIES

Bridges



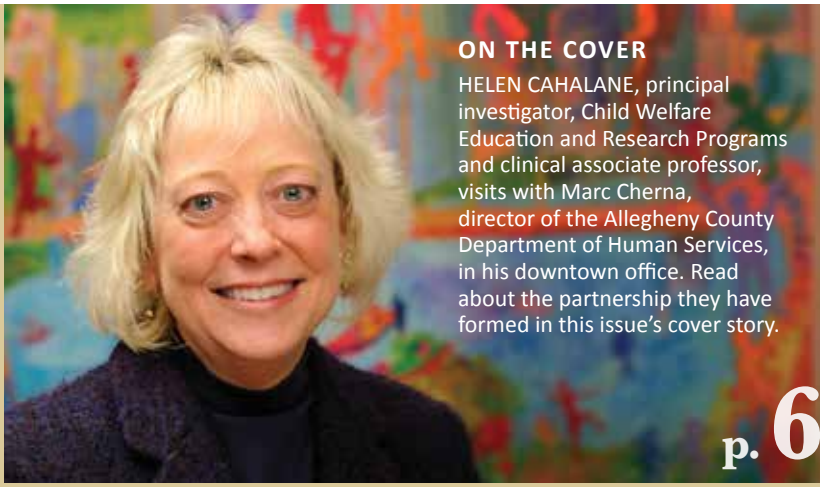
Bridges is the University of Pittsburgh School of Social Work magazine. We selected the name *Bridges* largely because of its symbolism. The term provides an important metaphor for both our profession and our school. Social work is a profession that has, as part of its mission, the goal of building and sustaining bridges among individuals, families, groups, neighborhoods, and communities, and we felt that the title *Bridges* captured this part of our professional mission. At the same time, the city of Pittsburgh has more than 450 bridges, and Allegheny County has almost 2,000, suggesting an uncompromising desire of the city's inhabitants to remain connected with one another. In keeping with this heritage, it is the school's goal to sustain and build bridges among those needing social work services; our students, alumni, faculty, and staff; the community; and corporate and governmental partners. We believe that the information in this magazine is an important way to achieve this goal.


p. 12



p. 14


p. 10



ON THE COVER

HELEN CAHALANE, principal investigator, Child Welfare Education and Research Programs and clinical associate professor, visits with Marc Cherna, director of the Allegheny County Department of Human Services, in his downtown office. Read about the partnership they have formed in this issue's cover story.

p. 6

TABLE *of* CONTENTS

FEATURES

COVER STORY:
A Battle Joined: How the School of Social Work Partners with Child Welfare Agencies to Better Young Lives in the Balance 6

The Biracial Dilemma: How a Partnership Led to Research That Identified a Trend 9

A Model for Progress: Mental Health Services Research Leads to Groundbreaking Behavioral Health Workforce Development 10

DEPARTMENTS

Dean's Message 3
School News 4
Faculty Focus 12
Development and Alumni News 14
Research Update 17
News from the Center on Race and Social Problems 21
Class Notes 22

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University of Pittsburgh
School of Social Work

DEAN'S MESSAGE

Greetings, Alumni *and* Friends,

I am again happy to welcome you to the spring issue of *Bridges*.

It has been a challenging year for our nation, especially for the most vulnerable members of society. For those of us in the social work field, these times present us with both hurdles and opportunities for innovation.

John F. Kennedy once said, "Children are the world's most valuable resource and its best hope for the future." Yet here in the United States, half a million children are in the foster care system; in Pennsylvania alone, there are 18,000. We are proud that we at the School of Social Work have the privilege of working with members of the Allegheny County Department of Human Services (DHS) to keep hope alive for the children in our communities.

In this issue's cover story (see page 6), we recognize Helen Cahalane, principal investigator of the Child Welfare Education and Research Programs, and Marc Cherna, director of Allegheny County DHS. This partnership between Cahalane and Cherna has helped to create a successful and inspiring program that is touching the lives of thousands of families across Pennsylvania. It is a unique collaboration that draws on the strengths of both the University and the county government to effect real change in our communities. We hope to inspire others to reach out to their public-sector neighbors and increase the scope of the innovative scholarship being produced by the School of Social Work, which will then translate into solutions to some of our most challenging social problems.

This issue's Faculty Focus (see page 12) introduces Mary Beth Rauktis, research assistant professor, who also has worked with the county to complete some impressive research on the role race plays in child welfare services. I think you will enjoy reading about this exciting and thought-provoking work.

The school's partnership with Allegheny County also is having a positive impact on students, three of whom earned top prizes at a competition sponsored by DHS in which they competed with students from all of the major local universities (see School News, page 4).

The School of Social Work Speaker Series continues to draw large audiences and enable students, faculty, and the community at large to meet and hear from some of the best thinkers of the day. This spring, we were proud to have Michael Sherraden, one of *TIME* magazine's 100 most influential people of 2010, as our speaker for World Social Work Day.

The Center on Race and Social Problems also is producing some great work (see News from the Center on Race and Social Problems, page 21). This year, it will release the Race in America conference reports, all of which will be available online, along with video of the conference speakers. The center also will release the third volume of its journal, *Race and Social Problems*.

I am pleased to welcome new staff members: Shannon Murphy is the new director of marketing and communications, Kathleen "Micki" McDonough is the new field education coordinator in the Office of Field Education, and Monica Ceraso is the new administrative assistant in the Office of the Dean. We are delighted to have them and look forward to their contributions.

It is always a pleasure to recognize the achievements of our alumni, but it is even more gratifying to see them recognized University-wide. In October 2010, James P. McDonald, managing director of BNY Mellon's global philanthropy and employee programs and a 1982 graduate of what was then the Master of Industrial Social Work program, was named a University of Pittsburgh Legacy Laureate, the highest honor bestowed on a Pitt alumnus (see Development and Alumni News, page 14). Congratulations, Jim.

As you can see, these are exciting times for the University, school, students, faculty, and community. As always, you are invited to drop by the school for a visit and, when possible, attend one of our noontime lectures. We look forward to seeing you.

"This partnership between [Helen] Cahalane and [Marc] Cherna has helped to create a successful and inspiring program that is touching the lives of thousands of families across Pennsylvania."



Larry E. Davis
Dean
Donald M. Henderson Professor

SCHOOL NEWS



MSW student Kyle Crawford (far right) earned first place along with his teammates from Duquesne and Carnegie Mellon universities.

DHS CASE COMPETITION

The Allegheny County Department of Human Services (DHS) has continued to seek innovative solutions for public-sector challenges through its student case competition. The fourth annual DHS Local Government Case Competition, held November 10–13, 2010, challenged graduate students from the University of Pittsburgh, Duquesne University, and Carnegie Mellon University to devise a plan to raise overall student performance in the Pittsburgh Public Schools while narrowing the achievement gap for students involved in human services. Teams presented their recommendations to a panel of judges comprising leaders in local government, private foundations, and academia.

Sixteen interdisciplinary teams strove for the top four spots, which earned cash prizes and gift certificates. The School of Social Work was represented by students on the top three teams: Kyle Crawford (first place), Stephen Legault and Kelly Wilkinson (second place), and Mary Brodland (third place). Also competing from the School of Social Work were Molly Burke, Eric Eghan, Ashley Love, Samantha Mangino, Leah Marmo, James Pearce, Lauren Stoner, Michelle Sulkowski, and Marquia Tyler.

PROGRAM HIGHLIGHTS

BASW PROGRAM

Guided by community need, the BASW program, in conjunction with the Department of Psychology, has developed the Certificate in Behavioral Case Management/Service Coordination. The certificate meets workforce and student needs and is academically aligned with the goals and existing course work of both academic units. Behavioral Case Management/Service Coordination is now a permanent elective course, and a new elective, Addiction and Co-Occurring Disorders, is being offered during the spring semester.

Recruiting efforts have been very successful. The BASW program held the Fall Fiesta and Spring It On recruiting events, which were extremely well attended and generated interest from a number of potential students. The program also debuted a newsletter this year and continues to increase its number of transfer students from local community colleges. In January 2010, Butler County Community College approved its social work transfer degree program and entered into an articulation agreement with the School of Social Work. The undergraduate program is continuing its review and revision of the curriculum in preparation for the Council on Social Work Education reaccreditation, and the BASW Program Committee continues to discuss ways to better meet the needs of students and the community.

MSW PROGRAM

The MSW program graduated 83 in December 2010. Mark Heinbockel (MSW '10) spoke to community organization and social administration graduates and Miranda White (MSW '10) spoke to direct practice graduates.

December graduate Lyndley Maddox completed the prestigious Evelyn B. Amdur Social Work Fellowship in Palliative Care, which provides an intensive one-month internship under the guidance of one of the nation's leading academic palliative care programs.

Jessica Wojtalik presented "Racial Disparities in Mental Health Outcomes among Individuals with Serious Mental Illness" herself when at the last minute the two faculty copresenters were unable to attend the Society for Social Work and Research Annual Conference in January.

First-year MSW student Qiyi Zhang was accepted as a member of the Council on Leadership in Aging as part

WELCOME, NEW STAFF

SHANNON MURPHY is the new director of marketing and communications, KATHLEEN "MICKI" McDONOUGH is the new field education coordinator in the Office of Field Education, and MONICA CERASO is the new administrative assistant in the Office of the Dean at the School of Social Work.


SHANNON MURPHY


KATHLEEN "MICKI" McDONOUGH


MONICA CERASO

of the national Hartford Partnership Program for Aging Education (HPPAE). Zhang will be on a national working group to develop and strengthen the strategic communication network for HPPAE graduates nationwide, promoting leadership and professional opportunities by writing articles for a triannual HPPAE alumni/student newsletter and reviewing articles for the first online journal featuring HPPAE student research, called *GENERATIVITY*.

DOCTORAL PROGRAM

The academic year got off to a running start as the doctoral program wrapped up preparations to host the 2011 annual conference for the Group for the Advancement of Doctoral Education in Social Work (GADE) March 31–April 2, 2011. The keynote speakers for this year's conference were King Davis, professor at the University of Texas at Austin School of Social Work, and Jeane W. Anastas, professor at New York University Silver School of Social Work. Hosting GADE in Pittsburgh has special meaning for the program, because one of the founding members of GADE is the school's own Barbara K. Shore (MSW '44, PhD '69, PhD '71). Over the years, GADE has continued to grow, and there are now more than 80 doctoral programs in the United States, Canada, and Israel. Pitt's was the sixth, having started in 1946.

Last fall, the program welcomed six new students—Lauren Fitzpatrick Bishop, Heath Johnson, Crystal Lim, Janice McCall, Samantha Teixeira, and Hyungjik Lee—and congratulated its most recent graduates, Ruthanne Hackman, Cathy Breneman, Kathleen Carrick, and Gayle Mallinger (MSW '81), who successfully defended their dissertations. Doctoral students are blazing their own paths, with publications and presentations at national conferences for the Council on Social Work Education, Society for Social Work and Research, and Gerontological Society of America, among others. When not working hard in the classroom, working on manuscripts for publication, or submitting abstracts for conference presentations, they are interviewing prospective doctoral students. The doctoral program continues to grow in rigor and stature toward becoming the best in the country.



ADMISSIONS UPDATE

The number of applications to the School of Social Work's MSW program continues to rise. As of January 15, 2011, 304 applications had been submitted, compared to 216 the previous year at that time. This means the admissions office now can be more selective and extend acceptance offers to only the best candidates. In addition, the MSW program has held two well-attended information sessions—in mid-November 2010 and February 2011—and will host two more this spring, on April 16 and June 11.

The reason for the rise in applications is twofold. First, the school has widened its Web presence and increased its marketing efforts, including offering an online application, which gives the school a national and global presence. Second, a greater number of recent college graduates are electing to continue their education given the nation's weak economy and sluggish job market.

The school's BASW and PhD programs also are doing extremely well on the admissions front. The BASW program welcomed 13 new students for the spring 2011 semester and hopes to enroll 50 in fall 2011, while the PhD program received 58 applications for this coming fall. The PhD program seeks to enroll six new students each fall term.

Center on Race and Social Problems Reed Smith Spring 2011 Speaker Series

MONDAY, JANUARY 31
"The Intractable Career of James Crow III"
ROBERT HILL, Vice Chancellor for Public Affairs, University of Pittsburgh

WEDNESDAY, FEBRUARY 23
"Doing Race: 21 Essays for the 21st Century"
HAZEL MARKUS, Davis-Brack Professor in the Behavioral Sciences, Stanford University
PAULA MOYA, Associate Professor of English, Stanford University

THURSDAY, MARCH 10
"Intergroup Relations/Implicit Bias"
JOHN DOVIDIO, Professor of Psychology, Yale University

FRIDAY, APRIL 8
"How the Urban Poor Navigate Social Space: Lessons from Chicago's Gautreaux Mobility Program"
KATHRYN EDIN, Professor of Public Policy and Management, Harvard University

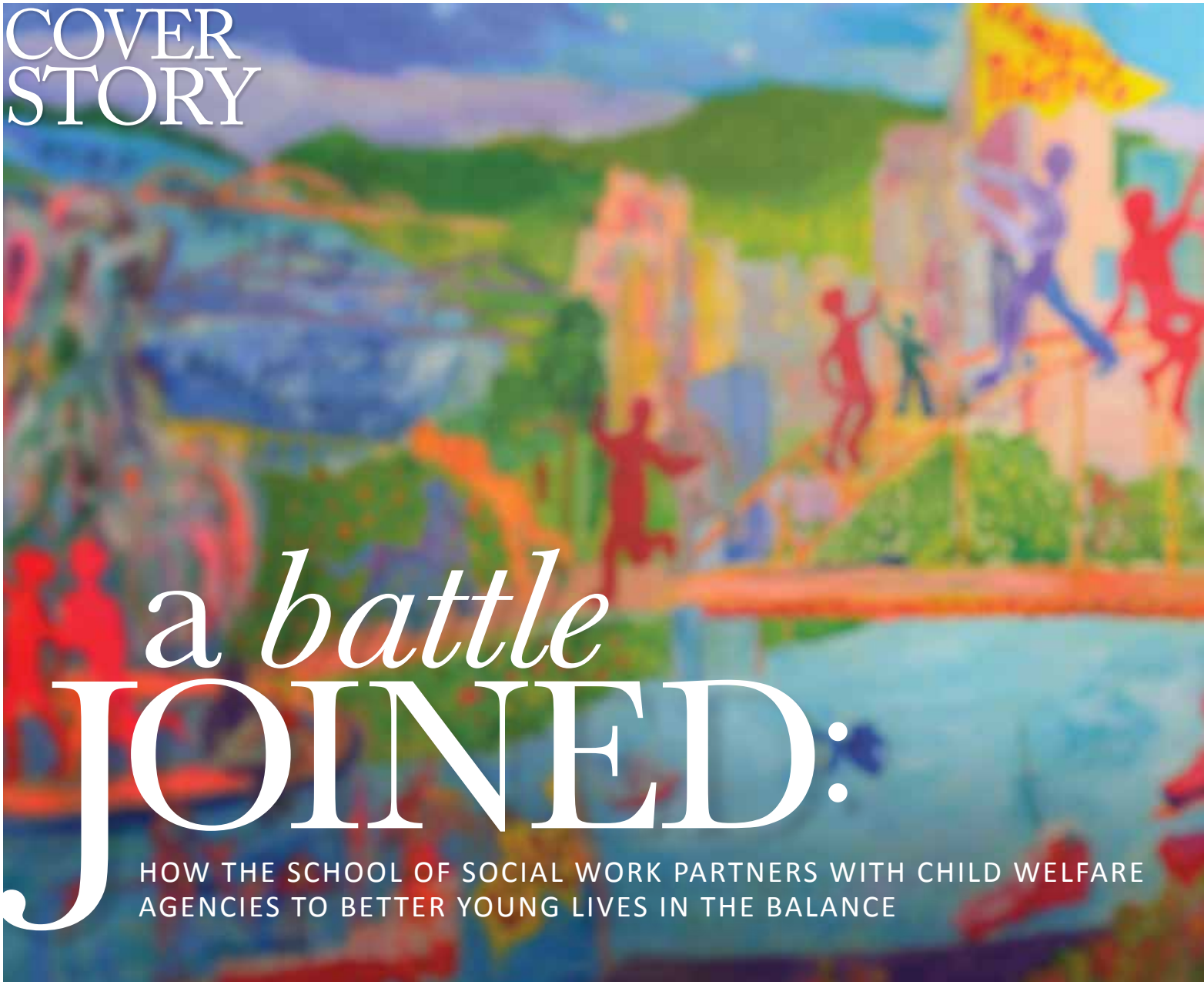
School of Social Work Spring Speaker Series

MICHAEL SHERRADEN, the Benjamin E. Youngdahl Professor of Social Development and founding director of the Center for Social Development at the Washington University in St. Louis George Warren Brown School of Social Work, delivered the World Social Work Day Lecture, "Creating and Testing Social Innovations," on March 15, 2011.

MILDRED MORRISON, administrator in the Allegheny County Department of Human Services Area Agency on Aging, will present "Convergence and Expectation: Changing Nature of Older Adult Social Services" on April 13, 2011, in the School of Social Work Conference Center, 2017 Cathedral of Learning.

Lunch will be provided. For more information, visit www.socialwork.pitt.edu or call 412-624-6304.

COVER STORY



a *battle* JOINED:

HOW THE SCHOOL OF SOCIAL WORK PARTNERS WITH CHILD WELFARE AGENCIES TO BETTER YOUNG LIVES IN THE BALANCE

When the School of Social Work tackles issues and programming related to child welfare, it does so with the help of staff members who are themselves former foster children.

The reason?

"They have a perspective that none of us can ever truly understand," says Helen Cahalane, principal investigator of the Child Welfare Education and Research Programs, which span two federal professional education components and a statewide training program. "They know the strengths [of the system]; they know the challenges."

The same can be said for the parent ambassador on staff, who also was formerly involved in the foster care system. These two details reflect the comprehensive quality of the school's approach to child welfare, which includes an integrated continuum of training, education, and technical assistance for everyone from top administrators to caseworkers, supervisors, fiscal officers, foster parents, and information systems workers.

"We're proud of that," says Cahalane, who also is a clinical associate professor teaching in the direct practice concentration of the University of Pittsburgh's Master of Social Work (MSW) program.

The stakes in child welfare training could not be higher. Nationally, at least 500,000 children live in some type of foster care; in Pennsylvania, that number is 18,000. Statewide, approximately 10,000 people work in child welfare, and about one-third of them are caseworkers.

It is a profession with a notoriously high burnout rate; caseworkers spend their days dealing with trauma, mental health problems, substance abuse, and domestic violence. There is a lot of public scrutiny. And, as Allegheny County Department of Human Services Director Marc Cherna points out, "We don't pay caseworkers much



MAKING A DIFFERENCE

Nationally, at least 500,000 children live in some type of foster care; in Pennsylvania, that number is 18,000. Statewide, approximately 10,000 people work in child welfare, and about one-third of them are caseworkers.

The profession carries high turnover and vacancy rates—both of which the University of Pittsburgh School of Social Work is combating through its partnership with the county and other agencies statewide.

"We're working with the families and the children who come into the child welfare system as well as the professionals who deliver those services."

HELEN CAHALANE
principal investigator, Child Welfare Education and Research Programs, University of Pittsburgh School of Social Work





"It's a great partnership, and I think it's critical for government to work with our universities."

MARC CHERNA
director, Allegheny County Department of Human Services

money; we don't give them much in the way of perks."

Consequently, the profession carries high turnover and vacancy rates—both of which the School of Social Work is combating through its partnership with the county and other child welfare agencies statewide.

A *Symbiotic* Relationship

By working closely with social service agencies, the school has created a mutually beneficial relationship: Students have access to real-world scenarios that enhance their training, and agencies gain access to new graduates who are better prepared to hit the ground running when they enter the real world.

Students "see the world differently, and we have a better-trained staff [because of them]," Cherna says. Graduates of the Pitt program "are way ahead of other new workers coming in, and they tend to last longer and do better. … It's a great partnership, and I think it's critical for government to work with our universities. [Social work graduates] add a perspective and an expertise that government wouldn't necessarily have, and we give to them the actual frontline experience that they wouldn't necessarily have."

The school offers three distinct, yet interrelated, programs. The Pennsylvania Child Welfare Training Program, physically located just outside Harrisburg, Pa., is the largest. It provides mandated training and support for best practices for all child welfare caseworkers and supervisors in Pennsylvania.

There also are the Child Welfare Education for Leadership (CWEL) and Child Welfare Education for Baccalaureates (CWEB) programs, which offer education for graduate and undergraduate students, respectively.

"We're working with the families and the children who come into the child welfare system as well as the professionals who deliver those services," Cahalane says.

The staff of about 80 people prides itself on its real-world roots. Besides the former foster children, the program also uses child welfare practitioners as trainers.

"Obviously, that makes a huge difference in [the trainers'] ability to translate that real knowledge into practice and to draw on their own experiences," Cahalane says.

(Continued on next page)

COVER STORY, continued from page 7

Through CWEB, the program recruits seniors from 14 colleges and universities across the commonwealth to do child welfare-specific course work and internships in exchange for a $680 monthly stipend, tuition support, and some money for books. As part of the agreement, they provide one year of service to a child welfare agency after graduation.

Established in 2001, the program has put 721 undergraduate students into county agencies, according to Cahalane. CWEL, established in 1995, has prepared and supported 880 child welfare professionals at 12 Pennsylvania schools of social work, with an overall retention rate of a whopping 92 percent.

Circle C Youth and Family Services, a group home and foster care agency in Pittsburgh, is one example of the education-to-employment cycle. Executive Director Richard Knouff graduated from the School of Social Work in the mid-1980s. Another director, also an alumnus, recently hired a student who interned at the agency. One Pitt student just finished an internship, and still another is beginning one.

Like Cherna, Knouff notes that "we get the benefit of some new ideas, some fresh energy. Students usually have lots of ideas from stuff they've learned in the classroom that they want to try out, and [an internship] gives them an opportunity to do that."

To Cherna, the program is a major pipeline. "It's that engagement, relationship, working together," he says. "A lot of times [when] people go to the School of Social Work, they don't think about the public sector. They want to be therapists. This really shows them that there's more to social work than therapy, and [it's] going back to social work's roots of going into the community and helping people in need."

From *Field to Classroom* and Back

The school also has a long history of partnering with government agencies to bring the lessons born from field experience into the classroom. For example, Marcia Sturdivant, deputy director of Allegheny County's Office of Children, Youth and Families, is teaching a course in Pitt's MSW program: Family Group Decision Making.

"It's evidence-informed practice from child welfare, and we're using an experienced community practitioner to instruct our students," says Cahalane. "I think that's a nice example of [what happens when] a community professional comes in."

Other county employees teach classes in such issues as community relations and public information, and Cherna himself has been a frequent guest lecturer.

"We're a big small town, Pittsburgh," he says. "We build relationships. We work together really well. We kind of take it for granted, but around the country, people are amazed at how well we work collaboratively."

Pitt researchers have offered evaluations of Allegheny County initiatives as well as drug and alcohol research, community projects, and even a case competition that offers cash prizes to teams of students from several schools who work together to solve problems.

"It gets the best and brightest thinking, 'This is a cool place to work.' It really helps us get people to come here," says Cherna. "Once people are exposed, they buy in and stay."

And that is crucial in a profession like social work, he notes.

"It's hard work. You've got your benefits and your satisfaction from helping other people," says Cherna. "When you do this work, it's easy to look in the mirror every day. You're making this world a little bit of a better place." ■



The comprehensive quality of the school's approach to child welfare ... includes an integrated continuum of training, education, and technical assistance for everyone from top administrators to caseworkers, supervisors, fiscal officers, foster parents, and information systems workers.

CHILD WELFARE EDUCATION AND RESEARCH PROGRAMS STAFF (first row, left to right): Christie Incorvati, Cynthia Bradley-King, Elizabeth Winter, Caroline Donohue, Michael Schrecengost; (second row, left to right): Rachel Winters, Helen Cahalane, Lynda Rose, Mary Beth Rauktis, and Yvonne Hamm

As a field placement advisor, Knouff takes students who are recommended by the school for internship placements.

"We're exposing somebody to direct practice in the field, and I think that's really important. Kids coming out of school with just book knowledge really [are] not adequate to successfully work in the field," he says.



the *biracial* DILEMMA

HOW A PARTNERSHIP LED TO RESEARCH THAT IDENTIFIED A TREND



MARY BETH RAUKTIS

Though people tend to think of caseworker preparation as the main purpose of a partnership between child welfare agencies and the School of Social Work, research also plays a key role.

Mary Beth Rauktis, research assistant professor, and Assistant Professor Rachel Fusco were part of a team that looked at data from Allegheny County in a study that revealed how race plays a role in the pathways of children who enter child welfare services.

"There is a fair amount of evidence that children of color … are disproportionately represented in out-of-home care," says Rauktis.

Using data from 2006, the team performed a random sampling of cases and examined risk assessments by the county's Office of Children, Youth and Families (CYF), measuring the risk for current and future harm to the children in question.

"What we found is, actually, if you're looking at disproportionality, it's primarily at the front door of the system," she says. "African American children are referred at greater rates than White children."

But what surprised the researchers most was that biracial children are referred most of all—at four times the rate of White children.

"We kept thinking there was a problem with our data," recalls Rauktis. "When you see a finding you don't expect, the first place you look is always for your own error."

After confirming the data were, in fact, accurate, the team began looking more closely at the risk assessments. In one category, which measured physical and emotional vulnerability in parents, the White mothers of biracial children were rated as having much higher risks.

Yet caseworkers, intake workers, and others on the front lines barely mentioned biracial children and said that while the system might have some biases, they believed the results were the natural fallout of very complex family situations and environments, not the least of which was poverty.

The researchers did find anecdotal evidence of system bias that gave them pause. For example, one mother in a blended family was reported to CYF every time she missed a medical appointment for her child, who had a chronic illness. But the medical personnel who reported her failed to note that she could not get to the clinic during the hours they gave her because she depended on a bus schedule and was caring for four other children, all preschool aged.

"Instead of lifting up the rug and asking, 'Why doesn't she come in?' they call CYF," says Rauktis. "This is almost as much a public health issue as a child welfare issue."

The team then looked at additional data and is further exploring the trend. Though they have some hypotheses about the lack of social support that biracial families experience, it will require further research to fully explain why.

For her part, Rauktis—whose research also has included study on the various factors that create a restrictive environment—will continue to ask questions that affect child welfare.

"We create policies, frankly, for our own convenience to some degree, and we cloak them in the language of therapy," she says. "We need to take a hard, honest look at our policies and ask who they're protecting." ■

a *model* for PROGRESS

MENTAL HEALTH SERVICES RESEARCH LEADS TO GROUNDBREAKING BEHAVIORAL HEALTH WORKFORCE DEVELOPMENT

This issue of *Bridges* focuses on the School of Social Work's child welfare training initiatives and education. The school also has launched a leading-edge workforce development and professionalization training certificate program for behavioral health service coordinators in Allegheny County.



SHAUN EACK



TRACY SOSKA

The impetus for this program grew from the school's mental health services research partnership with Western Psychiatric Institute and Clinic (WPIC), led by Catherine Greeno (social work) and Carol Anderson (WPIC) to benefit Family Services of Western Pennsylvania. This community-based research studied the capacity, training, and quality of case management service delivery in this large mental health service agency. Family Services is a major contractor for Allegheny County's Office of Behavioral Health, and this research identified critical avenues for improving capacity and quality of services by investing in a more professionally trained behavioral health workforce, especially at the case management staff level.

The case management staff role has evolved into a service coordinator position as the single point of accountability (SPA) in the county's system of behavioral health care for both children and adults. What started as a research study of mental health service delivery in one community agency now has become a model for service coordination workforce development across an entire county system of care that merits replication statewide and nationwide.



Strong support has come from the Office of Behavioral Health (under Deputy Director Pat Valentine) and Stephen Christian Michaels, chief operating officer at Family Services, who is on loan for this SPA effort and has provided partner agency leadership. Also, a school faculty research team composed of Greeno and Shaun Eack (who was a doctoral researcher on this project at WPIC before joining the social work faculty) has partnered with the school's Continuing Education Program under director Tracy Soska to develop a comprehensive curriculum and to implement certificate training across the spectrum of the behavioral health service coordination workforce.



Through this research and training partnership, the school is helping Allegheny County to reorient its behavioral health workforce toward a more effective system of support, one that also offers career ladders for professional development and salary growth. From a workforce with diverse and diffuse educational backgrounds and training experiences that was known for high turnover and limited career growth opportunities, this new training initiative is molding a reinvigorated and professionally trained service coordination capacity for both the short and long term.

The training curriculum and course were developed as a two-to-three-year continuum of cohort training beginning in 2010 with a cadre of behavioral health service coordinator mentors—seasoned practitioners who, once trained, could then support novice service coordinators who have not yet completed service coordinator certificate training. Already, cohorts of both adult and child

What started as a research study of mental health service delivery in one community agency now has become a model for service coordination workforce development across an entire county system of care that merits replication statewide and nationwide.



behavioral health service coordinator mentors have completed training and have received a career boost thanks to their new system roles mentoring other service coordinators. They completed the first training course this past fall, and, this spring, two more adult behavioral health service coordinator cohorts have entered training, including one of advanced-level practitioners. A final group of adult behavioral health mentors also is completing the school's model mentor certificate training. Eventually, the entire 300+-strong Allegheny County behavioral health service coordinator workforce will complete this certificate training.

While this training initiative addresses current workforce development needs, the school also has implemented a complementary mental health undergraduate certificate/specialization that would immediately qualify a certified BASW graduate for employment as a county behavioral health service coordinator.

Through these programs and as a result of University of Pittsburgh research, Allegheny County's behavioral health system is serving not only as a model for workforce professionalization in this vital behavioral health field, but also as a pipeline for its future workforce and a career ladder for continued professional development of the field. Social work long has been the leading profession in the behavioral health field, and this initiative aims to keep it in front. ■

FACULTY FOCUS



Mary Beth Rauktis brings *real-world* EXPERIENCE to the Caseworker's Classroom

In the working-class Irish Catholic family in which Mary Beth Rauktis was raised, girls grew up to be one of four things: a nurse, a nun, a mother, or a teacher.

Adept at science and math, Rauktis went to nursing school, then started her career at Magee-Womens Hospital of UPMC, helping lower-income mothers get through difficult pregnancies and postpartum days. Social workers were a familiar presence in the unit, and Rauktis came to admire their work so much that she enrolled in graduate school at the University of Pittsburgh, earning her MEd from the School of Education in 1985 and her PhD from the School of Social Work in 1993.



"There are a lot of paths in life. And just because you start off on one doesn't mean you'll end up there. There are a lot of do-overs. Our learning never really ends."

MARY BETH RAUKTIS
research assistant professor, School of Social Work

"Before he died, my father said, 'If you were going to be a social worker, Mary, you should have become a nun. They would have paid for your education,' " recalls Rauktis.

Rauktis has been found, since 2007, in the halls of her alma mater ("I'm one of those people [to whom] the dean says, 'Why don't you ever leave?' " she jokes). She serves as a research assistant professor, the latest mile marker on a career path that has taken many twists and turns.

After earning her master's degree, Rauktis went to work at Western Psychiatric Institute and Clinic. She credits Ellen Frank, Distinguished Professor of Psychiatry and professor of psychology, with teaching her about research. Early opportunities to work on grants that helped victims of sexual assault led to other grants. Rauktis worked in a clinic treating people for depression and in an inpatient unit.

"Unlike a lot of people, I really never thought I would have an academic career," she says. "I didn't necessarily want to work in the world of randomized clinical trials. I wanted to see if I could do practice-based research."

In the early 1990s, Rauktis went to work for Allegheny County's Department of Human Services, which was then a more departmentalized organization than it is today. She worked on the efforts to downsize or close state hospitals, eventually focusing on the children's team.

But by 2001, the time had come for a change. Rauktis, now married and the mother of a daughter named Olivia, decided that she wanted to try to see the world from a provider point of view. She went to work for Pressley Ridge, a private nonprofit organization dedicated to youth and families.

Rauktis, who had continued to teach on an adjunct basis in Pitt's MSW program, had the opportunity to teach in Portugal for a few semesters under a grant. She realized that the time might have come for another career change, this time back to academia, albeit in a characteristically nontraditional role.

"The child welfare research position spoke to my strengths. If you go out there in the field, some of these [children, youth, and families] directors are pretty tough cookies," she says. "I haven't lived these kids' lives, but I haven't been cloistered, either. If they want to trade war stories, I can go down with the best of them."

According to Rauktis, the school needs to produce caseworkers who are "strength based," focused on solutions, and willing to work with families. "That's what we need out there, and that's why I came back," she says.

Now that her daughter is 15, Rauktis sees her worrying over a common teenage problem: the pressure, at an early age, to decide what to do with the rest of her life. In this matter, Rauktis believes she serves as a living example of returning to the road not taken.

"She hasn't even figured out what she wants to eat most days, and yet people act like if your child isn't developing a portfolio, they're going to be left out in the cold," says Rauktis.

"There are a lot of paths in life. And just because you start off on one doesn't mean you'll end up there. There are a lot of do-overs. Our learning never really ends." ■

DEVELOPMENT *and* ALUMNI NEWS

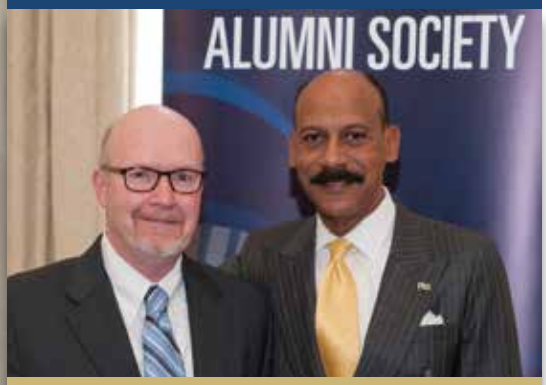
ALUMNI CORNER: A LOOK AT THE LIVES AND CAREERS OF SOCIAL WORK ALUMNI

JAMES P. McDONALD is managing director for global philanthropy and employee programs at BNY Mellon Corporation. In this position, he is responsible for leading the successful execution of BNY Mellon's global philanthropic programs, providing leadership, support, and counsel to executives, business managers, colleagues, and community organizations around the world to advance the company's corporate social responsibility and charitable goals.

In addition, McDonald serves as director of the BNY Mellon Foundation and president of the BNY Mellon Foundation of Southwestern Pennsylvania. He received his Master of Social Work degree from the University of Pittsburgh School of Social Work in 1982.

On October 28, 2010, McDonald was named a University of Pittsburgh Legacy Laureate, the highest honor bestowed on a Pitt alumnus. Launched in 2000, the Legacy Laureate program recognizes Pitt alumni who have excelled professionally and personally and who exemplify the best in leadership qualities and commitment to the greater good of their professions, their communities, and the world.





Pitt 2010 Legacy Laureate James P. McDonald (MSW '82) with Dean Larry E. Davis

"We as social workers learn the importance of each individual and are trained in how to encourage each individual to be the best he or she can be."

JAMES P. McDONALD,
managing director for global philanthropy and employee programs, BNY Mellon

WHAT MADE YOU CHOOSE THE MSW PROGRAM AT PITT?

"The School of Social Work at the University of Pittsburgh was on the leading edge of a field of study—industrial social work—that I was interested in. My good friend, Rhoda Mills Sommer (MSW '80), a graduate of the school, suggested I consider Pitt. Having spoken with Grady Roberts (MSW '65), the admissions officer at the time, I was very excited to do my graduate studies there."

TALK A LITTLE BIT ABOUT THE WORK YOU DO AT BNY MELLON.

"I was hired at [what was then] Mellon Bank in 1982 to develop the company's employee assistance program [EAP]. I was very fortunate to work with some great colleagues in a company that was committed to the health of its employees. Over time, I moved into a position in the human resources department at Mellon and worked on a broader range of services for our employees. In 1992, I was tapped to lead the company's philanthropic program and have been very happy to help not only our company but also the communities in which we live and serve.

"BNY Mellon's charitable giving focus is designed to help others by concentrating on basic needs and workforce development. Globally, through a combination of charitable donations, including grants and sponsorships provided by BNY Mellon and the dedicated involvement of our 48,000 employees, the company supports organizations and activities that drive positive change where it is needed most."

HOW DOES YOUR TRAINING AS A SOCIAL WORKER SUPPORT WHAT YOU DO TODAY?

"I was very fortunate to have a number of excellent professors while at the University of Pittsburgh. Through them, I learned about process development, critical analysis, and systems functionality. But in addition to the technical skills, I learned the importance of leadership. As [Walmart founder] Sam Walton said, 'Outstanding leaders go out of their way to boost the self-esteem of their personnel. If people believe in themselves, it's amazing what they can accomplish.' We as social workers learn the importance of each individual and are trained in how to encourage each individual to be the best he or she can be. It is that knowledge—and the use of that knowledge through daily engagement with others—that prompts social workers to be great leaders."

WHAT FACULTY MEMBERS INFLUENCED YOU?

"As I mentioned, I was very fortunate to have had a number of excellent professors at Pitt. However, four stand out.

(Continued on page 16)





Homecoming 2010 RECAP

Each year, alumni, students, and friends of Pitt gather on campus to celebrate homecoming weekend. The School of Social Work kicked things off at the Pitt Alumni Association's signature event, the Welcome Back Reception. Alumni met in the Commons Room of the Cathedral of Learning to reconnect with friends and former classmates before the fireworks. In addition to the Welcome Back Reception, the Pathway to Professions event gave more than 400 alumni and students an opportunity to network. Sharing information about their professional endeavors is a great way for alumni to give back to the University of Pittsburgh!

Also during the homecoming festivities, the Pitt Alumni Association Banner Program awarded the School of Social Work Alumni Society Gold Banner status. Through its activities, the school's alumni society helps to strengthen the Pitt Alumni Association's strategic mission, which focuses on four areas: financial strength, communications, student involvement, and partnerships. The recognition included a $500 contribution to the School of Social Work scholarship fund.

Finally, the Pitt men's football team beat the University of Louisville 20–3 to cap off the weekend! The School of Social Work thanks you for sharing the events of Homecoming 2010 with us. We look forward to seeing you in 2011.

Hail to Pitt!

2010 ALUMNI RECOGNITION *and* CONTINUING EDUCATION FORUM

The School of Social Work Alumni Society honored Distinguished and Outstanding Alumni Award recipients at the 2010 Alumni Recognition and Continuing Education Forum. The event was held on Friday, October 29, at the Pittsburgh Athletic Association as part of Homecoming 2010 weekend. Fifty-five social work professionals, including alumni, faculty, staff, students, and community leaders, attended.

"I was impressed by how well organized the event was," said Antoinette Y. Farmer, one of the honorees. "The forum allowed for an intellectual and engaging exchange between the honorees and attendees." Financial support from the Pitt Alumni Association contributed to the event's success. The forum strengthened the alumni association's mission by advancing the University and providing a platform for alumni engagement. The School of Social Work Alumni Society looks forward to partnering more with the alumni association in the future.

Petrina Sichak (MSW '07), current School of Social Work Alumni Society president, is enthusiastic about the future of the forum. "I was proud to see the alumni society plan and execute such an important event that recognizes and honors its own. We look forward to having great success with this event well into the future," she said.

We hope to see you at the 2011 Alumni Recognition and Continuing Education Forum!



PICTURED LEFT TO RIGHT: David A. Coplan (BASW '91, MSW '93); James P. McDonald (MSW '82); Antoinette Y. Farmer (PhD '91); Robert Mason (MSW '76); Jim Cunningham; Keith Caldwell (MSW '02), director of career services and alumni affairs; and Laurie Mulvey (MSW '84)

Alumni from across the country gathered to network, interact, and honor their own. Honorees were Antoinette Y. Farmer (PhD '91), associate dean for academic affairs and associate professor at Rutgers, The State University of New Jersey; Robert Mason (MSW '76), director of employee assistance program services at PERSOMA P.C.; Laurie Mulvey (MSW '84), director of the University of Pittsburgh Office of Child Development's Division of Service Demonstrations; David A. Coplan (BASW '91, MSW '93), executive director of the Human Services Center Corporation; James P. McDonald (MSW '82), managing director for global philanthropy and employee programs at BNY Mellon; and Jim Cunningham, professor emeritus at the University of Pittsburgh School of Social Work. The moderated panel discussion addressed how to be an effective social worker in difficult economic times.

ALUMNI CORNER, continued from page 14

"Professor Moe Coleman, who taught Urban Analysis, opened my eyes to the challenges cities faced in the early '80s. In one of his first classes, he took his class on a four-to-five-hour bus tour of Pittsburgh. His passion about what makes a city successful and how social workers can partner with government representatives, corporate leaders, and average citizens to find solutions to urban problems has stayed with me in all that I have done.

"Professor Greg DeSilva (MSW '64) ran the industrial social work program, and for his vision and leadership in the field, I am grateful. He encouraged my passion and provided me with the tools I used to be successful in my chosen field.

"Professor Hide Yamatani taught me the importance of evaluation, the skill to be able to critically review a subject and determine its merit using criteria against a set of standards. This tool has allowed me to not only determine whether an organization seeking funding from the BNY Mellon Foundation of Southwestern Pennsylvania was worthy of such funding, but it also gave me the skills to help the charity improve its systems or programs.

"And, of course, I am most grateful to [former] Dean David Epperson (MSW '64). During Dean Epperson's tenure, I was able to thrive under the vision and mission of the University of Pittsburgh School of Social Work he brought forth. Throughout my career, I have kept in contact with Dean Epperson and have always found his advice to be sound and helpful.

"In addition to these gentlemen, I want to acknowledge three people: Cheryl Bartko, Barbara Proviano, and Rosemary Rinella. Their encouragement, support, and assistance in navigating the academic system was an immense help. But for their support, I am sure I would not have graduated!"

WHAT ARE YOUR MOST NOTABLE MEMORIES?

"My career has offered me many memorable moments. Most come from meeting and working with some terrific people. As an EAP specialist, I watched individuals struggling with their own personal issues become terrific employees. As the managing director of philanthropy, I have watched my company's investments in communities and people around the globe produce the intended results."

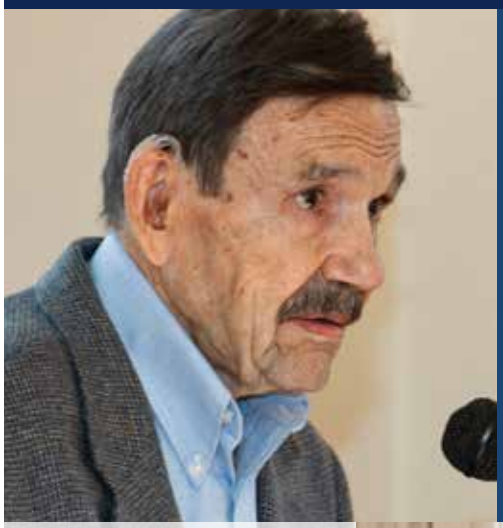
WHAT DOES BEING NAMED A LEGACY LAUREATE MEAN TO YOU?

"It has been more than 25 years since I graduated from the University of Pittsburgh and began my work with what was then Mellon Bank. Over the years, I have been fortunate to have had the opportunity to hold various positions that allowed me to use the skills I developed at the School of Social Work.

"This honor is, I believe, a recognition of the support of my partner, Larry; family; friends; professors; and colleagues.

"I would like to thank the University and in particular Chancellor Mark Nordenberg, Dean Larry Davis, and the School of Social Work for this recognition." ■

PROFESSOR EMERITUS *named* HONORARY ALUMNUS



"[This honor] means a lot."

JIM CUNNINGHAM,
on his honorary alumnus status



Dean Larry E. Davis presents an award to Jim Cunningham.

Though Jim Cunningham had taught at Pitt since 1966, it wasn't until 2010 that he officially was anointed a social worker.

Cunningham, a professor emeritus who formally retired in 1994, still lives close enough to campus that he can walk to the School of Social Work, where he spent decades teaching. For most of that time, he was one of the only faculty members who did not have a degree in social work; rather, he studied economics. He considers the two disciplines to be "intimately connected."

"In many ways, the basis of problems social work deals with is economic," he explains, adding that poverty is a contributing factor to most social ills.

However, the school now has recognized Cunningham as an honorary alumnus, honoring him at an event in October. It was a gesture that touched Cunningham, who continues his affiliation with the school through support for programs such as the Community Practice Award Fund, which he established in 2006.

Prior to his arrival at Pitt, Cunningham worked in political and neighborhood development organizing in his native Chicago, Ill. He worked as an organizer for ACTION-Housing Inc. in Pittsburgh, helping neighborhood residents gain a voice in decision making, before joining the faculty at the School of Social Work, where he taught community organizing.

Cunningham was instrumental in creating a master's degree program built on an equal amount of time spent in the field and the classroom. He also published four books. He continues to write and volunteer.

"It means a lot," says Cunningham, characteristically humble, of the honorary alumnus status. "It was always an incompleteness in my role."

RESEARCH UPDATE

The School of Social Work is in the process of implementing 31 externally funded projects (22 research projects and nine educational training projects) with an aggregate total annual budget of a little more than $27 million. The following abstracts represent the impressive array of research and evaluation projects that are under way related to child welfare education.

Compiled by Hide Yamatani, Associate Dean for Research





PROJECT TITLE:

Bridging the Transition to Adulthood:

A Study of an Intensive Team Treatment Model for Rural Youth

Principal Investigators: Rachel Fusco and Mary Beth Rauktis
Funded by: Venango County (Pa.) Human Services

Former foster care youths fare poorer on almost every measure of adult well-being compared to their peers. They are less likely to attend college, have higher rates of mental health problems, face a difficult time achieving financial independence, and often experience housing insecurity and homelessness. Youths in rural settings are more likely than their peers in either urban or suburban areas to engage in behaviors that put them at risk but are less likely to access mental health services due to concerns about stigma, lack of insurance, and transportation barriers. This mixed-methods study is in the third of five years of evaluating the Intensive Transitions Team Program, a team intervention program used when working with these young adults. The program was designed for those whom Mark Courtney, professor at the University of Chicago School of Social Service Administration, has identified as "troubled and troubling": a subgroup of former foster youths, primarily young adult men, likely to be incarcerated or institutionalized in residential mental health placements, insecurely housed, and unemployed. Key findings from the evaluation are that individualized, in vivo services based on a structured assessment of strengths and needs are critical to successful outcomes, and the alliance between the young adult and help givers is an important model component.

PROJECT TITLE:

Youth Perception of the Restrictiveness of Living Environments

Principal Investigator: Mary Beth Rauktis
Funded by: Casey Family Programs, Pressley Ridge, and the University of Pittsburgh School of Social Work



MARY BETH RAUKTIS

Least-restrictive placement for youth should be more than an outcome goal for the child welfare system. The restrictiveness of a youth's living environment limits his or her access to services, opportunities to learn, and practical skills that are necessary to live independently and to gain access to secondary education. Yet despite its importance, the concept of restrictiveness has not been well conceptualized or measured. This study continues the psychometric work on the Restrictiveness Evaluation Measure for Youth (REM-Y) (Rauktis, Huefner, O'Brien, Pecora, Doucette, and Thompson, 2009), which was created to measure restriction. The purpose was to explore the concept of restriction from the youths' (rather than the adults') perspective, focusing on older youths who have been in out-of-home placements within the child welfare system. Researchers will use this information to revise the REM-Y and the Restrictiveness Evaluation Measure, Self—created for older youths—and to inform policies that impact how and where youths live and how they transition.

(Continued on next page)

RESEARCH UPDATE, continued from page 17



PROJECT TITLE:

Understanding Transitions to Adulthood for Child Welfare-Involved Youth

Principal Investigators: Sara Goodkind and Jeffrey Shook

Funded by: The Pittsburgh Foundation and Eden Hall Foundation through the Allegheny County Department of Human Services

One of the more difficult areas of the work of the Allegheny County Department of Human Services (DHS) involves youths making the transition from the child welfare system to adulthood. The challenges of transitioning to adulthood are particularly difficult for those without stable family and material support, and many experience poor outcomes in educational attainment and employment, involvement with the criminal justice system, poverty, and homelessness. Few studies exist that address factors affecting successful or unsuccessful transition to adulthood for these youths, and those that do are limited in scope. This initiative extensively documents how experiences in the child welfare system are associated with subsequent outcomes. This research provides a solid understanding of factors affecting subsequent outcomes for youths involved in the child welfare system. It builds on current DHS efforts to improve these services and supports by generating comprehensive, quantifiable information on youths' experiences and outcomes. It provides crucial information that will enable service providers to target efforts toward shaping policies and practices to improve educational, economic, and social outcomes for these vulnerable youths as they become adults.

PROJECT TITLE:

Taking Family Rights Seriously: The Adoption of Family Group Decision Making and Fidelity to Family Group Decision-Making Principles

Principal Investigator: Mary Beth Rauktis

Coinvestigator: Shauna Reinhart

Funded by: Pennsylvania Department of Public Welfare Office of Children, Youth and Families

In family group decision making (FGDM), families are encouraged to create and implement solutions for protecting the safety and promoting the well-being of children and youths. What appears to be a simple practice change requires a tremendous paradigm shift for both families and professionals, because it changes the perspective from one of individual rights and blame to that of family and community responsibility and shared decision making. This model of engaging and working with families requires effective communication and a shared understanding of the goals and objectives for a family group. Studies consistently find that families and youths are satisfied with FGDM and other forms of family group involvement. However, a high degree of satisfaction with family group meetings or conferences does not mean that youths, families, and community partners feel truly involved or empowered. This study examines families' perceptions of the implementation of key family group principles during a conference using comparative information from several sources. The ongoing study examines the implementation of family group principles in practice by comparing the congruence of professionals and family members in their perceptions of fidelity to key family group decision-making principles as well as the impact of race, gender, and relationship.

PROJECT TITLE:

The Use of Mobile Technology in Caseworker Visits to Children in Federally Defined Foster Care

Coprincipal Investigators: Helen Cahalane and Rachel Fusco

Funded by: Pennsylvania Department of Public Welfare Office of Children, Youth and Families

Although emphasis is placed on improving access to the benefits of technology for caseworkers, little research has been devoted to the use of technology in the field and its impact on practice. This study evaluates the use of mobile technology among foster care caseworkers in Pennsylvania by using a mixed quantitative/qualitative design. The evaluation has two primary objectives: to describe current visitation policy and practice and to examine how the use of technology in the field impacts family engagement, job satisfaction, and a sense of professionalism. Semistructured interviews with two caseworkers from each of Pennsylvania's 67 counties were conducted to gather baseline information regarding current agency policies and procedures. Several themes emerged from these interviews. Caseworkers described engagement strategies such as their use of self and allowing the client to take the lead as well as the importance of following through and providing consistency in their work with families. Engagement barriers such as the negative view clients sometimes have toward children's protective services and the mental health and substance abuse issues that often co-occur with maltreatment were noted in addition to demographic differences between workers and clients. Phase II of the study involves the use of technology in the field. Results from this study will inform caseworker policy and practice regarding the use of mobile technology as well as contribute to a greater understanding of factors that influence engagement during visitation with children and families.

PROJECT TITLE:

Developmental Screening in Pennsylvania Child Welfare Services

Principal Investigator: Rachel Fusco
Coinvestigator: Helen Cahalane
Funded by: Pennsylvania Department of Public Welfare Office of Children, Youth and Families



RACHEL FUSCO



HELEN CAHALANE

In 2009, Pennsylvania implemented developmental and social-emotional screening for very young children who are referred to child welfare services. Screening, using a standardized instrument, is required among all children ages 3 and under who are substantiated for maltreatment. This three-phase study is an evaluation of the new mandate for statewide screening and seeks to identify the needs of young children for early intervention services, service gaps that exist across the state, and the experience of caregivers in the screening process. The evaluation has three main research questions: (1) How are counties implementing the screening mandate? (2) What are the characteristics of children involved with child welfare across Pennsylvania? and (3) Are children who screen with developmental and/or social-emotional concerns receiving appropriate services? To answer these questions, a multiphase study was developed. During Phase I, 67 child welfare workers and 57 early intervention workers (representing 66 out of 67 Pennsylvania counties) were interviewed about the implementation of the screening initiative. Phase II involves child welfare workers' entering data into an online database for all children in their counties screened since July 2009. In the third and final phase, a random sample of caregivers throughout Pennsylvania is being interviewed regarding their experiences during the screening, their access to services, and their opinions of child welfare.



The shortage of professional personnel is widely recognized as a nationwide problem in the field of public child welfare.

PROJECT TITLE:

The Perception of Agency Work Climate among Title IV-E Child Welfare Graduates

Coprincipal Investigators: Helen Cahalane and Mary Beth Rauktis
Funded by: Pennsylvania Department of Public Welfare Office of Children, Youth and Families

The shortage of professional personnel is widely recognized as a nationwide problem in the field of public child welfare, and much emphasis has been placed on understanding the complexity of worker retention. Almost every discussion of the challenges within the child welfare workforce eventually raises several interrelated issues: large caseloads, high worker turnover, the high-intensity nature of the work, low salaries, task-oriented versus process-oriented supervision, and agency working conditions. The faculty and staff of the Child Welfare Education and Research Programs are in a unique position to study the perception of agency organizational climate among graduates of the Child Welfare Education for Baccalaureates (CWEB) and Child Welfare Education for Leadership (CWEL) programs. Many CWEB and CWEL graduates report feeling accomplished, committed, and invested in their child welfare work. However, the ratings of program graduates on the climate of their work environment are moderate at best. Common areas of work climate strain are role overload and lack of opportunities for promotion. These work environment findings have been consistent over time, suggesting that the child welfare work climate in Pennsylvania is stable and not influenced to a large degree by individuals or where they are working. Therefore, interventions that target problem areas such as role overload and opportunities for advancement may not need to be individualized to a particular agency or region. Additionally, retention research with graduates has shown that opportunities to utilize advanced skills often can make the difference between staying within public child welfare and seeking new opportunities. Educational programs such as CWEB and CWEL prepare and enrich the child welfare workforce, but they are only one component of an overall strategy for education and retention within the child welfare system.

(Continued on next page)


SARA GOODKIND


JEFFREY SHOOK

PROJECT TITLE:

The Transition to Adulthood among Child Welfare-Involved Youth: A Qualitative Examination of Race

Principal Investigators: Sara Goodkind and Jeffrey Shook

Youths "aging out" of the child welfare system are experiencing two simultaneous transitions—one from the care, protection, and supervision of the child welfare system to a position of autonomy and responsibility and the second from childhood to adulthood. The latter transition has become increasingly complex in the last 50 years, as the period of transition to adulthood in the United States has extended and traditional markers of a successful transition have shifted (Furstenberg et al, 2004). In fact, most Americans do not expect their children to complete the transition to adulthood until they are at least 23 (Shirk and Strangler, 2004). Consequently, many youths are receiving increased financial and social support during this period, especially from their parents. Youths aging out of the child welfare system, however, cannot rely on such support. Further, these youths often face additional challenges related to the abuse and neglect they have experienced, their resulting mental health and educational problems, and the poverty in which they were raised. This pilot study extends the knowledge base on young people who age out of the child welfare system through qualitative interviews focused on the experiences of child welfare-involved youths after they turn 18.

PROJECT TITLE:

A Vulnerable Population within a Vulnerable Population: Lesbian, Gay, Bisexual, Transgendered, and Questioning Youth in Child Welfare

Principal Investigator: Rachel Fusco
Special Consultant: Liz Winter
Funded by: University of Pittsburgh Central Research Development Fund

Based on estimates of the proportion of lesbian, gay, bisexual, transgendered, and questioning (LGBTQ) people in the United States, at least 10 percent of youths in the child welfare system are believed to be LGBTQ. In actuality, the number of LGBTQ youths in foster care is likely to be much higher, as these youths are subject to higher rates of abuse and neglect in their families of origin because of their sexual minority status. Unfortunately, the U.S. child welfare system has been slow to address the varied needs of this vulnerable and essentially invisible population. The objectives of this exploratory study are twofold: to explore the current policies and practices in two Pennsylvania county child welfare agencies related to LGBTQ youths and to examine the current state of research and best practices nationally for this underserved and marginalized population. To this end, four research questions will be explored: (1) Do these child welfare agencies have formal policies and procedures in place for addressing the safety, permanency, and well-being needs of LGBTQ youths? (2) What are the child welfare agencies' practices in relation to these youths? (3) What are the attitudes of child welfare caseworkers and supervisors in those child welfare agencies toward LGBTQ people? and (4) What are the current evidence-based and promising practices related to LGBTQ youths involved in child welfare services? Findings from the first three research questions will provide a preliminary picture of the Pennsylvania perspective in providing child welfare services to LGBTQ youths.



NEWS *from the* CENTER ON RACE *and* SOCIAL PROBLEMS

RACE IN AMERICA CONFERENCE, SPEAKER SERIES, JOURNAL, *and* TRIP TO CUBA *show reach of* CRSP



RACE IN AMERICA

The Center on Race and Social Problems (CRSP) experienced its most successful year ever in 2010, with a variety of initiatives and activities that reached across the nation and beyond.

The highlight of the year was the Race in America conference in June. This conference brought together scholars and leaders from around the country and facilitated an open and productive dialogue about racial inequities in America. It was foremost a solution-focused conference in that it addressed the means for resolving these pervasive racial injustices.

CRSP staff and faculty are hard at work producing reports on each of the conference's seven subjects: economics; education; criminal justice; race relations; health; mental health; and families, youth, and the elderly. Each is forthcoming within the year, and both the economics and education reports are due to be released this spring.

Once again, the School of Social Work would like to thank the conference sponsors for their support; without them, the Race in America conference would never have taken place. We especially want to note the support we received from fellow schools of social work across the country, many of which had faculty and students in attendance.

FALL SPEAKER SERIES

The CRSP Fall Speaker Series, which Buchanan Ingersoll & Rooney PC has supported for the past six years, was a success. The following were the topics and speakers.



"Debates on Race and History in Contemporary Cuba"
ALEJANDRO DE LA FUENTE
UCIS Research Professor, Department of History, University of Pittsburgh



"Race, Racism, and Mental Health in Asian American Communities"
SUMIE OKAZAKI
Associate Professor of Applied Psychology, New York University



"Race, Class, and Student Achievement in KIPP Middle Schools"
PHILIP M. GLEASON
Senior Fellow, Mathematica Policy Research



"Columnizing in a Post-Racial World"
TONY NORMAN
Columnist, *Pittsburgh Post-Gazette*

We want to thank the loyal group of individuals who regularly attend these luncheon talks, which provide a forum for a multiracial and professionally diverse group of faculty, students, and community leaders to come together and have civil discussions about America's defining social problem—race. We believe these lectures are unique not just to the University of Pittsburgh but also to the country.



RACE AND SOCIAL PROBLEMS

The center's journal, *Race and Social Problems*, is now in its third year. A multidisciplinary and international forum for the publication of articles and the discussion of issues germane to race, it addresses health-related, educational, psychological, socioeconomic, political, and cultural problem areas.

To view articles from the first two issues and the call for papers, please visit **www.crsp.pitt.edu**.

(Continued on next page)

NEWS *from the* CENTER ON RACE *and* SOCIAL PROBLEMS

Continued from page 21



TRIP TO CUBA

This past year, as part of its international focus, CRSP sponsored a graduate student trip to Cuba, one of the most fascinating and educational events of the year. The University of Havana hosted the 16 students, who were from various schools at Pitt. The trip gave students the chance to observe Cuba's social policies and practices firsthand and to visit programs and places that offered insight into the country's work with children, the elderly, the mentally ill, and other vulnerable members of society. It was a powerful experience for all involved.

David Lauteri said, "The Cuba trip provided the unique opportunity to research and travel to a country unlike any other in the world."

Dan Dalton said, "The visit to Cuba allowed us to get beyond the politics and the noise in the United States and to see what life in Cuba was actually like in 2010. We were able to speak with normal people as well as prominent officials, which gave us an excellent sense of the society in the short time we were there. I was able to conduct basic research on the Cuban system of urban agriculture in Havana, which included interviews with several farmers and vendors. This information contributed to presentations in several academic settings, including one professional conference."

Anne Marie Toccket said, "Thirteen years of Spanish language study and four years of living in Latin America couldn't have prepared me for [the] trip to Cuba. Having the opportunity to roam the streets of Havana, talk with university officials and professors, and interact with regular Cubans was an experience I'll not soon forget. I still have dreams about the rice and beans."

Students also learned about the role race has played in the policies and practices of contemporary Cuba. It is our hope that the center will be able to offer a similar trip in 2012.

CLASS NOTES

JODY BECHTOLD (MSW '02) received the third annual Tony Milillo Person of the Year Award from the Council on Compulsive Gambling of Pennsylvania in recognition of her "distinguished achievement and dedication in the development and promotion of public awareness, research, education, training, and treatment services for problem gambling" during National Problem Gambling Awareness Week. The School of Social Work cosponsored the annual event, which was held for the first time in Pittsburgh in March.

MELISSA PRESTON (MSW '04) is the director of clinical social work at Northern Virginia Mental Health Institute in Falls Church, Va. In this role, she helps to maintain a strong social work department that focuses on core values related to recovery and discharge planning. She recently helped to facilitate the Virginia Statewide Implementation and Efficiency Team's creation of a quality audit tool for peer consultations within the state system. She also is working toward her goal of completing 50 marathons in 50 states.

STEPHANIE SAMOLOVITCH (BASW '09, MSW '10) was hired in January 2011 as the director of support services at the Cancer Caring Center, a nonprofit organization located in the Bloomfield section of Pittsburgh. The agency provides free emotional and social support services to cancer patients and their family members of all ages, including support groups, kids' support and pet therapy, Reiki and other live-well programs, a telephone help line, and individual counseling.

ANEESAH YOUNG (BASW '09) currently a master's degree student at the University of Pennsylvania, has been appointed by Sunderland (United Kingdom) City Council's children's services to a two-year position as a social worker. Young was recruited while working for Delaware County (Pa.) Children and Youth Services and is a graduate of Pitt's Child Welfare Education for Baccalaureates program.

IN MEMORIAM

EVELYN H. MANELLA (MSW '41)

THE NORMAN J. AND ALICE CHAPMAN RUBASH DISTINGUISHED LECTURE IN LAW AND SOCIAL WORK

"Unto a Third Generation: A Call to End Child Abuse in Three Generations"

Victor Vieth, Executive Director, National Child Protection Training Center, Winona State University

Tuesday, March 22, 2011

Teplitz Memorial Moot Courtroom
Barco Law Building
3900 Forbes Avenue, Oakland

KEEP *in* TOUCH!

The School of Social Work wants to know the most recent information on your career advancements, papers, honors, and achievements. This information will be posted in our Class Notes section. Include name, dates, and locations. Photos are welcome. Please write legibly. If you prefer, you may e-mail your update and photos to the address below.

NAME

DEGREE(S) AND YEAR(S) OF GRADUATION

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POSITION(S)

NEWS

COMPLETE *and* MAIL *or* FAX TO:

University of Pittsburgh
School of Social Work
2117 Cathedral of Learning
4200 Fifth Avenue
Pittsburgh, PA 15260
Fax: 412-624-6323

attn: Keith Caldwell, director of career services and alumni affairs
E-MAIL TO: Keith Caldwell, kjc45@pitt.edu

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All lectures are from noon to 1:30 p.m. in the School of Social Work Conference Center, 2017 Cathedral of Learning.

Lunch will be provided; registration is not required. For more information, visit www.socialwork.pitt.edu or call 412-624-6304.



School of Social Work Speaker Series

TUESDAY, MARCH 15
"Creating and Testing Social Innovations"
MICHAEL SHERRADEN, Benjamin E. Youngdahl Professor of Social Development and founding director of the Center for Social Development at the Washington University in St. Louis George Warren Brown School of Social Work



WEDNESDAY, APRIL 13
"Convergence and Expectation: Changing Nature of Older Adult Social Services"
MILDRED MORRISON, administrator in the Allegheny County Department of Human Services Area Agency on Aging

Center on Race and Social Problems Reed Smith Spring 2011 Speaker Series



MONDAY, JANUARY 31
"The Intractable Career of James Crow III"
ROBERT HILL,
Vice Chancellor for Public Affairs, University of Pittsburgh





WEDNESDAY, FEBRUARY 23
"Doing Race: 21 Essays for the 21st Century"
HAZEL MARKUS,
Davis-Brack Professor in the Behavioral Sciences, Stanford University
PAULA MOYA,
Associate Professor of English, Stanford University



THURSDAY, MARCH 10
"Intergroup Relations/ Implicit Bias"
JOHN DOVIDIO,
Professor of Psychology, Yale University



FRIDAY, APRIL 8
"How the Urban Poor Navigate Social Space: Lessons from Chicago's Gautreaux Mobility Program"
KATHRYN EDIN,
Professor of Public Policy and Management, Harvard University