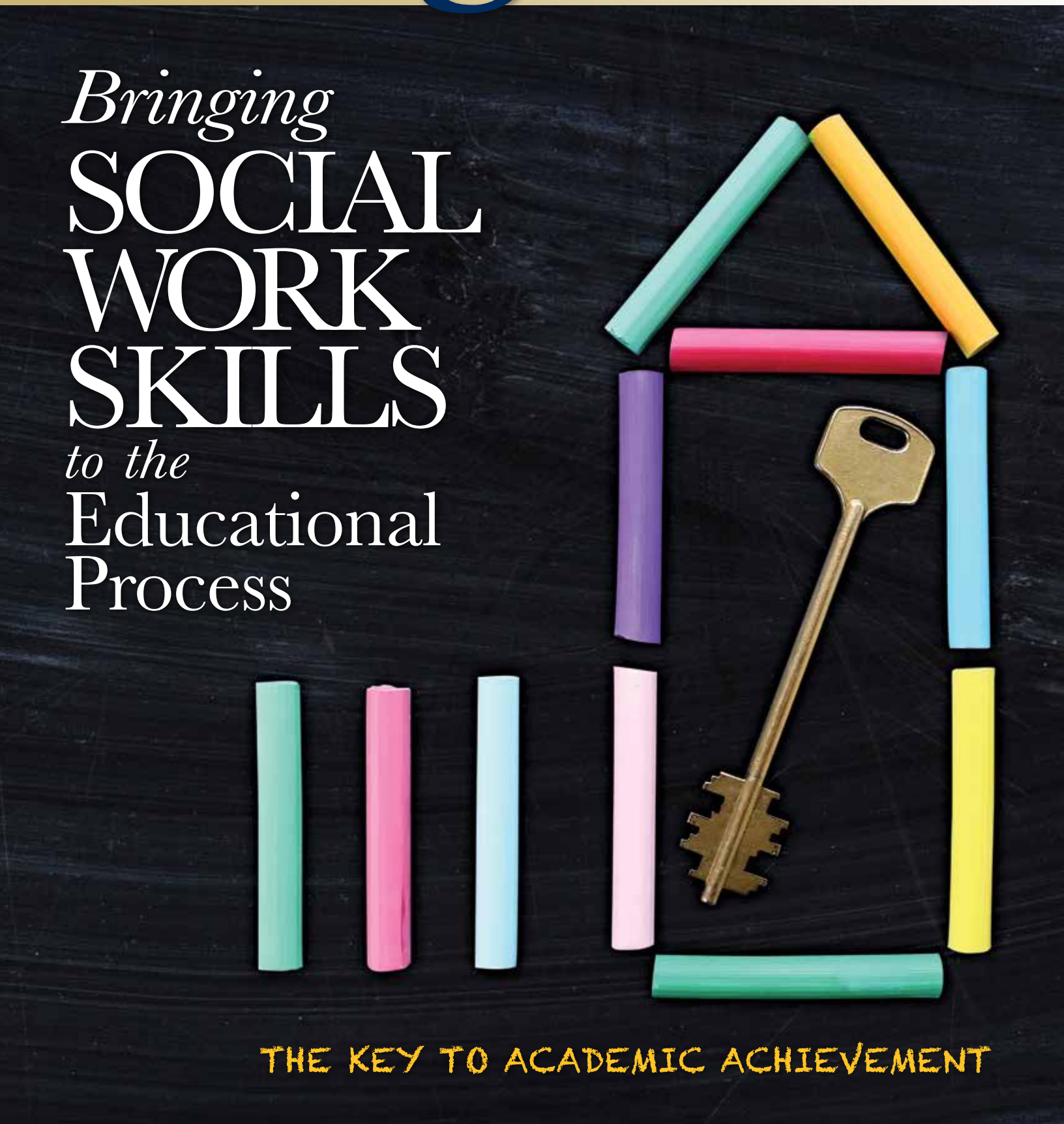
Bridges

UNIVERSITY OF PITTSBURGH
SCHOOL OF SOCIAL WORK

MAGAZINE **FALL 2013**

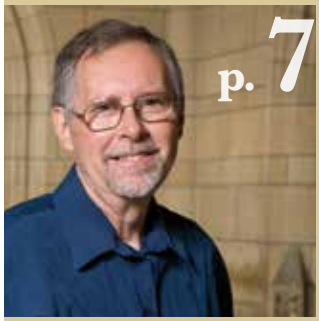
Bringing SOCIAL WORK SKILLS *to the* Educational Process



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.


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p. 13


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ON THE COVER

The front cover image is intended to symbolically convey that the key to closing the achievement gap is to ensure that social work skills find their way into the classroom.

Students will perform better in school when their environment outside of school—whether it's at home or in an after-school program—is safe and supportive.


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DEAN'S MESSAGE

Greetings, Alumni *and* Friends,

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

Fall means back to school for students of all ages and seems a fitting season to share the School of Social Work's vision for the field of social work and the role it can play in the educational arena.

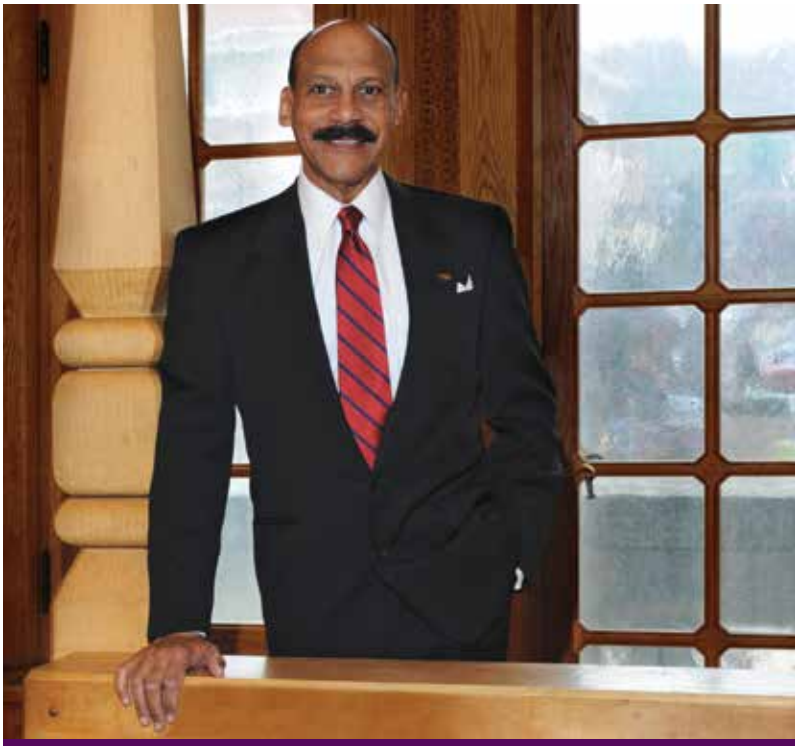
This issue of *Bridges* is dedicated to addressing what we refer to as the social determinants of educational outcomes. It is well documented that many of our urban schools are experiencing poor performance outcomes: Attendance is low, dropout rates are high, and graduation rates for many schools are below 50 percent. For many years now, our school has played an important role in school social work via its Home and School Visitor Program. We are pleased that the new director of this program, Deborah Robinson, is bringing a new passion and commitment to such an important part of our mission. Helping to carry out that mission are alumni like Annette Giovanazzi (BASW '82, MSW '84; see page 13) who are working diligently as school social workers.

Clearly, social problems are at the heart of much of what is thwarting positive educational outcomes of youths in grades K–12. Hence, I believe that social workers occupy a unique position to best address many educational difficulties currently being experienced by urban youths. Our school recently launched a major initiative to influence the social factors that have an impact on youths' educational success. As part of this initiative, we have begun to work closely with Pitt's School of Education in the effort to address the myriad of problems experienced by students in urban schools. Also helping us to address these challenges is James Huguley, a PhD graduate of the Harvard University Graduate School of Education who is serving as a postdoctoral fellow in the Center on Race and Social Problems (CRSP). He specializes in understanding how school and social contexts contribute to racial achievement disparities in educational outcomes.

This past summer, the Heinz Endowments supported, and CRSP hosted, a summit that brought together educators from across the region. Presentations and shared research from this event are just some of the many resources that are now available on the center's one-of-a-kind searchable online directory. We are thrilled to now offer all of the center's publications, lectures, and research in one place, and we hope that this work will be used by educators and researchers from across the country.

In fact, this year, the center was able to share its work with a large audience when it hosted the Race, Ethnicity, and Poverty Summit—the first of its kind. We met some wonderful people, learned about research being done throughout the United States, and were able to share the innovative work we are doing here at Pitt. Plans are already under way for a new summit next year, and we look forward to welcoming even more centers.

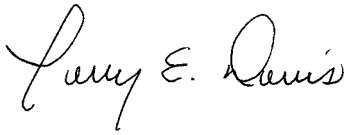
And yet, as we meet new friends, we sadly say good-bye to others. Gary Koeske, one of our most dedicated and well-loved faculty members, retired this year. We are lucky that Koeske will remain as editor in chief of the journal *Race and Social Problems*, but he will be missed by his students and friends here in the school.



"I believe that social workers occupy a unique position to best address many educational difficulties currently being experienced by urban youths."

However, the school continues to grow, and this has been an especially exciting year as we have made some major changes in administration, promoted faculty members, and added to our faculty and staff. You can read about these developments on pages 4 and 5.

As always, you are invited to drop by the school for a visit whenever possible, and we look forward to seeing you at the school and CRSP speaker series. I also encourage you to visit the new CRSP Race Research Online Directory at www.crsp.pitt.edu and browse through 10 years of excellent research, videos, and publications.



Larry E. Davis
Dean
Donald M. Henderson Professor

SCHOOL NEWS



First row, seated (left to right): Paula Allen-Meares, Wendell Freeland, and Shanti Khinduka

Back row, standing (left to right): Vice Provost for Graduate Studies Alberta Sbragia, Glenn Mahone, Esther Bush, James P. McDonald (MSW '82), Sheila Fine, Dean Larry E. Davis, Basil Cox, Estelle Comay, and Alberto Godenzi

BOARD OF VISITORS MEETING

The Board of Visitors meeting, which included a dinner and a business meeting, was held May 2, 2013. Attendees are pictured above.

PERRY-THOMPSON COCHAIRS MLK REMEMBRANCE PROGRAM



Laura Perry-Thompson, Master of Social Work program coordinator at the University of Pittsburgh at Johnstown, cochaired the celebration for the Johnstown branch of the NAACP 27th annual Martin Luther King Jr. Remembrance Program. Perry-Thompson has been active in attracting more youths to the NAACP by establishing a youth council and instituting a youth membership drive.

"It's important to be involved with the program to carry on the legacy of Martin Luther King Jr., especially in terms of making the youths aware of his legacy," says Perry-Thompson. "His focus was on equal opportunities for everyone and peace."

NEW ADMINISTRATIVE APPOINTMENTS



VALIRE CARR COPELAND

VALIRE CARR COPELAND, who has served as chair of the doctoral program since 2007, has been appointed associate dean for academic affairs.

Copeland says, "The mission of social justice and equality are the most important values of our profession. My capacity as a social work educator is being able to move out of myself and be with others in a way that is not about possession and control but to be with them where they are for partnership and collaboration."



RACHEL FUSCO

RACHEL FUSCO has been appointed chair of the direct practice concentration.

Fusco says, "I am excited to be the newly appointed chair of direct practice, the largest concentration in the University of Pittsburgh School of Social Work. Our direct practice concentration provides students with a strong foundation in generalist practice and prepares them to help clients address their needs and realize their full potential. I focused on direct practice in my own MSW program, and it prepared me well for clinical work with a range of populations across settings. As an academic, I have used my own practice experience to guide both my teaching and my research."



CHRISTINA NEWHILL

CHRISTINA NEWHILL has been appointed director of the doctoral program after serving as chair of the direct practice concentration for the last seven years.

Newhill says, "I am very pleased to begin my appointment as the new PhD program director for our school. Our doctoral program has a legacy of a deep commitment to education and scholarship, and our graduates have made important scholarly contributions to the social work profession across the education, research, and leadership realms. I look forward to working with our students and faculty to develop some exciting new initiatives to strengthen our program even further over the coming year."

NEW STAFF



SUMMER KIRVEN



SARAH SCHREIBER

SUMMER KIRVEN is a research assistant working with Shaun Eack, assistant professor, on an autism and schizophrenia project.

SARAH SCHREIBER is a research assistant working with Eack on an autism and schizophrenia project.

NEW FACULTY and NEW POSTDOCTORAL FELLOW



GERALD COCHRAN



JAMES P. HUGULEY

GERALD COCHRAN has been appointed an assistant professor.

JAMES P. HUGULEY is a new postdoctoral fellow at the Center on Race and Social Problems.

FACULTY PROMOTIONS



RACHEL FUSCO has been promoted to the rank of associate professor with tenure.



SARA GOODKIND has been promoted to the rank of associate professor with tenure.



JOHN WALLACE JR. has been promoted to the rank of full professor.



Keynote speaker Alan Momeyer

AFTERNOON OF RECOGNITION

The School of Social Work Afternoon of Recognition was held on Sunday, April 28, 2013. The keynote address was given by Alan Momeyer (MSW '72) vice president of human resources for Loews Corporation. Momeyer serves as a member of the School of Social Work Board of Visitors.

2013–14 SPEAKER SERIES

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, please visit www.socialwork.pitt.edu or call 412-624-6304.

SCHOOL OF SOCIAL WORK SPEAKER SERIES

WEDNESDAY, OCTOBER 9, 2013

"Community Organizing and Policy Analysis as Tools for Closing the Racial Achievement Gap"

CAREY HARRIS, Executive Director, A+ Schools

TUESDAY, NOVEMBER 12, 2013

"Fulfilling the Promise of Social Work: Current and Future Challenges and Opportunities"

DARLA COFFEY, President and Chief Executive Officer, Council on Social Work Education

WEDNESDAY, FEBRUARY 12, 2014

RAYMOND R. WEBB JR. LECTURE

"Social Work Interventions to Improve Cognition and Recovery in Schizophrenia and Autism"

SHAUN M. EACK, Assistant Professor, School of Social Work, University of Pittsburgh

WEDNESDAY, MARCH 19, 2014

WORLD SOCIAL WORK DAY Sidney A. Teller Lecture

"Recognizing and Supporting the Global Social Service Workforce: Challenges and Opportunities"

ROBIN S. MAMA, Dean, School of Social Work, Monmouth University

CENTER ON RACE AND SOCIAL PROBLEMS SPEAKER SERIES

THURSDAY, SEPTEMBER 12, 2013

"A Glass Half Full? Discrimination against Minority Homeseekers"

MARGERY AUSTIN TURNER, Senior Vice President for Program Planning and Management, Urban Institute

FRIDAY, NOVEMBER 8, 2013

"Race and Culture in the Family: Their Impact on Youth Outcomes of Asian American Adolescents"

YOONSUN CHOI, Associate Professor, School of Social Service Administration, University of Chicago

TUESDAY, DECEMBER 3, 2013

"A Multigenerational Perspective on Neighborhoods and Racial Inequality"

PATRICK T. SHARKEY, Associate Professor of Sociology, New York University

DATE TBA

"Stratification Economics: Implications for Understanding Inequality"

WILLIAM A. DARITY JR., Arts & Sciences Professor of Public Policy and African and African American Studies; Professor of Economics; Chair, Department of African and African American Studies; and Codirector, Research Network on Racial and Ethnic Inequality, Duke University

Center on
Race & Social Problems

Race Research ONLINE Directory

CENTER ON RACE AND SOCIAL PROBLEMS LAUNCHES NEW RACE RESEARCH ONLINE DIRECTORY

The University of Pittsburgh School of Social Work's Center on Race and Social Problems (CRSP) is excited to announce the launch of its new one-of-a-kind Race Research Online Directory.

The CRSP Web site, **www.crsp.pitt.edu**, has always been a great source for race-related research and other center activities, but with its new searchable database, you can connect instantly to 10 years' worth of videos, publications, and other center information—a treasure trove of data helpful for research, grant preparation, and teaching. It is a truly unique repository for race-related information from top researchers, scholars, educators, practitioners, and policymakers.

Users can access information on CRSP's seven areas of focus: education; economics; criminal justice; race relations; health; mental health; and families, youth, and the elderly.

Among the resources included in the directory are more than 100 videos of lectures from the speaker series, summer institutes, and Race in America conference; pilot studies and other research projects at the center; hundreds of publications, including the journal *Race and Social Problems*; educational resources, such as graduate course listings and award-winning student papers; and a listing of all center activities.

Clicking on any of the seven topic areas or any speaker or author name will direct users to all related information. The site will be continually updated.

"We are thrilled to offer this exceptional resource," says Larry E. Davis, director of the center and dean of the School of Social Work. "For more than 10 years, we have been gathering work from the country's top scholars, but our goal has always been to make it available to the widest possible audience. It is our hope that the directory will be used to share some of the very best race-related research being done today and to make a difference in research, policy, practice, and education around the globe."



The new directory contains race-related information and resources such as:

- More than 100 videos of lectures from the speaker series, summer institutes, and Race in America conference
- Pilot studies and other research projects at the center
- Hundreds of publications, including the journal *Race and Social Problems*
- Educational resources, such as graduate course listings and award-winning student papers
- A listing of all center activities

FEATURE STORY

On to the NEXT CHAPTER

KOESKE CONCLUDES AN INSPIRED CAREER AT PITT



Ask Gary Koeske what he plans to do after retiring and he smiles. After almost 40 years, he says he can't imagine the fall without a class to teach, books to choose, or students knocking on his door.

Since the beginning of his tenure at the University of Pittsburgh School of Social Work, Koeske has been one of the most beloved members of its faculty and has mentored some of the school's most successful graduates.

In 1974, Koeske came to the school with a degree not in social work but in psychology from Northwestern University. Back then, Koeske says, "social work was not presumed to have as sophisticated a level of research as our allied disciplines." Koeske took it upon himself to change that.

"The foundation of the science of social work for me started with Gary," reminisces Koeske's former student Ram Cnaan (PhD '80), associate dean for research, professor, chair of the doctoral program in social welfare, and director of the Program for Religion and Social Policy Research at the University of Pennsylvania School of Social Policy and Practice. "His philosophy was that social work researchers should know about research as much as or more than researchers from other social sciences. He set new bars."

Koeske's work on quantitative methods in social work and social worker burnout brought an entirely new perspective to the field. "For my entire academic life," Koeske says, "what has unified my work has been my work with moderator variables in social work and social research. It still fascinates me."

Koeske, who cotaught Research Methods II for many years with Professor Emeritus Esther Sales, strove to move the field forward as well as to impress upon his students how critical good analysis is to their work.

Edward Sites, an emeritus professor at Pitt's School of Social Work, recalls that several years ago, a few faculty members decided that they could use a research methodology refresher and took Koeske's class. "We were blown away," says Sites, "by the clarity Gary could bring to even the most complicated concepts."

Koeske's teaching in the field of multivariate statistical analysis revolutionized the subject at the school. He taught more than 20 research methodology and statistics courses in the Master of Social Work and Doctor of Philosophy programs, and he served as director of the doctoral program from 2004 to 2007. "I never liked teaching in big groups," says Koeske. "So for me, it was really rewarding to work with individual students in the PhD program, help shape their dissertations, and watch them develop work they could be proud of."

His mentoring philosophy and practice have always been of a hands-on variety that seeks to encourage, guide, and help students reach beyond their comfort zones in order to reach their fullest potential.

Even now, when speaking about his former students, it is obvious that Koeske feels great pride in their many accomplishments.

"Dissertations are important," says Koeske. "They mean something. So there was a lot of feedback and a lot of revisions. I don't know if the students appreciated it at the time, but I hope they do now."

And they do.

"Throughout [the dissertation] process, I vividly recall numerous meetings with him in his congested office, numerous telephone calls, and numerous revisions and their pain," says Michael J. Holosko (PhD '79), Pauline M. Berger Professor of Family and Child Welfare in the School of Social Work at the University of Georgia. "Over this process, I came to respect Gary immensely, and he was the inspiration for my pursuing an academic career with a specialization in research methodology. I was very fortunate to have been impacted by him."

His mentoring philosophy and practice have always been of a hands-on variety that seeks to encourage, guide, and help students reach beyond their comfort zones in order to reach their fullest potential.

Koeske respected his students' ideas and theories and encouraged them to think analytically. He made sure he was always available to his students.

"Obviously, he had his own work to attend to, classes to prepare for, and other students who wanted to talk to him," says Michael A. Patchner (PhD '80), dean of and professor in the Indiana University School of Social Work. "Nonetheless, when I or any of my classmates knocked on his door seeking advice, he always made time for us—always. When [you were] with him, he had the knack for making you feel like you were the center of his attention and he wasn't occupied with anything other than assisting you."

Former students still fondly and enthusiastically recount the tremendously positive influence Koeske has had on their own mentoring styles, and his influence is seen throughout universities and research centers across the United States.

"I believe without hesitation or reservation that the field would not be as well off as it is today but for Gary Koeske," says Kevin Corcoran (MSW '80, PhD '80), who today is a professor in the School of Social Work at Portland State University.

"His students have gone on to do outstanding things, chiefly because they stand on his shoulders and are therefore able to see new horizons and obtain new accomplishments."

Now that he has some free time, Koeske plans to start working on a book about his research on mediation and moderation. He will continue to edit the center's journal, *Race and Social Problems*. But, says Koeske, "I will miss teaching most of all." ■

For more student recollections about Gary Koeske, please visit www.socialwork.pitt.edu/news/retiring-professor-gary-koeske-will-be-missed.

COVER STORY

BRIDGING THE ACHIEVEMENT GAP:

SOCIAL WORKERS PLAY A KEY ROLE IN MEANINGFUL EDUCATION REFORM

The racial achievement gap in education remains one of the United States' most persistent, nagging challenges.

It's a gap that continues to remain high, says Larry E. Davis, Donald M. Henderson Professor and dean of the University of Pittsburgh School of Social Work. An alarmingly large number of students from economically distressed families and communities are falling behind academically at an early age, and, sadly, many ultimately fail to complete high school or attend college. The numbers paint a grim picture for African American students in particular.

But if you think teachers are the reason, think again, says Davis.

"Just don't blame teachers and schools for students' failures," he says. "The achievement gap also is a function of numerous factors that occur outside the classroom—most of them economic—that manifest themselves through poor academic performance.

"It takes a village to raise a child, but that village must be functional. Many of our educational issues are really social problems. And social workers are among the professionals best suited to help educators address these issues."

For Davis, taking a more direct and active role in closing the achievement gap offers a unique opportunity for social work professionals—and for furthering his school's three-part mission of research, teaching, and practice.

"I want our school to be a major player in developing the solutions and creating the models for social work's role in closing the gap," he says.

Numbers Tell the Story

African American students tend to score lower than White students on standardized tests or are less likely to achieve at levels comparable to those of White students, says Davis. An exponentially higher number of African American male students are suspended or expelled each year compared to White male students. Students from economically distressed communities also tend to be concentrated in low-achieving schools.

This stark reality is evident in cases such as that of the Pittsburgh Promise. Now in its sixth year, the program offers every student attending city schools and meeting basic criteria up to $40,000 in noncompetitive, nonincome-based financial



"Because of their training, only social workers view students in the context of the environment; that's our edge."

DEBORAH ROBINSON



aid. Of those city school students who have qualified for scholarships, only 15 percent were African American males, while African American females made up just 27 percent of those eligible, according to a September 2013 article in the *Pittsburgh Post-Gazette*.

Discouraging information surfaced at the recent conference A Call to Conscience: Effective Policies and Practices in Educating African American Males, hosted by the school's Center on Race and Social Problems (CRSP) and the Heinz Endowments. Alan Johnson, superintendent of the Woodland Hills School District, located in the eastern suburbs of Pittsburgh, reported that African American males constitute one-third of the high school population in the district but account for 50 percent of all dropouts and just 7 percent of the district's 400-plus Advanced Placement students, according to a July 13 article in the *Post-Gazette*. He noted that African American male students are 20 times more likely to be expelled than White male students.

A Nurturing Environment

Look beneath the numbers and you'll see the reasons why the numbers are so discouraging, says Davis.

Violence at home, in school, or in the community. Lack of adequate transportation that makes getting to school on time difficult. Poor nutrition at home. Bullying fears. Homelessness or lack of proper clothing for school. Indifferent parents or parents who lack the skills to motivate and assist their children academically. Lack of a quiet place to study in the evening. The need for students to forego homework to watch younger siblings while parents work long hours or multiple jobs. Physical problems resulting from a lack of basic health care.

"The resources that all students need—proper health care, nutrition, a structured home, a safe community—directly affect this," says James Huguley, a postdoctoral fellow at CRSP.

Through community partnerships, research, and nimble curricula, the School of Social Work is working to help narrow the achievement gap.

The school and CRSP work closely with a wide range of constituencies, including foundations like the Heinz Endowments (see story on page 11) and organizations like the Homewood Children's Village, which was founded by and continues to receive support from school faculty and students. The village partners with residents, local government, schools, philanthropic foundations, and faith- and community-based organizations to fill gaps in all aspects of children's lives: Preschoolers learn ABCs, colors, and numbers to prepare them for kindergarten. Students who don't qualify for the Pittsburgh Public Schools' school buses are provided with a ride on a private bus to ensure they're not walking to school in the dark of an early winter morning to make it there in time for breakfast. First-year college students are visited by mentors who help them to navigate what for many is a first-generation experience in higher education.

For Huguley, the Homewood Children's Village offers both a laboratory for research and an incubator for best practices development—both inside and outside the classroom. "It's an opportunity for initiatives that merge social work and educational excellence," he says.

Other CRSP research looks to quantify the ways that home, school, and community life impact achievement and the role of parenting. He cites research into cultural competence—how a teacher's understanding of students and their families results in more effective instruction.

(continued on next page)





"The resources that all students need—proper health care, nutrition, a structured home, a safe community—directly affect this [achievement gap]."

JAMES HUGULEY

COVER STORY, continued from page 9

"What I've found is that African American students are more sensitive to their environment than White students," Huguley says. "Can we learn how the professional ethos of a school impacts students in ways beyond teaching? Does a student feel safe and affirmed because the school focuses on these issues beyond classroom pedagogy? This speaks directly to the social work realm when schools meet needs beyond their traditional mission."

The Right Tools

The School of Social Work also has developed a certificate program to fortify the role of social work in education.

A social worker's ability to interact with students and families is determined largely by the job description, says Deborah Robinson, field education coordinator and director of the school's Home and School Visitor/School Social Worker Certificate program. "A school district has a lot of freedom to determine how it employs social workers," she says. "One district may restrict you to truancy and court work, while another may create a position that requires more traditional social work practices. In one Pittsburgh middle school, the social worker is pulled from his or her responsibilities to act as the vice principal in the principal's absence."

Educators and social workers alike can gain invaluable insight from the certificate program along with job skills that improve career opportunities in education, Robinson notes. "You see people coming together in teams in schools—social workers, educators, psychologists, English as a second language teachers. Because of their training, only social workers view students in the context of the environment; that's our edge."

Adding that perspective to a teacher's formal education is another area where Davis sees the School of Social Work taking a more active role. To develop educators equipped to make better use of social work principles and practices, Davis envisions cooperative programs—for example, a joint degree program with Pitt's School of Education—that would lead to specialized graduate degrees in education and social work.

"Newly educated teachers typically are not up to speed about social and environmental issues," Davis says. "Training them to recognize these issues, understand them, and approach the teaching process with the added value of a social work perspective not only helps students but also makes [these teachers] more effective educators."

Davis also calls for a change in the way social workers are deployed in school systems. "Today, social workers placed in schools function primarily as truancy officers," he says, referring to home visitation programs. "I'd like to see that role expanded to encompass more interaction with families to bring more services into the home."

While studies demonstrate that strong social services by themselves do not ensure academic achievement, Pitt School of Education Dean Alan Lesgold says that "a safety net must be part of the solution."

Looking Ahead

Can applying social work principles and practices alone close the achievement gap?

"The core issues are pretty clear," Lesgold says. "It's unlikely that the achievement gap can be closed simply by what takes place inside our schools. A strong social support structure may not make the achievement gap disappear, but it's definitely part of the solution."

Davis adds: "We can't solve it all. What's needed is a Marshall Plan. But we need to infuse a much greater social work perspective into the educational process and address the social determinants of achievement."

Of course, challenges remain. School districts continue to grapple with ever-tighter budgets that force hard choices and discourage out-of-the-box thinking. Lesgold notes that positive, lasting change is more likely to happen in regions with larger countywide or statewide school districts with greater resources than Pennsylvania's much smaller and cash-strapped community-based districts.

"The only way to create an effective social work substrate is to build it over time so [that] there's consistency and social workers are no longer interchangeable pawns at budget time," Lesgold says. "It can work if the funding is no longer an annual myopic decision."

"Both the school and our field have an unprecedented opportunity to tackle the achievement gap and engage in meaningful corrective action that [is] solutions focused," Davis says. "We have ample research, but we're underutilizing the information we have. Of course, it's a question of money, but it's also a question of will." ■

BUILDING SYSTEMS FOR SUCCESS:

CRSP AND HEINZ PARTNERSHIP EXPLORE SOLUTIONS TO ACHIEVEMENT GAP

There was no shortage of speakers detailing and decrying the achievement gap at A Call to Conscience: Effective Policies and Practices in Educating African American Males, a conference hosted in July by the School of Social Work's Center on Race and Social Problems (CRSP) and sponsored by the Heinz Endowments. But hundreds of attendees also heard something even more important—and hopeful: educators detailing successful efforts to provide students with positive role models, reduce absenteeism and dropout rates, develop leadership skills and self-confidence, and offer alternatives that can bridge the gap inside and outside the classroom.

Keynote speaker John Jackson, president and CEO of the Schott Foundation for Public Education, and a group of local and national school superintendents worked to identify the challenges school districts face with regard to improving educational practices for African American males.

Research. Best practices. Information exchange leading to positive, lasting change. These are the goals of CRSP, a center that aims to provide leadership and help to define a pathway to social justice through race-related research and by mentoring scholars and disseminating research findings and scholarship.

"The center provides essential forums for the broader community to identify issues and solutions," says Stanley Thompson, director of the Heinz Endowments' Education Program. "Gathering community leaders lets us blend our assets, zero in on best practices and policies, and help them envision systemic changes that can lead to better-educated students."

The Call to Conscience conference was the first of several summer summits to be hosted by CRSP and sponsored by the Heinz Endowments. Upcoming events will continue to explore more systemic solutions to inequity in education and the development of specific action plans needed to strengthen educational efforts for African American males.

"The center provides essential forums for the broader community to identify issues and solutions."

STANLEY THOMPSON



"Educators, social workers, religious leaders, and others are connected through a wide range of touch points that tie a community together," says James P. Huguley, a postdoctoral fellow at CRSP whose research focuses on how parenting practices and school culture initiatives can narrow race- and class-based disparities. "By their nature, solutions that succeed must incorporate not only schools but also churches, businesses, and other institutions tied together by shared interest."

Engendering broad-based community support also provides an essential element for that critical transition from theory and discussion to action, Davis adds.

"Our work must be more than intellectual exercise; it needs to be a problem-solving endeavor that brings together researchers who are learning things with educators and other practitioners who are doing things." ■

DEVELOPMENT *and* ALUMNI NEWS



A MESSAGE FROM THE OFFICE OF DEVELOPMENT *and* ALUMNI AFFAIRS



Welcome to the School of Social Work's Office of Development and Alumni Affairs. We are dedicated to serving alumni, the profession, the school, students, and the community. Our office supports and advances the mission of the school by offering professional, educational, and social activities and services that benefit students, faculty, and alumni as well as the social work profession. We encourage you to visit the alumni Web site, **www.socialwork.pitt.edu/alumni**, where you can learn about upcoming events and how to get involved with the school's Alumni Society.

The school is so grateful for the generosity of alumni, corporate and foundation supporters, and friends whose steadfast loyalty and commitment to our mission help make the school outstanding. The Office of Development and Alumni Affairs helps our devoted constituencies to consider how they might enrich the lives of students over the course of the next year, and in the future, with a tax-deductible gift. Please visit **www.socialwork.pitt.edu/alumni/donate** to learn more about the school's fundraising initiatives.

Gratefully,

Bobby Simmons

Bobby Simmons, Director of Career Services and Alumni Affairs

Oh, What an Evening!

MARCH CAREER MADNESS: A NETWORKING EVENT

On March 21, 2013, more than 100 students and alumni came together for the seventh annual March Career Madness networking event, held in the School of Social Work Conference Center. The event was extremely successful, and alumni from every field of practice were represented. They were eager to share their skills and knowledge. One alumnus drove eight hours from Virginia to attend, and another, who had not visited the school in years, came to be a part of the evening. Students took advantage of the opportunity to network with them. Several alumni jokingly said that they were hoarse after the event from numerous conversations with students, who streamed in and out all evening between classes. Feedback from students was very positive. Networking is extremely important to them, so a heartfelt thank-you goes out to all alumni for taking the time out of their busy schedules to provide support to the school and its students. See you again next March. Hail to Pitt!



Annette GIOVANAZZI

One can't help but feel the passion for school social work when talking to School of Social Work alumnus Annette Giovanazzi (BASW '82, MSW '84) about her 29 years as a school social worker in the Baldwin-Whitehall School District. She currently works at Baldwin High School with a population of 1,500 students. She sat down with us to share how school social work is one of the most dynamic practice specialties within the field of social work and how her days are filled with many unique challenges that require specialized skills, knowledge, flexibility, persistence, and creativity.

WHAT MADE YOU CHOOSE THE BASW AND MSW PROGRAMS AT PITT?

"Initially, social work was not my first choice as a profession. I wanted to work in a school setting but as a social studies teacher. This all changed after a conversation with Professor Mable Hawkins from the School of Social Work. After learning more about social work and the home and school visitor's certificate, I transferred from [Pitt's] School of Education to the School of Social Work. This decision not only gave me the opportunity to work in a school environment but also equipped me with the knowledge and skills needed to work with students in a unique setting."

WHAT MAKES SCHOOL SOCIAL WORKERS DIFFERENT FROM OTHER STUDENT SUPPORT PROFESSIONALS?

"A school system is a host setting for social workers in that the primary purpose is not social work but education. We work alongside educators and other student support professionals, but our training, education, knowledge base, and skills are different from that of our colleagues. Therefore, the role of a school social worker can sometimes be ambiguous. And although school social workers work closely with guidance counselors and school psychologists, we are often the first line of defense in helping students deal with a variety of problems that span well beyond the classroom."

TELL US A LITTLE BIT ABOUT YOUR WORK IN THE SCHOOL SYSTEM.

"My primary role is as a direct service practitioner, providing services to students experiencing academic, social, emotional, and behavioral problems. A school social worker must be prepared to wear many different hats depending on the situation. On any given day, I function as a therapist, case manager, broker, educator, crisis intervention specialist, and advocate for students and families. I also serve as a consultant to teachers and administrators regarding what may be occurring in a student's home environment. The link among a student, his/her home environment, and the school is important to understand if the student is to reach his/her greatest potential. As a school social worker, you get to work at all levels of intervention: micro, working with students individually or in small groups; mezzo, facilitating larger groups within a classroom setting or at an organizational or schoolwide level; and macro, working community wide. Also, there is no typical day; every day is different working in a school setting."

ARE STUDENT-RELATED PROBLEMS DIFFERENT NOW COMPARED TO WHEN YOU FIRST STARTED?

"I have seen many changes in my 29 years. Student problems today are more complicated and layered. There are more students in crisis, which can be attributed to a breakdown in the family system and an increase in family stressors such as substance abuse, mental health issues, domestic violence, financial struggles, child abuse, and homelessness. School social workers provide services to many students who may not otherwise get any help or support. Therefore, my commitment is strong, and I remain resolute that social work as a profession can effect positive changes in the lives of students; their families; and, by extension, their communities as well."

WHAT ADVICE WOULD YOU GIVE TO A STUDENT INTERESTED IN SCHOOL SOCIAL WORK TODAY?

"I would tell any social work student that the opportunity to enhance the lives of others is priceless, and a school social worker can play an integral role in this endeavor. I would stress that being flexible and creative, [having] the ability to work with diverse populations and needs, and possessing strong communication skills are essential to success in social work. Fortunately, many schools districts are now recognizing the importance of school social workers because until their nonacademic needs are met, it will be hard for students to achieve academic goals."

Giovanazzi enjoys talking to social work students about school social work. She gets an opportunity to do so every fall and spring term because she has been an adjunct faculty member at the School of Social Work for many years. Both the school and the Baldwin-Whitehall School District are very fortunate and thankful for her commitment. ■

Did you *know?*

The Office of Career Services is open to alumni as well as students from the School of Social Work.

Our specialization in social work careers will provide you with the information and connections necessary to empower people, lead organizations, and grow communities. The Office of Career Services hosts student and alumni networking events and career development workshops throughout the year.

Our free job posting service provides employers with a direct connection to the region's top talent. Visit www.socialwork.pitt.edu/student-resources/career-services.php for full details on upcoming events or to schedule an appointment.

ARE YOU CONNECTED?



Pitt Career Network

Register to serve as a mentor to a current student or to network with fellow alumni. The Pitt Career Network is an online networking service for Pitt alumni and students that provides the opportunity to discuss careers and job prospects, learn about your field in new places, have a positive impact on someone's future, and make valuable connections with other alumni. For more information and to sign up, visit www.alumni.pitt.edu/networking.

KEEP US UPDATED!

Have you become a member of the Pitt Alumni Association's online community? This online service exists to help alumni connect with each other and with the University. Here you can locate and reach out to other Pitt alumni. If you have been out of touch with your alma mater, you also can update your contact information to begin receiving Pitt news and other materials. Check out the Pitt Alumni Association online community at www.alumni.pitt.edu/connect.

ALUMNI SOCIETY

Your help is needed!

2013 School of Social Work Alumni Society

If you are interested in serving on a committee or learning more about upcoming alumni activities, please contact Bobby Simmons at bobby@pitt.edu or 412-624-6354.



WE ARE LOOKING FOR YOU!

The School of Social Work is seeking alumni who might be interested in becoming field instructors for our students. BASW and MSW interns provide more than 300,000 hours of service to agencies and organizations like yours every year. Being a mentor is a very rewarding experience and gives you a hand in educating and preparing the next generation of social workers for service. If you are interested in becoming a field instructor, please visit **www.socialwork.pitt.edu/academic-programs/field-education** for more information.

ROOTS of HISTORY

Downsizing? Need more space?

Want help to save your collectibles for the future?

Help to preserve the history of the School of Social Work!

The School of Social Work and the University of Pittsburgh Archives Service Center are seeking contributions to help document the school's history.

You can "liberate history" from your attic; closets; file cabinets; dresser drawers; bookshelves; garage; basement; or wherever you store keepsakes, memorabilia, souvenirs, and treasures.

Of value to the collection are correspondence, meeting minutes, brochures, event programs, faculty papers, scrapbooks, newspaper clippings, photographs of identified persons and events, and any other items associated with the school's history.

For more information or to arrange a donation, please contact Professor Emeritus Edward W. Sites at 412-731-5298 or esites@pitt.edu.

award *winners* ANNOUNCED

COMMUNITY PRACTICE 2013 AWARD WINNERS ANNOUNCED

The University of Pittsburgh School of Social Work conducts the annual Community Practice Award competition through the school's community organization and social administration (COSA) concentration to recognize outstanding community-building efforts by a student or students that significantly engage a community constituency and demonstrate the community practice skills taught at the school.

FOR 2013, THE COMMUNITY PRACTICE AWARD RECIPIENTS WERE AS FOLLOWS:

Samantha Teixeira, a doctoral student and former Albert Schweitzer fellow, was recognized for her work in the Pittsburgh neighborhood of Homewood with the Homewood Children's Village on community-based participatory research and with Operation Better Block and its Junior Green Corps on community organizing with neighborhood youths to address environmental issues. Her nominator—John Wallace Jr., professor at the School of Social Work and president of the Boards of Directors for both Operation Better Block and the Homewood Children's Village, and Jerome Jackson, executive director of Operation Better Block—spoke highly of Teixeira's community organizing, leadership, facilitation, and applied research skills, which were strongly demonstrated in her community practice initiatives.

Michael Rosenberg, a BASW student, was recognized for his work with the Thomas Merton Center (TMC) in building stronger youth membership recruitment and internship opportunities for young organizers on core issues of peace and social and environmental justice as well as for enhancing TMC's communications efforts. His nominators—Diane McMahon, executive director of TMC, and Keith Caldwell, BASW program director at the School of Social Work—spoke highly of Rosenberg's community organizing, leadership, facilitation, and capacity-building skills, which were demonstrated strongly in his community practice initiatives at both TMC and with peace and justice constituents.

CALL FOR NOMINATIONS FOR THE 2014 COMMUNITY PRACTICE AWARD

The University of Pittsburgh School of Social Work, with generous support from Professor Emeritus James V. Cunningham, established the Community Practice Award Fund in 2006 and conducts the annual Community Practice Award competition through the school's COSA concentration. Nominations may be made by faculty or full-time staff members of the School of Social Work or the University, administrators or organizers, field instructors, members of the Student Executive Council, or self-nomination. Contributions can be made to the school to support this fund. Any student or team of students enrolled in any degree program at the School of Social Work who fulfills the following criteria may be nominated:

- Significant community practice contributions to the planning and implementation of a community-related effort of substance
- Contributions conceived and carried out with the participation of clients, a community group, or a constituency
- Significant community organizing and/or social administration endeavors that address appropriate knowledge and skills areas
- Community efforts that help to stimulate, maintain, and enrich the tradition for developing innovative and effective community practitioners

Winners of this award can receive up to a $1,000 educational resource award to support their ongoing study at the school.

For a 2014 nomination form, visit **www.socialwork.pitt.edu/academic-programs/msw/cosa.php**.

PAST COMMUNITY PRACTICE AWARD RECIPIENTS

2007 Hilary Brown Purcell (MSW '07)

2008 Natalie M. Gemmell (MSW '08)

2009 Dina M. Ciabattoni (MSW '11) and Shannon Plush (MSW '09)

2010 GROUP AWARD
Judith Feldman (MSW '09), Ivonne Howard Herrera (MSW '11), Hyungmin Kim (MSW '10), Kristina Kline (MSW '10), Diana Peterson (MSW '10), Maurice Speaks (BASW '09), and Brandon Trombatt (MSW '10)

2011 Stephen Legault (MSW '12), Lindsay Lege (MSW '11), and Devon Patton (MSW '11)

2012 Civil Action Movement (student group), Rebecca "Reba" Landry (MSW '12), Mark Plassmeyer (MSW '13), and Gale Schwartz

TO MAKE A GIFT ONLINE, visit **www.giveto.pitt.edu** and indicate your contribution for the Community Practice Award in the School of Social Work. Contributions also can be mailed to:

University of Pittsburgh
School of Social Work
Office of Development
2227 Cathedral of Learning
4200 Fifth Avenue
Pittsburgh, PA 15260

STUDENT SPOTLIGHT

PUBLICATIONS

Amber L. Bahorik with Eack, S.M., Newhill, C.E., Neighbors, H.W., and Davis, L.E., "Interviewer-perceived Honesty as a Mediator of Racial Disparities in the Diagnosis of Schizophrenia," *Psychiatric Services*, 63(9): 875–80, 2012.

Lauren Bishop-Fitzpatrick with Eack, S.M., and Minshew, N.J., "A Systematic Review of Psychosocial Interventions for Adults with Autism Spectrum Disorders," *Journal of Autism and Developmental Disorders*, 43(3): 687–94, 2013.

Bishop-Fitzpatrick and **Nahri Jung** with Rauktis, M.E., and Pennell, J., "Family Group Decision Making: Measuring Fidelity to Practice Principles in Public Child Welfare," *Children and Youth Services Review*, 35(2): 287–95, 2013.

Bishop-Fitzpatrick with Trunzo, A.C., Strickler, A., and Doncaster, J., "Pressley Ridge Treatment Foster Care: The Model of Care Thirty Years Later," *Reclaiming Children and Youth*, 21(2): 22–6, 2012.

Eunhee Choi and Terry Friedline with Elliott, W., "Online Statistics Labs in MSW Research Methods Courses: Reducing Reluctance toward Statistics," *Journal of Social Work Education*, 49(1): 81–95, 2013.

Choi and **Rachel W. Goode** with Tang, F., "Older Americans Employment and Retirement," *Ageing International*, 38(1): 82–94, 2013.

Monique Constance-Huggins and **Hyun-a Song** with Elliott, W., "Improving College Progress among Low- to Moderate-income (LMI) Young Adults: The Role of Assets," *Journal of Family and Economic Issues*, 2012.

Nahri Jung, **Yoonmi Kim**, and Song, "A Study on Oral Health Behavior of Dental Hygiene Students and Other Majors," *Journal of Korean Academy of Dental Hygiene Education*, 11(5): 615–27, 2011.

Kim with Engel, R.J., Bechtold, J., and Mulvaney, E., "Beating the Odds: Preparing Graduates to Address Gambling-related Problems," *Journal of Social Work Education*, 48(2): 321–35, 2012.

Kim with Newhill, C., and López, F., "Latino Acculturation and Perceived Educational Achievement: Evidence for a Bidimensional Model of Acculturation among Mexican-American Children," *Journal of Human Behavior in the Social Environment*, 23(1): 37–52, 2013.

Ilsung Nam with Eack, S.M., "Confirmatory Factor Analysis and Cross-cultural Examination of the Texas Revised Inventory of Grief (TRIG)," *Families in Society: The Journal of Contemporary Social Services*, 93(1): 65–73, 2012.

Song with Elliott, W., "The Effects of Parents' College Savings on College Expectations and Hispanic Youth's Four-year College Attendance," *Children and Youth Services Review*, 34(9): 1845–52, 2012.

Song and Nam with Elliott, W., "Small-dollar Accounts, Children's College Outcomes, and Wilt," *Children and Youth Services Review*, 35(3): 535–47, 2013.

Song and Nam with Elliott, W., "Small-dollar Children's Saving Accounts and Children's College Outcomes by Income Level," *Children and Youth Services Review*, 35(3): 560–71, 2013.

PRESENTATIONS

Rachel W. Goode and **Ngoc Nguyen** with Petracchi, H.E., "Signature Pedagogy: Addressing the Unique Challenges Facing International Students in Field Education," 58th Annual Program Meeting of the Council on Social Work Education, Washington, D.C., November 2012.

Lisa Schelbe with Weaver, A., and Petracchi, H.E., "Service-learning in Accredited Baccalaureate Social Work Programs: National Survey Results" and "Benefits and Challenges of Service-learning in Baccalaureate Social Work Education," 16th Annual Conference of the Society for Social Work and Research, Washington, D.C., January 2012.

NATIONAL AWARDS

Yoonmi Kim, first-place award in Presentation Competition, Honorarium and Travel Grants, 25th National Symposium on Doctoral Research in Social Work, Columbus, Ohio, March 2013.

POSTDOCTORAL ASSOCIATES

PUBLICATIONS

James P. Huguley with Seider, S., and Novick, S., "College Students, Diversity, and Community Service Learning," *Teachers College Record*, 115(3): 1–44, 2013.

Huguley with Wang, M., "Parental Racial Socialization as a Moderator of the Effects of Racial Discrimination on Educational Success among African American Adolescents," *Child Development*, 83(5): 1716–31, 2012.

Anita Zuberi, "Neighborhoods and Parenting: Assessing the Influence of Neighborhood Quality on the Parental Monitoring of Youth," Youth & Society, prepublished September 5, 2013, at http://yas.sagepub.com/content/early/2013/09/04/0044118X13502365.full.pdf.

PRESENTATIONS

James P. Huguley, "The Achievement Gap(s) in Adolescence: School-based Psychological Experiences and Achievement Disparities across High School Contexts," National Academy of Education Spencer Fellowship Spring Meeting, Washington, D.C., March 2013.

Huguley, "The Effects of School Context and Course Placement on Racial Achievement Dynamics in High School," American Educational Research Association Annual Meeting, San Francisco, Calif., April 2013.

Huguley, guest speaker for the course Strategies and Policies for Narrowing Racial Achievement Gaps, Harvard University, Cambridge, Mass., April 2013.

Anita Zuberi, "The Pittsburgh Neighborhood Distress and Health Study (Pgh NDH): Examining the Relationship between Neighborhoods and Racial Disparities in Health." Center for Health Equity Research and Promotion, VA Pittsburgh Healthcare System, Pittsburgh, Pa, November 2012.

Zuberi, "Neighborhoods, Race, and Health: Neighborhood Distress and Maternal Health in Pittsburgh." Urban Affairs Association 43rd Annual Conference, San Francisco, Calif., April 2013.

AWARDS AND GRANTS

Anita Zuberi, Low-income Neighborhoods and Health: Assessing the Influence of Physical and Social Neighborhood Conditions on Child Health: Annie E. Casey Foundation Making Connections Research Scholar Award; $7,500; 2013–14.

REPORTS

James P. Huguley, *Latino Students in Rhode Island: A Review of Local and National Performances*, Bristol, R.I.: Roger Williams University Latino Policy Institute, August 2013.

Program HIGHLIGHTS

BASW STUDENTS LEAD AND SUCCEED

NEW BASW CLUB LEADERS ELECTED

A new batch of leaders will head the Bachelor of Arts in Social Work (BASW) Club this year.

They are **Mitchell Hortert**, president; **Jeffrey Jenkins**, vice president; **Heather Koch**, internal secretary; **Erica Mollenkopf**, business manager; and **Brittany Reyes**, external secretary.

The BASW Club strives to promote and enhance the development of the academic and social aims and interests of BASW students. Through monthly meetings and service projects, members help to foster student and community interaction with the School of Social Work.

To learn more about the BASW Club and upcoming events and activities, visit www.socialwork.pitt.edu/student-resources/basw-club or e-mail baswclub@gmail.com.

BACHELOR OF PHILOSOPHY AWARDED

Stephanie Pinsky is the second student to successfully complete the joint BASW/Bachelor of Philosophy (BPhil) in social work degree since the program's establishment in 2008 by the School of Social Work and Pitt's University Honors College. The BPhil in social work creates the opportunity for social work majors to engage in rigorous research and scholarly work traditionally reserved for graduate study.

Pinsky's thesis, "Addressing Education Debt: Student and Teacher Perceptions of Successful Teaching of Low-income African American Students," was completed under the guidance of committee cochairs Helen Petracchi and Sara Goodkind.

Congratulations, Stephanie!

MSW STUDENTS MAKE A DIFFERENCE THROUGH FELLOWSHIPS, STUDY ABROAD, AND PRESENTATIONS

Marie Gagnon is an Albert Schweitzer fellow under the mentorship of Rachel Fusco and will focus her direct service project on the prevention of dating violence among adolescent refugees.

The purpose of the Albert Schweitzer Fellowship is to improve the health of vulnerable people now and in the future by developing leaders skilled in creating positive change within our communities.

Emily Anderson was selected for the Evelyn B. Amdur Social Work Fellowship in Palliative Care. The fellowship provides an intensive monthlong internship in palliative care social work under the aegis of the Institute to Enhance Palliative Care in the Pitt School of Medicine.

Kandace Powell spent part of the summer in a study abroad program in Guatemala offered through Case Western Reserve University. The program focuses on child welfare and acquaints students with the sociopolitical factors that influence the development of child welfare programs in the nongovernmental and governmental sectors in Guatemala.

Oscar Cariceo will be presenting his paper, "Student Loan Debts and Rising of Income Inequality in the United States," at the Society for Social Studies of Science Annual Meeting in San Diego, Calif., this fall. Cariceo is from Chile and presented for the first time in English.

CONGRATULATIONS, DOCTORAL GRADUATES

EUN HEE CHOI

MONIQUE CONSTANCE-HUGGINS (MSW '10)

YOONMI KIM

LISA SCHELBE

TAMMY THOMAS

FACULTY NOTES

PUBLICATIONS



Valire Carr Copeland with Burlew, A.K., Ahuama-Jonas, C., and Calsyn, D.A., "Does Cultural Adaptation Have a Role in Substance Abuse Treatment?" *Social Work in Public Health*, 28(3–4): 440–60, 2013.

Copeland, with Daley, D.C., Kelly, T.M., and Wells, E.A., guest editors, special issue, "The Role of Social Work in the Prevention and Treatment of Substance Use Disorders," *Social Work in Public Health*, 28(3–4), 2013.



Shaun M. Eack with Bahorik, A.L., Newhill, C.E., Neighbors, H.W., and Davis, L.E., "Interviewer-perceived Honesty as a Mediator of Racial Disparities in the Diagnosis of Schizophrenia," *Psychiatric Services*, 63(9): 875–80, 2012.

Eack, with Bishop-Fitzpatrick, L., and Minshew, N.J., "A Systematic Review of Psychosocial Interventions for Adults with Autism Spectrum Disorders," *Journal of Autism and Developmental Disorders*, 43(3): 687–94, 2013.

Eack, with Francis, A.N., Bhojraj, T.S., Prasad, K.M., Montrose, D., Rajarethinam, R., van Elst, L.T., and Keshavan, M.S., "Alterations in the Cerebral White Matter of Genetic High Risk Offspring of Patients with Schizophrenia Spectrum Disorder," *Progress in Neuro-psychopharmacology & Biological Psychiatry*, 40: 187–92, 2013.

Eack, with Newhill, C.E., "Racial Disparities in Mental Health Outcomes after Psychiatric Hospital Discharge among Individuals with Severe Mental Illness," *Social Work Research*, 36(1): 41–52, 2012.

Eack, with Wojtalik, J.A., and Keshavan, M.S., "Structural Neurobiological Correlates of Mayer-Salovery-Caruso Emotional Intelligence Test Performance in Early Course Schizophrenia," *Progress in Neuro-psychopharmacology & Biological Psychiatry*, 40: 207–12, 2013.



Rachel A. Fusco with Cahalane, H., "Developmental and Social-emotional Screening in Child Welfare: Implications for Young Children in Rural Settings," *Journal of Public Child Welfare*, 7(2): 154–71, 2013.

Sara Goodkind with Shook, J.J., Kim, K.H., Pohlig, R.T., and Herring, D.J., "From Child Welfare to Juvenile Justice: Race, Gender, and System Experiences," *Youth Violence and Juvenile Justice*, 11(3): 249–72: 2013.



Catherine G. Greeno with Block, A.M., and Gjesfjeld, C.D., "Adolescent Perspectives of Outpatient Mental Health Treatment," *Best Practices in Mental Health*, 9(2): 22–38, 2013.

Greeno, with Singer, J.B., "When Bambi Meets Godzilla: A Practitioner's Experience Adapting and Implementing a Manualized Treatment in a Community Mental Health Setting," *Best Practices in Mental Health*, 9(1): 99–115, 2012.

Greeno, with Weaver, A., Goughler, D.H., Yarzebinski, K., Zimmerman, T., and Anderson, C., "The Impact of System Level Factors on Treatment Timeliness: Utilizing the Toyota Production System to Implement Direct Intake Scheduling in a Semi-rural Community Mental Health Clinic," *Journal of Behavioral Health Services & Research*, 40(3): 294–305, 2013.

Greeno, with Zimmerman, T., Kelly, M., Weaver, A., and Anderson, C.M., " 'What Is Therapy?' A Therapist-developed Intervention to Reduce Missed Appointments in Community Mental Health," *Social Work in Mental Health*, 10(1): 1–11, 2012.



Christina Newhill, "The Role of Hope in the Journey toward Recovery for Individuals with Mental Illness," National Association of Social Workers (NASW) *Mental Health Section Connection*, 2–3, 2013.

Newhill, with Eack, S.M., and Mulvey, E.P., "A Growth Curve Analysis of Emotion Dysregulation as a Mediator for Violence in Individuals With and Without Borderline Personality Disorder," *Journal of Personality Disorders*, 26(3): 452–67, 2012.

Newhill, with Eack, S.M., and Watson, A.C., "Effects of Severe Mental Illness Education on MSW Student Attitudes toward Individuals with Schizophrenia," *Journal of Social Work Education*, 48(3): 425–38, 2012.

Newhill, with Kim, Y.M., and López, F., "Latino Acculturation and Perceived Educational Achievement: Evidence for a Bidimensional Model of Acculturation among Mexican-American Children," *Journal of Human Behavior in the Social Environment*, 23(1): 37–52, 2013.

Newhill, with Soska, T.M., Caldwell, K., and Bamwine, P., "The Mental and Behavioral Health Needs of Our Military and Returning Veterans: An Important Role for Social Work," NASW *Mental Health Section Connection*, 7–11, 2013.



Marlo A. Perry with Miller, Y.S., Fusco, R.A., and Fantuzzo, J., "Parent Voices: An Investigation of the Response Process Validity of the Child Behavior Checklist with Head Start Parents," *NHSA Dialog: The Research-to-Practice Journal for the Early Childhood Field*, 16(2): 75–89, 2013.



Mary Elizabeth Rauktis, "First Person/Dorothy and Me: We Raise Our Chicks, Then Watch Them Step Off the Ledge," *Pittsburgh Post-Gazette*, June 22, 2013.

Rauktis, with Bishop-Fitzpatrick, L., Jung, N., and Pennell, J., "Family Group Decision Making: Measuring Fidelity to Practice Principles in Public Child Welfare," *Children and Youth Services Review*, 35(2): 287–95, 2013.



Daniel Rosen with Engel, R.J., Hunsaker, A.E., Engel, Y., Detlefsen, E.G., and Reynolds, C.F., "Just Say Know: An Examination of Substance Use Disorders among Older Adults in Gerontological and Substance Abuse Journals," *Social Work in Public Health*, 28(3–4): 377–87, 2013.

Rosen, with Heberlein, E., and Engel, R.J., "Older Adults with Substance-related Disorders: Trends and Associated Costs," *ISRN Addiction*, 2013.

Rosen, with Primack, B.A., Land, S.R., Fan, J., and Kim, K.H., "Associations of Mental Health Problems with Waterpipe Tobacco and Cigarette Smoking among College Students," *Substance Use & Misuse*, 48(3): 211–9, 2013.



Jeffrey Shook with Goodkind, S., Herring, D., Pohlig, R.T., Kolivoski, K., and Kim, K.H., "How Different Are Their Experiences and Outcomes? Comparing Aged Out and Other Child Welfare Involved Youth," *Children and Youth Services Review*, 35(1): 11–8, 2013.



Fengyan Tang with Copeland, V.C., and Wexler, S., "Racial Differences in Volunteer Engagement by Older Adults: An Empowerment Perspective," *Social Work Research*, 36(2): 89–100, 2012.

BOOKS

Shaun M. Eack with Anderson, C.M., and Greeno, C.G., *Mental Health Case Management*, Thousand Oaks, Calif.: SAGE Publications, 2013.

Rafael J. Engel with Schutt, R.K., *Fundamentals of Social Work Research* (second edition), Thousand Oaks, Calif.: SAGE Publications, in press.

CHAPTERS AND REPORTS

Catherine G. Greeno, *Consumer Outcomes Before and After the Single Point of Accountability Reforms to Case Management/Service Coordination*.

Greeno, *Effects of the Single Point of Accountability Reforms on Retention of Service Coordinators in Allegheny County*.

Greeno, with Breneman, C., *Mentoring and Service Coordination: Lessons Learned from the Single Point of Accountability Reforms*.

Greeno, with Estroff, S., and Kuza, C.C., *Four-year Outcomes for People Discharged from Mayview State Hospital*.

Greeno, with Estroff, S., and Kuza, C.C., *Report on the Participant Observation of the Implementation of the Single Point of Accountability Reforms to Case Management/Service Coordination in Allegheny County*.

Greeno, with Estroff, S., and Kuza, C.C., *Summary of Design and Results of the Single Point of Accountability Reforms to Case Management/Service Coordination in Allegheny County*.

Greeno, with Winkles, J.F., *Consumer Use of Case Management/Service Coordination Before and After the Single Point of Accountability Reforms: An Analysis of Billing Records*.

Elizabeth Winter, "The Role of Alcohol and Drugs in Child Sexual Abuse," in J.L. Postmus (ed.), *Sexual Violence and Abuse: An Encyclopedia of Prevention, Impacts, and Recovery*, Santa Barbara, Calif.: ABC-CLIO, 2012.

FUNDED RESEARCH GRANTS

Christina Newhill, coinvestigator (Matcheri Keshavan and Shaun M. Eack, principal investigators), Brain Imaging, Cognitive Enhancement, and Early Schizophrenia, R01: NIH/NIMH; $4,091,814; 2012–17.

Newhill, with faculty mentor (Shaun M. Eack, principal investigator), Cognitive Rehabilitation Effects on Social-cognitive Brain Function in Schizophrenia, KL2 RR-24154: NIH/NCRR; $686,178; 2010–16.

OP-ED



Larry E. Davis, "Reaching the Racial Tipping Point: Some White Americans Feel Psychologically as Though They Are in the Minority Now," *Pittsburgh Post-Gazette*, December 16, 2012.

PRESENTATIONS



Helen Cahalane with Clark, S., Kollar, S.A., Leung, P., and LaLiberte, T., "Describing the IV-E Educated Workforce: A Report from the National University Title IV-E Evaluation Taskforce," Title IV-E Roundtable, Galveston, Texas, May 2013.

Cahalane, with Clark, T., McCarthy, M., Byers, M., Unger, W., and England, S., "Beyond Child Welfare Education and Training: Pennsylvania's Dynamic University-Agency Partnership for Transfer of Learning, Quality Improvement and Organizational Effectiveness," National Child Welfare Workforce Institute webinar, September 2013.

Larry E. Davis, "The Challenge of Diversity," School of Social Welfare, Commencement Address, University of California, Berkeley, Berkeley, Calif., May 2013.

Davis, "Delivering Services in an Increasingly Racially and Ethnically Mixed Society," spring 2013 Community Day, Graduate School of Social Work, Touro College, New York, N.Y., April 2013.

Davis, "Embracing a New Racial and Ethnic Identity—America's Challenge in the 21st Century," William Neal Brown Memorial Lecture, School of Social Work, Rutgers, the State University of New Jersey, New Brunswick, N.J., April 2013.

Davis, "Fifty Years of Black History," University of Pittsburgh at Greensburg 50th Anniversary Black History Month Program, Greensburg, Pa., February 2013.

Davis, moderator, A Call to Conscience: Effective Policies and Practices in Educating African American Males, Center on Race and Social Problems, University of Pittsburgh, Pa., July 2013.

Davis, panelist, "Social Work Education and the Movement to Lower Racial Disparities," Council on Social Work Education, Washington, D.C., November 2012.

Rachel A. Fusco with Cahalane, H., "Demographic, Maltreatment, and Maternal Characteristics That Predict Trauma Symptomology in Child Welfare Involved Young Children: A Statewide Analysis," 17th Annual Conference of the Society for Social Work and Research (SSWR), San Diego, Calif., January 2013.

Fusco, with Cahalane, H., "Young Children Receiving Child Welfare Services: Which Factors Contribute to Trauma Symptomology?" 58th Annual Program Meeting of the Council on Social Work Education (CSWE), Washington, D.C., November 2012.



Sara Goodkind, "A Critical Analysis of Public Single-sex Education for Low Income Students of Color," Biennial Meeting of the Society for Research in Child Development, Seattle, Wash., April 2013.

Goodkind, with Johnson, H., Schelbe, L., and Shook, J.J., "Do Adolescents Sell Drugs to Support Their Habits? An Empirical Study of the Relationship between Adolescent Drug Selling and Drug Use"; with Kolivoski, K., Shook, J.J., and Kim, K.H., "Comparisons of Justice System and Child Welfare Placement Type Trajectories: What Subgroups Emerge?"; and with Schelbe, L., Joseph, A., Beers, D., and Pinsky, S., "Providing New Opportunities or Reinforcing Old Stereotypes? Students' and Other Stakeholders' Perceptions and Experiences of Single-sex Public Education," SSWR 17th Annual Conference, San Diego, Calif., January 2013.

Catherine Greeno with Breneman, C., and Mallinger, G., "Case Management: From the Classroom to the Community," Association of Baccalaureate Social Work Program Directors Annual Conference, Myrtle Beach, S.C., March 2013.

Greeno, with Estroff, S., and Kuza, C.C., " 'The Freedom Factor': Two-year Outcomes for People Discharged Following a Psychiatric Hospital Closing," SSWR 17th Annual Conference, San Diego, Calif., January 2013.

Christina E. Newhill, "Clinical Management of the Duty to Warn in Social Work Practice," National Association of Social Workers (NASW) Wisconsin Chapter webinar, February 2013.

Newhill, "Managing Lack of Insight in Individuals with Serious Mental Illness," NASW Wisconsin Chapter webinar, April 2012.



Helen E. Petracchi with Goode, R.W., and Nguyen, N.N., "Signature Pedagogy: Addressing the Unique Challenges Facing International Students in Field Education," CSWE 58th Annual Program Meeting, Washington, D.C., November 2012.



CRSP Hosts First Race, Ethnicity, and Poverty Summit

More than 30 researchers and center directors from across the country gathered at the University of Pittsburgh Center on Race and Social Problems (CRSP) this past summer for the first-of-its-kind summit of Race, Ethnicity, and Poverty (REAP) centers. Larry E. Davis, dean of the Pitt School of Social Work and director of CRSP, said that he was spurred to organize the June 6 and 7, 2013, event because he knew of no other organization that brought together race-focused scholars and center directors.

The summit aimed to identify and locate existing REAP centers and determine what these centers do and how they function as research entities as well as to create opportunities for future collaboration among centers.

The event began with a reception at Davis' home, where many of those in attendance found they were familiar with one another's research but had never met face to face. That's not surprising, considering that the researchers and practitioners came from all over the country, including Arizona; California; Michigan; Texas; North Carolina; Washington, D.C.; and Massachusetts.

Friday's summit session began with remarks from Pitt Provost and Senior Vice Chancellor Patricia E. Beeson, whose office sponsored the event and who encouraged the group to work together to explore new research opportunities.

Davis then welcomed the group and shared some data on the 70 identified REAP centers throughout the United States—90 percent of which are affiliated with a college or university.

While many centers work in several different areas, some were identified by a main area of population focus:

- Twenty-six centers were identified as focusing primarily on African Americans.
- Seven centers were identified as focusing primarily on Hispanics.
- Three centers were identified as focusing primarily on Asian Americans.
- Five centers were identified as focusing primarily on Native Americans.

Each attendee then took three minutes to describe his or her center and its work. There was wide variation in the centers' structures, methods, and strategies. During this exercise, the enthusiasm was evident, with all participants expressing an interest in future collaboration and meetings of REAP centers.

Attendees then heard from Scott Beach, associate director of and survey research program director at the University Center for Social and Urban Research at Pitt. Beach spoke about poverty in Pittsburgh and the nation with specific topics, including how poverty is measured and poverty patterns in the nation and in Pittsburgh.

The final two presenters of the day addressed the issue of funding.

Cleopatra Howard Caldwell of the Center for Research on Ethnicity, Culture and Health in the School of Public Health at the University of Michigan spoke about sources of funding, noting that 47 percent of the National Institute on Minority Health and Health Disparities budget is dedicated to research centers. She also suggested exploring alternative funding sources, such as the U.S. Departments of Justice, Defense, and Education, among others.

Thomas LaVeist, director of the Hopkins Center for Health Disparities Solutions in the Bloomberg School of Public Health at Johns Hopkins University, also touched upon the harsh toll the recession and spending cuts have taken on funders. He proposed some solutions for centers, including diversifying, expanding partnerships, developing internal revenue sources, and exploring commercialization opportunities.

Additionally, the group discussed center issues based partly on a survey completed prior to the summit. The issues most frequently



REAP summit attendees:

Bottom row (left to right): Janet Griffin-Graves, Margery Austin Turner, Verna Keith, Beth Richie, King Davis, Abby Ferber, and Janet Helms

Middle row (left to right): Waldo E. Johnson Jr., Larry E. Davis, Kelly Burkitt, Jack McDevitt, Cleopatra Caldwell, Deborah Moss-West, Nancy López, Rhonda Sharpe, Lisa Laguerre, and MarYam Hamedani

Top row (left to right): Christopher Nellum, Phillip Bowman, Thomas LaVeist, Algernon Austin, Darrell Gaskin, Timothy Ready, Ralph Bangs, Tom Rudd, Leo Garofalo, and Samuel Myers

mentioned were obtaining and sustaining funding, creating partnerships that funders will respond to, and sharing credit and funding within a university.

Another topic broached by several attendees included the complications that ensue when funding goes to a principal investigator and not specifically to the center with which he or she is affiliated—especially in today's climate, in which many are being pushed by their universities to increase their research dollars.

Some participants suggested that centers may want to separate from their university and become a nonprofit entity. Others felt that a center would not be sustainable without a connection to the core mission of a university.

A center's relationship with its home institution was a frequently discussed topic. Some felt that a center should stay on task and conduct research, while others believed that centers have a responsibility to transform the institution in some way—helping to increase the number of underrepresented faculty members, for example. Many felt that their centers gave them an opportunity to sit on university committees that could be used to make a difference.

Several commented on the link between effective communication and effective fundraising and the importance in connecting the two. The message? Today's centers must be creative and entrepreneurial.

Foundations were mentioned as being possible resources for administrative overhead in some instances, but other sustainability ideas included pursuing a full or partial endowment, cultivating relationships with development offices, and working to locate soft money.

The last discussion fueled the question, "Where do REAP centers go from here?"

Davis suggested that, at the very least, the group should create a LISTSERV to keep the lines of communication open. He also proposed hosting one more meeting in Pittsburgh, with subsequent meetings being hosted by other centers. In the meantime, Davis said, perhaps a panel or a task force could be formed to assist in developing future plans.

Attendees enjoyed the research presentations and suggested that, at future meetings, one or two scholars be invited to speak to the group and that foundation representatives also might be invited to discuss funding opportunities.

Summit attendees expressed great interest in the research being done by other centers, and Davis recommended surveying future participants about what topics they would like to discuss. "What is the glue that would make all of us want to talk to each other?" he asked. "What can we all work on and feel good about? How do we collaborate?"

King Davis, Robert Lee Sutherland Endowed Chair in Mental Health and Social Policy at the University of Texas at Austin School of Social Work, said that the comments from other centers were very helpful, and he wanted to have some of the attendees consult at his university.

While the creation of an independent Web site was an idea supported by summit attendees, the list of e-mail addresses of summit attendees will, for the time being, be housed on the CRSP Web site (www.crsp.pitt.edu). Ralph Bangs, associate director of CRSP, asked that everyone review the description of their centers and send in information on any additional centers they feel should be included. Bangs noted a call for papers also listed on the CRSP Web site and recommended that the summit attendees consider submitting manuscripts to CRSP's journal, *Race and Social Problems*.

The summit ended with many expressing enthusiasm for future partnerships, collaborations, and shared research. ■

Please feel free to join us here at the center at any one of our lectures or to view our activities online. As always, we appreciate your continued support.

RESEARCH UPDATE

Smart planning helps PATIENTS COPE after PSYCHIATRIC HOSPITAL closing

As a Pittsburgh-area psychiatric hospital prepared to shutter its doors, requiring the discharge of its patients, the School of Social Work's associate dean for research, **Catherine Greeno**, coconducted a research study aimed at following a random sampling of discharged Mayview State Hospital patients to track the outcomes they experienced as they transitioned out of the hospital and into new residences.

What Greeno found is that many of the patients' psychiatric symptoms improved significantly over the four-year study period, and she says that the collaborative planning and closing processes developed and implemented in 2008 by mental health and public welfare officials as well as stakeholders in all five affected Pennsylvania counties—Allegheny, Beaver, Greene, Lawrence, and Washington—were key to providing Mayview's former residents with the treatment, support, and resources needed to reintegrate into smaller community-based settings.

Greeno conducted the study with Courtney Kuza, a research principal in the School of Social Work, and Sue Estroff, a professor of social medicine at the University of North Carolina at Chapel Hill. The study was supported by the Allegheny County Department of Human Services and the Commonwealth of Pennsylvania.

As part of the planning process, issues critical to the successful closing of a hospital, like mental health services and patient housing, were specifically addressed. Additionally, very thorough discharge procedures were developed and implemented. Finally, prospective plans for outcomes monitoring and reporting were created, including, but not limited to, the evaluation conducted by Greeno and her colleagues.

The four-year study followed a random sample of people discharged from Mayview. (Random samples like the one used in this study enable investigators to accurately track outcomes at much less expense than if all former Mayview residents had been followed.) In this study, 92 people, or 76 percent of those approached, agreed to participate.

Pitt social work master's and doctoral students trained in both qualitative and quantitative research techniques conducted the assessments for this study. These student researchers visited participants in their own homes every three months. At half of the visits, participants completed research-validated standardized assessments of psychiatric symptoms, social functioning, quality of life, progress toward recovery, and satisfaction with services. At the other visits, research team members conducted informal interviews to learn how participants perceived their new homes and whether their needs were being met. Over the four-year study period, Pitt student researchers made hundreds of visits to participants' homes to collect this information.

Greeno and her colleagues' data revealed that participants strongly preferred the freedom and choice that their new residences gave them and that their psychiatric symptoms improved over the four-year study period. In fact, 50 percent of participants met a longitudinal criterion for remission—that is, their psychiatric symptoms were all rated at a level of mild impairment or less at both time points in the final year of the study. It is important to note that they met this criterion for remission in the setting in which they were living, which often included a considerable amount of treatment and support. Social functioning, quality of life, progress toward recovery, and satisfaction with services, which were stable at two years, had improved by the conclusion of the study.

Greeno's students also found that a small number of people experienced negative outcomes—some abusing substances and some being incarcerated. At least one of the participants was very active in the study and regularly reported that his life was much improved since departing Mayview; however, his incarceration cannot be considered a positive outcome.

"This study demonstrates the usefulness of the collaborative planning process that was used in closing the hospital," says Greeno. "Although it is difficult to give up the security represented by a long-stay institution, results clearly show that people were happier when they moved to smaller community-based settings. Even though there is some risk for negative behaviors and outcomes, with enough planning and support, people can be very well served in community settings." ■



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CLASS NOTES



CARA M. RENZELLI (MSW '01, PhD '04) was promoted to vice president of research and clinical training at Gateway Rehabilitation Center. In her new role, she will oversee the Kenneth S. Ramsey, PhD, Research and Training Institute. Prior to joining Gateway Rehab, Renzelli worked at Western Psychiatric Institute and Clinic, where she received extensive research and clinical diagnostic training in addiction and related behaviors, including abuse of alcohol and other substances, smoking, and eating disorders.

Renzelli has authored numerous papers and leads a variety of workshops necessary for the advanced training of clinicians within the addiction treatment field. She regularly teaches and supervises interns from the University of Pittsburgh. Her primary research interests include treatment outcomes and the sustainability of recovery, the implementation and dissemination of evidence-based practices, and addiction in youths and young adults.

In addition to her Pitt degrees, Renzelli earned her bachelor's and Master of Science in Education degrees at Duquesne University.

CHRISTOPHER ROBINSON (MSW '07) recently received a Vanguard Diversity Award from the Community College of Allegheny County (CCAC) in Pittsburgh, where he serves as an assistant professor of social work and a campus diversity officer at CCAC's South Campus. This award recognizes Robinson's ongoing commitment to providing culturally diverse and relevant educational programs and events to the students and staff of CCAC's South Campus. His awareness of and personal interest in diversity and global issues have enabled him to serve as a strong role model and mentor to his students.

IN MEMORIAM

SISTER ELIZABETH APEL (MSW '79)
died on July 25, 2013.

SEYMOUR S. COHEN (MSW '53)
died on June 19, 2013.

ROBERT S. FOLTZ (MSW '72), former president and CEO of the former Goodwill Industries of Pittsburgh, died on April 14, 2013. Foltz turned Goodwill Industries of Pittsburgh into one of the largest social service agencies in the region.

MILDRED INEZ PRATT (PhD '69), former faculty member in the school, died on August 6, 2012. Pratt was born on October 15, 1928, in Henderson, Texas. One of eight children of sharecroppers Eula and R.P. Sirls, she earned four advanced degrees, including a PhD in social work. An ordained Disciples of Christ minister, she practiced social work for several years before teaching social work at the University of Pittsburgh and Illinois State University (ISU) as well as in Rio de Janeiro, Brazil. She had an extensive and productive career at ISU, where her most cherished achievement was cofounding the McLean County Black History Project and serving as its codirector for several years. She retired from ISU as professor emeritus in 1993.

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School of Social Work 2013–14 Speaker Series



WEDNESDAY, OCTOBER 9, 2013
"Community Organizing and Policy Analysis as Tools for Closing the Racial Achievement Gap"
CAREY HARRIS, Executive Director, A+ Schools



TUESDAY, NOVEMBER 12, 2013
"Fulfilling the Promise of Social Work: Current and Future Challenges and Opportunities"
DARLA COFFEY, President and Chief Executive Officer, Council on Social Work Education



WEDNESDAY, FEBRUARY 12, 2014
Raymond R. Webb Jr. Lecture
"Social Work Interventions to Improve Cognition and Recovery in Schizophrenia and Autism"
SHAUN M. EACK, Assistant Professor, School of Social Work, University of Pittsburgh



WEDNESDAY, MARCH 19, 2014
World Social Work Day
Sidney A. Teller Lecture
"Recognizing and Supporting the Global Social Service Workforce: Challenges and Opportunities"
ROBIN S. MAMA, Dean, School of Social Work, Monmouth University

CENTER ON RACE AND SOCIAL PROBLEMS

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THURSDAY, SEPTEMBER 12
"A Glass Half Full? Discrimination against Minority Homeseekers"
MARGERY AUSTIN TURNER, Senior Vice President for Program Planning and Management, Urban Institute



FRIDAY, NOVEMBER 8
"Race and Culture in the Family: Their Impact on Youth Outcomes of Asian American Adolescents"
YOONSUN CHOI, Associate Professor, School of Social Service Administration, University of Chicago



TUESDAY, DECEMBER 3
"A Multigenerational Perspective on Neighborhoods and Racial Inequality"
PATRICK T. SHARKEY, Associate Professor of Sociology, New York University



DATE TBA
"Stratification Economics: Implications for Understanding Inequality"
WILLIAM A. DARITY JR., Arts & Sciences Professor of Public Policy and African and African American Studies; Professor of Economics; Chair, Department of African and African American Studies; and Codirector, Research Network on Racial and Ethnic Inequality, Duke University