

Bridges

UNIVERSITY OF PITTSBURGH
SCHOOL OF SOCIAL WORK

MAGAZINE FALL 2015



IS PROTEST ENOUGH?

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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Protesters march during a demonstration in New York, N.Y., calling for social, economic, and racial justice on April 29, 2015. Billed as NYC Rise Up & Shut It Down with Baltimore, the demonstration was being held to support protests against police brutality in Baltimore, Md., following the April 19 death of Freddie Gray, who sustained a fatal injury while in police custody.



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Greetings, Alumni and Friends,

Once again, we welcome a new group of bright and eager-to-learn students to the University of Pittsburgh School of Social Work. This is clearly a time of rejuvenation. The faculty and staff are excited about the beginning of the new school year. This year's incoming class is the biggest in recent memory and is composed of students who are very diverse and the most scholastically prepared group in school history. So, along with our students, we also welcome you, our alumni and friends, to the 2015-16 academic year.

In many respects, this issue of *Bridges* is a follow-up to our last issue, which focused on race and criminal justice. We have elected to focus on these issues because our society remains gripped in its struggle to become a more racially fair and just union. This summer witnessed sustained acts of violence and continued protests by people all over the country. This issue features the efforts of some of the individuals who have engaged in active protests and how they, along with others, are thinking about how best to channel their future efforts. Given the sustained racial conflict, violence, and injustice, we must at some point ask ourselves, "Is protest enough?" At the same time, part of our role as social workers is to heal the wounds of society. We serve, to a great extent, as instruments helping to keep the whole together while at times fighting for the equity of each of its parts. Surely, this is no easy task. But to do otherwise would be an abdication of our most fundamental mission.

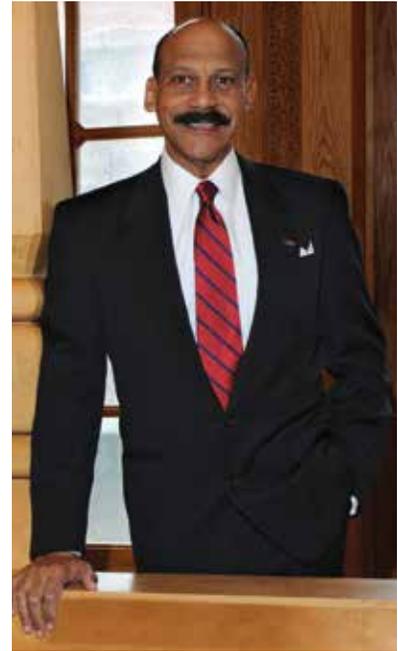
In this issue, we again salute one of the school's most devoted champions to social justice, James V. Cunningham. The late professor emeritus was truly an inspiration to those of us committed to

social justice and community engagement. We have initiated a new fellowship in his name that is detailed on page 14 of this issue.

Along with a new class, the school also has welcomed some new staff and faculty members, including Randy Rice as the newly appointed director of administration. Rice comes to us from ResCare Workforce Services, the largest provider of workforce services in Allegheny County. He has already become an invaluable member of the team. Additionally, Rosalyn Christ has joined us as the new finance administrator. People are already saying how knowledgeable and helpful she is about grants and the financial matters of the school and the Center on Race and Social Problems. We also are happy to welcome Melvin Cherry (MSW '06), one of our graduates, as a field education coordinator.

Lastly, we are proud to announce that former postdoctoral fellow James Huguley has joined the school as an assistant professor. Huguley earned a PhD in human development and psychology at Harvard University and is key to our goal of building greater links between our school and Pitt's School of Education. To this end, we recently established the Master of Social Work with a Certificate in Secondary Education program. This program is timely, as many of the educational problems faced by today's urban youths are due in part to social and environmental determinants—factors that social workers are in an ideal position to address. This joint degree/certificate program will provide graduates with even more tools to help urban youths facing such challenges.

At the Center on Race and Social Problems (CRSP), Penelope Miller has been named the new



“WE SERVE, TO A GREAT EXTENT, AS INSTRUMENTS HELPING TO KEEP THE WHOLE TOGETHER WHILE AT TIMES FIGHTING FOR THE EQUITY OF EACH OF ITS PARTS.”

coordinator and is working especially hard to improve the center's social media presence. As part of this effort, we encourage you to visit the newly created CRSP Facebook page to stay up to date on the latest race-related news from across the country.

So, as we prepare for another year here at Pitt, we invite you to visit our school and attend the school and CRSP speaker series, both of which promise to be exciting and informative. We also encourage you to visit us online at socialwork.pitt.edu.

Larry E. Davis
Dean and
Donald M. Henderson Professor

WELCOME, NEW STAFF



MELVIN CHERRY JR.



ROSALYN CHRIST



PENELOPE MILLER



W. RANDY RICE

MELVIN CHERRY JR. is the new field education coordinator.

ROSALYN CHRIST is the new finance administrator.

PENELOPE MILLER is the new coordinator for the Center on Race and Social Problems.

W. RANDY RICE is the new director of administration.

NEW FACULTY



JAMES P. HUGULEY

JAMES P. HUGULEY has been appointed an assistant professor.

2015-16 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.

SCHOOL OF SOCIAL WORK
SPEAKER SERIES

WEDNESDAY, SEPTEMBER 23, 2015

“Lessons from the Demise of Hull House”

TRACY SOSKA, Assistant Professor; Chair, Community Organization and Social Action; and Director, Continuing Education, School of Social Work, University of Pittsburgh

TUESDAY, NOVEMBER 17, 2015

Raymond R. Webb Jr. Lecture

“Are Children and Women for Sale? Yes, and It’s a \$150 Billion Industry”

NOËL BUSCH-ARMENDARIZ, Professor; Associate Dean for Research; and Director, Institute on Domestic Violence and Sexual Assault, School of Social Work, University of Texas at Austin

WEDNESDAY, FEBRUARY 24, 2016

“Macro Practice in Social Work”

DARLENE BAILEY, Dean, Professor, and MSS Program Director, Graduate School of Social Work and Social Research, and Special Assistant to the President for Community Partnerships, Bryn Mawr College

WEDNESDAY, MARCH 16, 2016

WORLD SOCIAL WORK DAY | Sidney A. Teller Lecture

“Human Security and Sustainable Development: A Global Agenda for Social Work”

JAMES HERBERT WILLIAMS, Milton Morris Endowed Chair, Dean, and Professor, Graduate School of Social Work, University of Denver

CENTER ON RACE AND
SOCIAL PROBLEMS FALL
2015 SPEAKER SERIES

THURSDAY, SEPTEMBER 17, 2015

“Policing Reform, Community, and Ethical Leadership”

CAMERON McLAY, Chief, City of Pittsburgh Bureau of Police

THURSDAY, OCTOBER 8, 2015

“Black/White Differences in Intergenerational Economic Mobility in the United States”

BHASHKAR MAZUMDER, Senior Economist, Federal Reserve Bank of Chicago

WEDNESDAY, NOVEMBER 11, 2015

“Birth of a White Nation”

JACQUELINE BATTALORA, Attorney and Professor, Saint Xavier University

THURSDAY, DECEMBER 10, 2015

“Multiracial in the Workplace: A New Kind of Discrimination?”

TANYA HERNANDEZ, Professor of Law, School of Law, Fordham University

AFTERNOON OF RECOGNITION

The School of Social Work's Afternoon of Recognition was held on Sunday, April 26, 2015. The keynote address was given by **Diane P. Holder**, executive vice president of UPMC, president of the UPMC Insurance Services Division, and president and CEO of UPMC Health Plan. Holder serves as a member of the School of Social Work Board of Visitors.



Pictured left to right: Diane Holder delivers the keynote address; Dean Larry Davis congratulates a graduating student.

ANNUAL BOARD OF VISITORS MEETING

The annual Board of Visitors dinner and meeting were held on May 5 and 6, 2015. Attendees are pictured at right.

Attending the Board of Visitors dinner on May 5, 2015, were (left to right): Vice Provost Alberta Sbragia, Glenn Mahone, Diane Holder, Alberto Godenzi, Eric Springer, Alan Momeyer, Stephen Paschall, Dean Larry E. Davis, Esther Bush, Joy Starzl, Rod Doss, Marc Cherna, James Browne, and James McDonald.

Attending the Board of Visitors meeting on May 6, 2015, were (left to right): Sheila Fine, Diane Holder, Dean Larry E. Davis, Glenn Mahone, Thomas VanKirk, Vice Provost Alberta Sbragia, Alberto Godenzi, Stephen Paschall, Joy Starzl, James Browne, Alan Momeyer, Eric Springer, Marc Cherna, Paula Allen-Mearns, James McDonald, Basil Cox, and Estelle Comay.



SCHOOL OF SOCIAL WORK HOSTS INAUGURAL JOB FAIR

On March 24, 2015, the University of Pittsburgh School of Social Work sponsored its first job fair. Held in the school's conference center, the job fair was a huge success, with 13 agencies from Pittsburgh participating. As students streamed in and out of the job fair throughout the day, Dean Larry Davis stopped in to thank the agencies for their support.

It was wonderful to see students arrive with résumés in hand and ready to make connections, including being interviewed on the spot by agency representatives.

Feedback from both students and employers was positive, with the latter noting what a great experience it was to be at the School of Social Work to recruit directly from our pool of talented students.

Many students thanked the school for hosting the job fair and said that they felt it was successful based on their interactions with employers. Several days after the job fair, many students came by the Office of Career Services to report having two or three interviews scheduled thanks to their attendance at the job fair.

Overall, it was a very good day for our students, local employers, and the School of Social Work. Agencies that attended already have inquired as to when the school will hold its next job fair, and agencies who heard of the job fair through word of mouth have asked if they can attend future school job fairs. Because of this success, the school will now sponsor a job fair in both the fall and spring terms.

PROGRAM HIGHLIGHTS

MSW Program

The Master of Social Work program graduated 141 students during the commencement ceremony held at Soldiers & Sailors Memorial Hall & Museum on April 26, 2015. Fourteen new graduates completed all the requirements for the Community Organization and Social Action (COSA) concentration, and 127 graduates completed the requirements for the Direct Practice with Individuals, Families, and Small Groups concentration. We wish them all well as they begin their careers as professional social workers.

Over the summer, we prepared to welcome the incoming class of 260 registered students. This is a larger class than usual, with 15 percent declaring the COSA concentration and 85 percent declaring the Direct Practice concentration. We also have seen a dramatic increase in our advanced standing acceptances this year. Advanced standing

is for graduates of a Council on Social Work Education-approved baccalaureate social work program. These students enter the MSW program with credit awarded for the foundation curriculum in the master's program that duplicates their undergraduate studies. Therefore, advanced standing students begin their concentration curriculum in their first term.

We continue to offer a variety of certificate options that further specialize a student's advanced competency to work with a specific population or in a particular setting; these are human services management; children, youth, and families; gerontology; home and school visitor/school social worker; integrated health care; and mental health.

We are proud to announce the launch of a new joint training

program with the University of Pittsburgh School of Education. Baccalaureate students who aspire to teach in an urban setting can now apply to earn an MSW with a secondary teaching certificate (grades 7–12) administered by **James Huguley** in the School of Social Work and Sheila Conway in the School of Education. The master's in social work with a Certificate in Secondary Education program is designed to develop students' knowledge, values, and skills that cut across the two disciplines. It is our goal to prepare teachers who have a rich understanding of working with vulnerable adolescents and families for professional teaching roles that will provide the opportunity to design and administer creative programmatic responses to the changing needs of students in urban communities. ■

BASW Program

UNDERGRADUATE SUMMER RESEARCH PROGRAM BUILDS ON SCHOOL STRENGTHS

Through the generous support of the University of Pittsburgh Office of the Provost and for the second consecutive year, four undergraduate School of Social Work students were selected to work alongside research-engaged faculty members and were supported with a \$1,000 fellowship this summer.

The Undergraduate Summer Research Program was created to give social work students the opportunity to engage in scholarly work with faculty members—providing the students with valuable experience and knowledge.

Congratulations to our summer researchers:

KIRSTEN ARNOLD, who worked with Assistant Professor Gerald Cochran

HANNAH BOSTON, who worked with Associate Professors Rachel Fusco and Sara Goodkind

LEAH FEIN, who worked with Associate Professor Rafael Engel and Lecturer Elizabeth Mulvaney

SHANELLE THOMPSON, who worked with Cochran and Associate Professor Daniel Rosen

To learn more about the Undergraduate Summer Research Program, visit socialwork.pitt.edu/researchtraining/undergraduate-research.

PhD Program

Current doctoral students and graduates are upholding our PhD program's strong tradition of stellar early career scholarship by being published in many peer-reviewed publications (see page 18) and presenting at national conferences, earning recognition locally, nationally, and internationally.

Rising fifth-year doctoral candidate **Courtney Queen** successfully completed her one-year (2014-15) Boren Fellowship in Tanzania to support her dissertation research. Boren Fellowships support study and research in areas of the world that are critical to U.S. interests, including Africa, Asia, central and Eastern Europe, Latin America, and the Middle East. During her fellowship, Queen, who returned to the United States in June 2015, collected primary qualitative interview data to study the psychological health outcomes of female genital mutilation and cutting, a practice common in Africa; in the Middle East; and, increasingly, among U.S. immigrants and refugees from these areas of the world.

Two doctoral students were awarded prestigious Pittsburgh Albert Schweitzer Fellowships. The Schweitzer Fellowship is dedicated to preparing the next generation of professionals who will serve and empower vulnerable people to live healthier lives and create healthier communities. Awardee **Patricia Bamwine** (MSW '13) will use her fellowship to develop a grief support program for adolescents living in Wilkensburg, Pa., and the Homewood neighborhood of Pittsburgh who have lost a peer or family member to homicide.

Awardee **Andrea A. Joseph** will conduct a service project at the Pittsburgh Student Achievement Center in Homewood to provide mentoring to students who have been suspended from school along with group work sessions targeting the needs of girls who have been suspended.

Amber Bahorik (MSW '09, PhD '15) accepted a position as a postdoctoral scholar-fellow in the National Institute on Drug Abuse T32 postdoctoral training program in drug abuse treatment and services research in the Department of Psychiatry at the University of California, San Francisco (UCSF). During her two-to-three-year appointment, Bahorik will work with mentors at UCSF and the Kaiser Permanente Division of Research in Oakland, Calif., to design and implement studies on psychiatric comorbidity and substance use and dependence, including nicotine dependence.

Summer 2015 doctoral graduate **Lauren Bishop Fitzpatrick** (MSW '11) accepted a two-year position as a postdoctoral fellow in the T32 postdoctoral program in intellectual and developmental disabilities research at the Waisman Center at the University of Wisconsin-Madison, under the direction of Marsha Mailick, vice chancellor for research and graduate education and the Vaughan Bascom and Elizabeth M. Boggs Professor.

As we said good-bye to Bahorik and Fitzpatrick, we welcomed a new class of first-year doctoral students to the program. Our first-year students are **Valerie Hruschak, Daniel Jacobson, Gina Keane, and Yan Yuan.** ■



The Cathedral of Learning in the fall



CONGRATULATIONS, DOCTORAL GRADUATES!

AMBER L. BAHORIK
(MSW '09, PhD '15)

LAUREN BISHOP
FITZPATRICK (MSW '11)

CRYSTAL LIM (PhD '14)

IS PROTEST ENOUGH?

BY LAMONT JONES JR.



EXAMINING THE ROOTS AND IMPACT OF SOCIAL PROTESTS

Whether they are arrayed in anger or robed in righteous indignation, ordinary people around the globe are increasingly uniting across racial, cultural, and class lines in organized social protest. Hardly a week goes by that a large protest isn't staged, recorded, and reported on by news and social media.

In 2011, a huge demonstration in New York City known as Occupy Wall Street sparked a global movement against economic and social injustice, with protesters camping for months outside major banks, investment firms, and other bastions of economic power.

With fast food employees leading the charge, thousands of people participated in protests across the United States on April 15, 2015, as part of the Fight for \$15 movement

that began to form several years earlier to demand better pay for low-wage service workers.

In May and June of this year, anger moved thousands of Hondurans to participate in widespread demonstrations in response to a government embezzlement scandal involving social security funds. At the same time, in Greece, massive public protests accompanied that nation's economic collapse as the government defaulted on a \$1.7 billion loan owed to the International Monetary Fund.

In June, when a young White supremacist entered a historic church in Charleston, S.C., and shot and killed nine Blacks attending a Bible study, a rainbow coalition of citizens mobilized in protest. Days later, the Confederate battle flag—a symbol of segregation that has flown in some Southern states since the Civil War—was removed from government properties in South Carolina.

Protests continue to occur as people near and far express discontent with injustices, sometimes over issues that don't directly affect them personally. The Charleston shooting, for example, "was just such an egregious act that it offended the sensibilities of everybody ... it prompted a groundswell of discontent and frustration," says Larry E. Davis, dean of the University of Pittsburgh School of Social Work, where many students channel their passions into a wide range of social actions, including protests.

Such a groundswell has been the case with the Black Lives Matter movement, perhaps the largest and most widespread movement in recent history. Sparked by a seemingly endless string of deaths

of unarmed Black citizens at the hands of White police officers, huge rallies, marches, and "die-ins" have occurred domestically and abroad and have involved hundreds of thousands of people across cultural and social strata.

"A lot of these things going on have not just offended Black people, they have offended civil society," says Davis. "People are involved in these recent protests who are not immediately affected by the problem. They are people, multiracial groups of people, who feel that what is going on is wrong."

Many social protests in U.S. history have had a racial component. Ku Klux Klan terrorism and the burning of prosperous Black business districts across the nation by angry Whites arose out of the social protest of people

considered undesirable by their oppressors. On the flip side of that coin, social protest helped to end slavery and segregation and ushered in the Black Power movement and eventually the broader civil rights movement. Many Whites and other ethnic groups participated, with their indignation creating a multicultural and international movement that now is seen again in the Black Lives Matter movement.

Anger over injustice and oppression causes people to rise up and protest. In the United States, citizens combine their constitutional rights to freedom of speech and freedom of assembly in organizing social protests, which historically have been powerful tools to promote social justice.



**"THE ISSUE IS ALWAYS,
WHEN DOES SOCIAL
PROTEST PROVE VALUABLE
IN THE EFFORTS TO
ADVANCE A CAUSE?"**

**-TRACY SOSKA, ASSISTANT PROFESSOR,
UNIVERSITY OF PITTSBURGH SCHOOL OF SOCIAL WORK**

“The issue is always, when does social protest prove valuable in the efforts to advance a cause?” explains social work professor Tracy Soska, who also chairs the Community Organization and Social Action (COSA) concentration in the Master of Social Work program. “It is often in the realm of raising awareness. Protesters make the news and publicize the issues, whether this is concern with police treatment of Blacks and the Black Lives Matter movement or issues of income inequality and fairness like the Occupy Wall Street movement or other expressions of protest such as [those occurring in response to the] G-20 Summit.”

Social protest has existed for thousands of years and has taken on various forms in different cultures. In U.S. history, a social protest later known as the Boston Tea Party erupted because of taxation inequities, ushering in the American Revolution and independence from England. Social protests during the Industrial Revolution aided the rise of organized labor and the use of strikes as workers sought to protect and advocate for themselves. People protesting Prohibition took axes to barrels of booze, and bra burning was part of a protest movement advocating for women’s rights. War, gun control, reproductive rights, and the environment are just a few of the issues that have sparked major social protests in recent decades.

More recently, protests over education cuts have been staged in Pennsylvania, and last November saw a

massive student walkout on the University of California campuses in response to tuition hikes. Over the summer, protests erupted in Turkey, South Korea, China, and South Africa over issues as varied as xenophobia and perceived government unresponsiveness.

Although the popularity of social protest waxes and wanes, its historical relevance is undeniable, says Soska.

“Social protest is a tool, a tactic, and technique to call attention to a problem or issue as well as to rally others to action in support or opposition,” says Soska, who also is an editor of the scholarly *Journal of Community Practice*, which is sponsored by the international Association for Community Organization and Social Administration. “Perceived social or economic injustices are always the fuel behind all social protests. One group or another is aggrieved or disenfranchised. Someone or some group is denied

the opportunities given [to] others.”

One of Soska’s favorite instructional tools is a dramatic clip from the 1976 Academy Award-winning movie *Network* that features a rant by character Howard Beale. He shows it when teaching about social and economic injustice in the Economics and Social Work course.

“What students do with their awareness of these issues of economic disparities is up to them,” says Soska. “But I want them to understand that social action comes from [getting mad]. [As] Howard Beale says, ‘I’m as mad as hell, and I’m not gonna take this anymore!’ That is the root of social protest. Social workers and our students who are becoming social workers need to appreciate righteous indignation.”

Marches, rallies, occupations, and “die-ins” appear to be gaining an increased share of



“PROTEST IS JUST A TOOL BY WHICH TO BRING LIGHT TO ISSUES IN OUR COMMUNITY... AND A WAY TO IMPACT PEOPLE TO DO SOMETHING ABOUT THOSE ISSUES.”

-GABRIELLA JONES-CASEY (MSW '13)

news coverage on issues ranging from housing, health care, and homelessness to living wages and racial disparities in the criminal justice system.

In April, School of Social Work faculty members, including Soska and social work professor Jeffrey Shook, joined Pitt students in a throng of about 1,500 people who participated in a Fight for \$15 march and rally on campus as part of the larger demonstration and accompanying strike by fast food workers in more than 200 cities in 40 countries. This movement began to form several years ago to demand better pay for low-wage service workers.

Gabriella Jones-Casey (MSW '13) helped to organize the international protest. She has been involved with the movement since February 2014, and over the years, she has organized or participated in protests covering a variety of social issues, including gender rights, immigrant issues, education cuts, poverty, and racial justice. Rather than the case management or counseling aspects of social work, her passion is in protest.

“Protest is just a tool by which to bring light to issues in our community,” she says, “and a way to impact people to do something about those issues. It ... makes very visible what people are fighting for. Protests are effective tools, which is why I like planning them.”

Pitt social work students are taught how to analyze and engage in social policy, which often includes advocating for social policies and serving as expert witnesses. Social protest tactics are part of the standard curriculum of macro practice social work, including in the

COSA program, where students learn about social action and other community organizing strategies.

Social protest is part of the continual work of Carl Redwood Jr., a 1987 MSW graduate. His long history of social activism runs the gamut, from advocacy to organizing demonstrations. He has been most active recently in the Black Lives Matter movement and in efforts to address housing justice issues, most notably in the Hill District neighborhood of Pittsburgh, where he has lived for the past 35 years and where he currently serves as chair of the Hill District Consensus Group, a nonprofit umbrella organization devoted to quality of life in the historic community.

Redwood describes himself as a community-organizing social worker and participated in social protests before entering Pitt in 1973 with a major in Black studies. He has watched economic and housing trends contribute to the decline of the city's Black population from about 100,000 in 1980 to about 80,000 in 2010, attributing the change to policies that serve to “get rid of Black people” in the city, as displaced residents unable

to afford gentrified housing are pushed into the suburbs in search of affordable shelter—a trend happening in other cities and something he hopes to reverse in Pittsburgh as he helps to organize and mobilize tenant councils and other populations he considers oppressed.

“Oppression created social protest,” says Redwood. “Protest is trying to relieve oppression and make things more equitable and relieve people’s suffering.”

Even with momentum created by protest, progress can be slow.

“Progress is complex, it’s painful, and it usually is sparked [by] tragic events, but we’re inching along steadily,” says Stephen Legault (MSW '12), who, as a student, helped to establish the Pitt activist organization Civil Action Movement (CAM). “With the rise of social media and access to technology, we know so much more now. The tragic deaths of Eric Garner, Michael Brown, Sandra Bland, and many others are incredibly sad and should never have happened, but we’re able to respond now because regular people have been able to document what has been going on. There is greater transparency, as we don’t rely on the government



or even major media to bring issues up. Through Twitter, Facebook, and Reddit, regular people are able to take back the power of information and effect change.”

And many of those regular people are teens and young adults. At the School of Social Work, under the faculty advisement of Shook, CAM has engaged social justice issues ranging from education costs to voter ID laws. The organization is where textbook meets practice.

That organization paired with the school’s curriculum reinforces the fact that social protest stems from passion and emotion and, therefore, is not always peaceful. Even the most scrupulously organized act of peaceful civil disobedience can take a violent turn, with clashes erupting between protesters and counter protesters or police. Police are present to maintain order while allowing citizens to exercise freedom of assembly and speech, and that can be difficult in the face of civil unrest and provocative protest.



“PROTESTS ARE AN IMPORTANT AND NECESSARY PART OF MAKING CHANGE. BUT THEY, IN AND OF THEMSELVES, ARE NOT ENOUGH TO BRING ABOUT CHANGE.”

-TREVOR SMITH (MSW '12)

City of Pittsburgh Police Chief Cameron McLay found himself in the national media spotlight last New Year’s Eve when he obliged WHAT’SUP?! Pittsburgh activists in a coffee shop. They asked him to pose for a picture with a protest sign that read: “I resolve to challenge racism @ work #EndWhiteSilence.” The photo went viral on social media, drawing the ire of the city’s police union and praise from Pittsburgh Mayor Bill Peduto.

The flack taken by McLay, who is White, isn’t unusual, says Nancy Travis Bolden, chair of the Commission on Race and Reconciliation of the Episcopal Diocese of Pittsburgh. While the faces of social protests in the United States have become more multicultural, she routinely encounters White people at antiracism workshops and similar events who pay a price for their participation in protest.

“What they [young Whites] tell us is that they frequently are being criticized not only by strangers but by members of their own family, almost being alienated,” says Bolden.

A growing weariness of racism—particularly racial profiling and racial disparities in the criminal justice system—has created unrest and provoked widespread protest, contends Bolden. “A lot of the recent protests have to do with the way the police are functioning and the fact that Black males particularly, young or old, don’t seem to be safe.”

She cites the internationally reported arrest in 2009 of prominent Black Harvard University professor Henry

Louis Gates Jr. inside his university-owned home by a White police officer responding to a 911 call about two men who appeared to be having trouble entering the residence. Gates, who was returning from an overseas trip, said that his front door was jammed and that his driver, who left before police arrived, had tried to help him open it. Accounts differ about the words exchanged inside the house between Gates and the officer, but Gates ended up getting handcuffed on the front porch; charged with disorderly conduct; and hauled to the police station, where he was held for four hours and had mug shots taken.

However, Bolden and others do see the uptick in the number of social protests as a sign of greater public awareness and involvement.

“It’s encouraging to see the amount of progress on major social issues in recent years, from the marriage equality campaign to economic issues such as living wage and student debt,” says Jon Hoffmann (MSW ’12), a founding member of CAM. “The public attention to these campaigns, along with the diversity of organizers and tactics, is unlike anything I can recall in recent years.”

Redwood trains youths in social organizing and activism and is among those who see them shaping the future of social protest.

“They have managed to begin a new wave of the social protest movement,” he says. “They’re the ones who drove what is happening in Greece.”

Major protests in U.S. history have been led by social workers, including world peace and women's rights advocate Jane Addams and civil rights activist Whitney M. Young Jr. Others trained as social workers prefer a softer, less-visible approach that complements the goals of social protest. While protesters raise awareness and apply pressure with public demonstrations, others use these protests to leverage change in affected areas.

A mile from the Cathedral of Learning on a nondescript street in South Oakland, about 1,500 people a month visit an office in a cluster of connected brick buildings. Young and old, working and jobless, healthy and health challenged, they come to receive free sustenance from a food pantry operated by Community Human Services. Trevor Smith (MSW '12), who coordinates the food operation, says that the number of people served has grown sixfold in the last four years. Rather than organizing a demonstration to raise awareness of hunger, he provides immediate relief by clearing paths to food access, healthy eating, and self-sufficiency.

Smith is the kind of social work graduate Pitt sends out into the world, a professional whose perspectives are informed by field experiences, internships, and courses such as Social Administration and Advocacy and Lobbying. Through the school's Community Organizing course, students established a campus chapter of the ONE Campaign to engage their peers in social justice issues ranging from those protested during the 2009 G-20 Summit in Pittsburgh to April's Fight for \$15 demonstration.

"I realize my strength is not in leading a protest," says Smith. "It is in having those conversations with people, those meetings at tables with decision makers, and in educating and creating systems that allow for change to happen. Protests are an important and necessary part of making change. But they, in and of themselves, are not enough to bring about change." ■



Social work students and faculty participated in the Fight for \$15 protest in April 2015.

COMMUNITY PRACTICE AWARD 2015: COMMUNITY ORGANIZING SPRING TERM CLASS

The Community Organization and Social Action committee recognized the entire spring term Community Organizing (CO) class taught by adjunct faculty members Carl Redwood Jr. and Richard Garland with the 2015 Community Practice Award for its outstanding organizing work in support of the Fight for \$15 living wage campaign. Throughout the term, these students were active in efforts to call attention to the issues of growing income inequality, the need to raise the minimum wage in the United States, and the national and international campaign Fight for \$15 and a union, all of which underscored the plight of low-wage workers.

With faculty support and encouragement, these students worked on several initiatives during their spring term class, and their work extended well beyond the classroom and class time.

- They helped to promote and support a large community forum, Inequality in the Land of Plenty, held on February 26, 2015, at the O'Hara Student Center at the University of Pittsburgh, that brought together local political leaders, low-wage workers (e.g., fast food workers, security guards, cleaners), labor organizers, faculty members, and students to discuss the need to

raise worker wages and to learn how to impact the economy, the community, the University, and the future.

- They led an advocacy effort to encourage the National Association of Social Workers Pennsylvania Chapter (NASW-PA) to address the plight of low-wage workers, which resulted in NASW-PA's issuing a formal statement in support of raising the federal minimum wage.
- They promoted and participated in the April 15, 2015, Pittsburgh Fight for \$15 rally, which was part of a global rally that day in more than 200 cities across the United States and around the world. CO students were front and center leading the rally on the Pittsburgh campus and in a march that concluded with a sit-in demonstration at an Oakland fast food restaurant.

In addition to learning about income inequality and the importance of a living wage, students also learned and demonstrated the importance of labor and community organizing skills that include social action through social protest. For their advocacy and direct community action, the CO students received the 2015 Community Practice Award at the School of Social Work's Afternoon of Recognition on April 26. ■

*A Message from the
Office of Development*



What makes the University of Pittsburgh School of Social Work unique is the number of ways our alumni are so closely involved. We have alumni supervising current students during their field placement practicums, returning to campus to attend or present our continuing education classes, sharing their wealth of knowledge as adjunct professors, working to keep fellow alumni engaged through the School of Social Work Alumni Society, and making contributions to the school and its various funds.

We have built a powerful and impactful network of experts—from direct practitioners to community organizers—here in Western Pennsylvania, across the country, and around the world.

Our biggest challenge is to continue to use our network to do great things. So we encourage all of our alumni to get involved in a way that's meaningful to them. Tell us how you believe we can be a better resource for recent graduates, midcareer managers, and seasoned professionals. Let us know what else we can do to bring together the experts we have from across disciplines to make social progress possible. Share your ideas as to how we can make your Pitt degree even more valuable. Join your 10,000 fellow alumni to make a difference.

We can't do it without you! Please contact me today at tony.gacek@ia.pitt.edu or 412-624-8604 to let me know how you would like to be involved in making your Pitt network stronger. I look forward to hearing from you.

With admiration and appreciation,

Tony Gacek
Director of Constituent Relations
412-624-8604
tony.gacek@ia.pitt.edu

**SUPPORTING A
LASTING LEGACY**

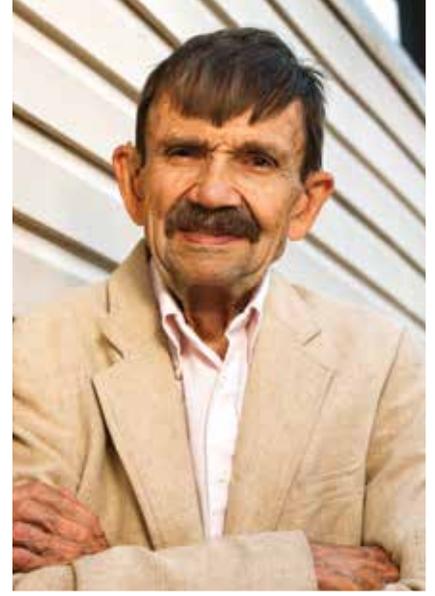
The University of Pittsburgh School of Social Work will launch a special campaign this fall to raise funds for an endowment created by a beloved teacher, mentor, and friend.

The late Professor Emeritus **James V. Cunningham** gave the initial gift that funded the endowment for Community Organization and Social Action (COSA) concentration. To help grow the endowment, on November 4 and 5, 2015, the school will host a performance of *Repulsing the Monkey*, a play written by School of Social Work and COSA alumnus Michael Eichler (MSW '86), who recently retired from San Diego State University School of Social Work to pursue a new career as a playwright. Eichler, also the founder of the Consensus Organizing Institute, will bring his play to Pittsburgh this fall.

The play is set on Pittsburgh's South Side and relates the story of one family's struggle with whether to sell its local family-owned bar to out-of-town interests. Themes throughout the play connect to Pittsburgh's changing urban landscape as well as issues of gentrification and balancing both old and new approaches to urban revitalization. Eichler will be available to discuss his play, and the school will use this production to help promote dialogue on social issues in recognition of the Year of the Humanities at the University of Pittsburgh. Alumni and the greater Pittsburgh community are invited to these special performances to help launch the campaign.

It was in Pittsburgh and other locales throughout the country where Cunningham was a force for neighborhood and community development. His knowledge, experience, and passion for social justice left a lasting legacy in the School of Social Work's community organization concentration, now known as Community Organization and Social Action.

Ticket information, reception details, and sponsorship opportunities are available at socialwork.pitt.edu. General contributions also will be accepted. Those interested in supporting this effort to honor Cunningham's legacy may contact Tony Gacek, director of constituent relations, at tony.gacek@ia.pitt.edu or 412-624-8604 or COSA chair Tracy Soska at tsssw@pitt.edu or 412-624-3711. ■



THE COMMUNITY PRACTICE LEGACY OF JIM CUNNINGHAM

The University of Pittsburgh School of Social Work has many reasons to recognize the late Professor Emeritus James V. Cunningham.

HIGHLIGHTS OF HIS CAREER INCLUDE THE FOLLOWING:

- Helped to lay the foundation for Pittsburgh's War on Poverty program and neighborhood organizations while working with ACTION-Housing, Inc., in the late 1950s and early 1960s
- Helped to establish the Pittsburgh Neighborhood Alliance as a citywide coalition and advocacy organization to advance Pittsburgh's neighborhoods and community-based organizations
- Cofounded the National Association of Neighborhoods
- Helped to publish the *Pittsburgh Neighborhood Atlas*, the city's first compendium of profiles on its neighborhoods
- Chaired the Pittsburgh Home Rule Study Commission, bringing home rule to the City of Pittsburgh
- Chaired the Seventh Ward's Democratic Committee, helping to elect Richard Caliguiri as mayor of Pittsburgh
- Led the River Communities Study Project, which helped the people in the region to understand the impact of industrial collapse on communities, families, children, minorities, and the elderly and led to efforts like the Aliquippa Alliance for Unity and Development (now the Franklin Center), the Mon Valley Initiative, and the Mon Valley Providers Council
- Authored or coauthored several go-to books on neighborhood and community development, including *Building Neighborhood Organizations* (with Milton Kotler), *Organizing for Community Controlled Development: Renewing Civil Society* (with Patricia W. Murphy), *The Resurgent Neighborhood, Urban Leadership during the Sixties*, and *A New Public Policy for Neighborhood Preservation* (with Roger S. Ahlbrandt Jr.)
- Established the African American Community Builders training program for minority grassroots leadership development and later helped to establish the Regional Coalition of Community Builders in Southwestern Pennsylvania and an expanded community builders training program at the Pitt School of Social Work
- Received the Career Achievement Award from the Association for Community Organization and Social Administration for advancing community practice education and scholarship within the field of social work
- Established a Master of Social Work Irish exchange program that brought more than two dozen students from Ireland to study at the School of Social Work, many of whom stayed and made significant contributions to our city and region by leading major community development projects and organizations
- Taught, cultivated, and mentored a large cadre of young professionals who have made major regional, national, and international impacts in community organizing and development
- Worked tirelessly to advance racial justice and equity through his leadership within the Roman Catholic Diocese of Pittsburgh and its Race and Reconciliation Dialogue Group, which he championed

JOURNAL ARTICLES



Jaime M. Booth with Anthony, E.K., “Examining the Interaction of Daily Hassles across Ecological Domains on Substance Use and Delinquency

among Low-income Adolescents of Color,” *Journal of Human Behavior in the Social Environment*, published online June 4, 2015.

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Eack with Mazefsky, C.A., and Minshew, N.J., “Misinterpretation of Facial Expressions of Emotion in Verbal Adults with Autism Spectrum Disorder,” *Autism*, 19(3): 308–15, 2015.



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of Alcohol and Cannabis Misuse on Cognition among Individuals with Schizophrenia,” *Schizophrenia Research: Cognition*, 1(3): 160–3, 2014.

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Helen E. Petracchi with Schelbe, L., and Weaver, A., “Benefits and Challenges of Service-learning in Baccalaureate

Social Work Programs,” *Journal of Teaching in Social Work*, 34(5): 480–95, 2014.



Mary Elizabeth Rauktis, “‘When You First Get There, You Wear Red’: Youth Perceptions of Point and Level Systems in Group Home

Care,” *Child and Adolescent Social Work Journal*, published online June 27, 2015.



Daniel Rosen with Brusoski, M., “Health Promotion Using Tablet Technology with Older Adult African American Methadone Clients: A Case Study,”

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Larry E. Davis with Bangs, R., *Race and Social Problems: Restructuring Inequality*, New York, N.Y.: Springer, 2014.

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James P. Huguley, "Affirmative Action for White Americans," in J. Stone, R.M. Dennis, P.S. Rizova, A.D. Smith, and X. Hou (eds.), *The Wiley-Blackwell Encyclopedia of Race, Ethnicity and Nationalism*, San Francisco, Calif.: Wiley-Blackwell, 2015.

Huguley with Diamond, J.B., and Lewis, A.E., "Race, Oppositional Culture, and School Outcomes: Are We Barking Up the Wrong Tree?" in A.E. Lewis and J.B. Diamond (eds.), *Despite the Best Intentions: How Racial Inequality Thrives in Good Schools*, New York, N.Y.: Oxford University Press, 2015.

Christina E. Newhill, "Parricide," in D. Canter (ed.), *Criminal Psychology, Volume 3, Part 1: Crimes in the Family*, Thousand Oaks, Calif.: SAGE Publications, 2015.



Elizabeth A. Winter with Elze, D.E., Saltzburg, S., and Rosenwald, M., "Social Services for LGBT Youth in the United States: Are We There Yet?" in J. Fish and K. Karban (eds.),

Lesbian, Gay, Bisexual and Trans Health Inequalities: International Perspectives in Social Work, Bristol, England: Policy Press, 2015.

OP-EDS

Larry E. Davis, "Are Race Relations Worse under Obama?" *Pittsburgh Post-Gazette*, April 19, 2015.

Davis, "Facing Up to Race," *Pittsburgh Post-Gazette*, December 19, 2014.

AWARDS/HONORS

Rafael J. Engel was appointed coeditor of the *Journal of Intergenerational Relationships*.

James P. Huguley was featured in a July 13, 2015, *Essence* magazine article, "Say It Loud: How Instilling Cultural Pride in Your Children Can Help Them Succeed," by Ylonda Gault Caviness.

GRANTS

Shaun M. Eack is the principal investigator for Cognitive Enhancement Therapy for Adult Autism Spectrum Disorder, which was funded by the National Institutes of Health/National Institute of Mental Health (NIH/NIMH). The purpose of this project is to conduct the first adequately powered randomized controlled trial of cognitive rehabilitation in adults with autism spectrum disorder.

Eack also is the principal investigator for Long-term Impact of Early Cognitive Enhancement in Schizophrenia, which was funded by NIH/NIMH. This project proposes to conduct the first comprehensive study of the long-term benefits of cognitive rehabilitation when applied in the early phases of schizophrenia.

Christina E. Newhill is the coinvestigator for both of these projects. In addition, Nancy J. Minshew from Pitt's Departments of Psychiatry and Neurology is a coinvestigator on the autism project and Konasale M. Prasad of the psychiatry department

is a coinvestigator on the schizophrenia project.

Eack also is a consultant for Adaptation of Cognitive Enhancement Therapy for Persons at Psychosis High Risk, which was funded by NIH/NIMH. This project seeks to develop and obtain preliminary data on the feasibility and efficacy of a novel manualized approach for cognitive enhancement, Cognition for Learning and for Understanding Everyday Social Situations (CLUES), in individuals at clinical high risk for psychosis based on the principles and approaches of cognitive enhancement therapy.

James P. Huguley is the coprincipal investigator of the study Developing and Evaluating a Middle School Intervention for African American STEM Achievement, which was funded by the University of Pittsburgh Learning Research and Development Center for 2015-17.

Huguley is the principal investigator of the following:

- Evaluating the Potential Effectiveness of School-based Trauma Intervention for African American Urban Youth: A Needs Assessment, funded by the University of Pittsburgh School of Social Work Center on Race and Social Problems
- Racial Disproportionality in School Discipline in Greater Pittsburgh and Beyond: Problems and Remedies, funded by the Heinz Endowments
- Best Practices for Black Adolescents' High Achievement in STEM Fields, funded by the Heinz Endowments.

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Bahorik with Eack, S.M., Hogarty, S.S., Greenwald, D.P., Litschge, M.Y., Bangalore, S.S., Pogue-Geile, M.F., and Cornelius, J.R., “Integrated Cognitive Enhancement Therapy and Personal Therapy for Substance Misusing Schizophrenia Patients: Interim Results on the First 6 Months of Treatment,” *Drug and Alcohol Dependence*, 140: e53, 2014.

Bahorik with Queen, C.C., Chen, S., Jackson Foster, L.J., and Bangs, R.L., “Racial Disparities in Community Outcomes among Individuals with Schizophrenia and Cooccurring Substance Use Disorders,” *Journal of Social Work Practice in the Addictions*, 15(2): 165–84, 2015.

Lauren Bishop-Fitzpatrick, “Psychosocial Interventions and Community-based Services for Adults with Autism: The State of the Evidence,” in S.D. Wright (ed.), *The Challenge and Promise of Autism Spectrum Disorders in Mid and Later Life*, London, England: Jessica Kingsley Publishers, in press.

Bishop-Fitzpatrick with Eisenbaum, E., “Racial and Ethnic Disparities in the Diagnosis and Treatment of Autism Spectrum Disorder,” in K. Lomotey, P.X. Ruf, P.B. Jackson, V.C. Copeland, A. Huerta, N. Iglesias-Prieto, and D.L. Brown (eds.), *People of Color in the United States: Contemporary Issues in Education, Work, Communities, Health, and Immigration*, Santa Barbara, Calif.: ABC-CLIO/Greenwood, in press.

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Yoo Jung Kim with Fusco, R.A., “Does Sense of Control Predict Depression among Individuals after Psychiatric Hospital Discharge?” *The Journal of Nervous and Mental Disease*, in press.

Eric Kyere with Conahan, J., “Community Readiness: Can the Human Services Delivery System Meet the Needs of Human Trafficking Victims?” *The International Journal of Interdisciplinary Social and Community Studies*, 10(3): 1–17, 2015.

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Kai Wei with Booth, J., "The Latino Health Paradox: Examining the Mexican American Experience," in *Contemporary Issues for People of Color: Surviving and Thriving in the U.S. Today, Volume 4: Health and Wellness*: Greenwood, in press.

Thomas Ylioja with Cochran, G., "Alcohol Abuse," in *Contemporary Issues for People of Color: Surviving and Thriving in the U.S. Today*: ABC-CLIO, in press.

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Keep Us Posted!

The School of Social Work wants to know what's new with you.

Tell us about career advancements, papers, honors, and achievements, and we'll include this information in our Class Notes section. Simply visit socialwork.pitt.edu/alumni/alumniupdates.php and submit your name, degree and graduation year, and the information you'd like to highlight (be sure to include locations and dates).

If you wish to include a photo, please make sure it's at least 1 megabyte in size to ensure proper print quality. We accept TIF, EPS, and JPG files.

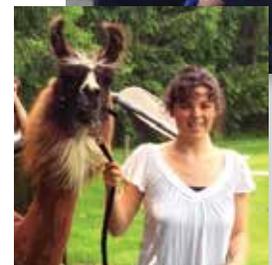
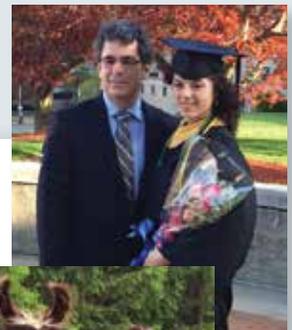
BACHELOR OF PHILOSOPHY DEGREE AWARDED

At the University of Pittsburgh, the BPhil is a unique undergraduate degree jointly awarded by the University Honors College and the home school of the recipient. The BPhil in social work creates the opportunity for social work majors to engage in research and scholarly work traditionally reserved for the graduate level.

The School of Social Work is proud to celebrate the work of 2015 BPhil graduate **ELIZABETH TUBITO**, whose thesis, "Identity as a Barrier to Social Services: Stigmatization and Resistance of the Irish Travellers," was completed under the guidance of Associate Professor Sara Goodkind and included qualitative interviews

completed while she was studying abroad in Ireland in 2014. Her studies were funded by the committee of Pitt's Irish Nationality Room.

A copy of Tubito's work can be found online at D-scholarship@Pitt, the institutional repository for the research output of the University of Pittsburgh. All materials are freely accessible to the global research community. The site can be accessed at d-scholarship.pitt.edu.





Fall 2015 CRSP Update

The Center on Race and Social Problems (CRSP) had a busy spring and summer. In March, we took nine students to Cuba. This trip was part of a study abroad course, Cuban Social Policy Issues. Cuba is changing rapidly, and so is our understanding of it. We look forward to favorable changes now taking place between the United States and Cuba. These changes, we believe, will result in a greater appreciation and understanding of Cuba by our students.

Over the past four months, the center has conducted a series of staff retreats led by Maura Farrell, associate head for external affairs at Winchester Thurston School. We believe that these retreats have been enormously successful in helping us to plan for the needed infrastructural changes at the center. We look forward to sharing more information about these plans in future issues of *Bridges* and via the center's Web site.

WELCOME

Penelope Miller has been named the new center coordinator at the Center on Race and Social

Problems. Miller is responsible for event management, Web site/communications management, project management, and program development. Most recently, she held adjunct faculty appointments at the University of Pittsburgh and the Community College of Allegheny County's Homewood-Brushton Center. "CRSP's track record of connecting the work of scholars and researchers with practitioners is impressive. When *USA TODAY*—about as mainstream and noncontroversial a publication as you could think of—titles a recent article 'Social Work Evolves into Social Justice,' I think we have reason to hope that we are seeing a new appetite for social justice and social change," says Miller. "Just as social media and Internet communications have played a role in awakening a huge audience to the 'usual suspects' of injustice—in race, ethnicity, economic, and educational issues—that a television-based medium never did—so we plan to leverage the center's work of increasing social justice through social media and Internet communication. And in doing so, we believe, we will help increase insight, harmony, and justice in a world that remains very much a work in progress."

While we welcome the arrival of Miller, we are saddened at the departure of Briana Henry, who has served as a part-time secretary at the center for the past seven months. Henry has gallantly tried to move the center into the social media of the 21st century.

"JUST AS SOCIAL MEDIA AND INTERNET COMMUNICATIONS HAVE PLAYED A ROLE IN AWAKENING A HUGE AUDIENCE TO THE 'USUAL SUSPECTS' OF INJUSTICE—IN RACE, ETHNICITY, ECONOMIC, AND EDUCATIONAL ISSUES—THAT A TELEVISION-BASED MEDIUM NEVER DID—SO WE PLAN TO LEVERAGE THE CENTER'S WORK OF INCREASING SOCIAL JUSTICE THROUGH SOCIAL MEDIA AND INTERNET COMMUNICATION."

- PENELOPE MILLER,
CRSP COORDINATOR

Photo (right):
Penelope Miller, CRSP coordinator



SUMMER INSTITUTE PHOTOS

Middle photo

From left to right: Nicole Harris, Udoro Gatewood, Curtiss Sarikey, Sam Pasarow, Penelope Miller, Bryan Reed, James Huguley, and Dan Losen



Far right photo

From left to right: Udoro Gatewood, Sam Pasarow, Curtiss Sarikey, and Nancy Potter



RESEARCH

The third annual Race, Ethnicity, and Poverty Summit took place June 11 and 12 at the Urban Institute in Washington, D.C. The summit brought together approximately 50 researchers, practitioners, and funders from across the nation to discuss the summit's theme, Connecting Race, Ethnicity, and Class for Collective Impact. The goals of the summit were to place a greater emphasis on building collaborative working relationships and to broaden the impact on race-related research, equity-based policy, and practice.

EDUCATION

The 2015 Summer Institute, Racial Justice in School Discipline: Disrupting the School to Prison Pipeline at Multiple Levels, was held July 29 at the Center on Race and Social Problems. Racial disparities in school discipline are contributing to devastating inequities in education and criminal justice, and such disparities in the greater Pittsburgh area are well documented. National experts joined more than 100 local leaders for this critically

important discussion and training session on best practices in racially equitable school discipline. Keynote speaker Daniel Losen of the Civil Rights Project at the University of California, Los Angeles, presented "The State of the Field on Racial Justice in School Discipline." Losen is one of the nation's leading researchers in the field, and his work has catalyzed efforts around school discipline disparities both nationally and in the Pittsburgh region. The Summer Institute was held in partnership with the Education Law Center and the Pitt School of Education's Center on Urban Education and was sponsored by the Heinz Endowments and the Falk Foundation.

Our fall speaker series promises to be outstanding.

We look forward to your continuing support, and as always, we invite you to attend our events. ■



Please feel free to join us at the center for any one of our lectures or to view our activities online at crsp.pitt.edu.

As always, we appreciate your continued support.

NEW TREATMENTS FOR ADULTS WITH AUTISM SPECTRUM DISORDER

SHAUN M. EACK, PhD, David E. Epperson Associate Professor and Director, University of Pittsburgh Perspectives Program



Treatments for autism spectrum disorder (ASD) have focused almost exclusively on early intervention and childhood treatment programs. Unfortunately, when children with autism reach adulthood, many of the services that were available and appropriate for them cease. Equally unfortunate is the fact that little to no evidence-based treatments exist to help adults with ASD as they transition and continue into adulthood.

Decades of research have identified brain-based impairments in thinking or cognition as key contributors to disability in adults with ASD. These studies demonstrate that despite numerous talents, many individuals with ASD experience a slowing in speed of processing, difficulty with planning, and reduced mental stamina. Such problems are combined with core deficits in social cognition, such as an inability to identify nonverbal cues, understand the perspective of others, and comprehend the broader context of social situations. In addition, many adults with ASD experience difficulty in managing stress and emotions. Unfortunately, interventions designed to treat these problems in adult ASD have yet to be developed and scientifically validated.

With a recently awarded \$3.2 million grant from the National Institute of Mental Health, the University of Pittsburgh Perspectives Program aims to develop the first evidence-based nondrug treatments for adults with ASD. The research study proposes to enroll 100 adults living with autism in a clinical trial of two new nondrug

interventions, known as cognitive enhancement therapy and enriched supportive therapy, to evaluate their efficacy in helping individuals with ASD to succeed in adulthood.

Cognitive enhancement therapy aims to help adults with problems they experience in thinking, planning, and socializing. Participants begin this treatment with cognitive training to improve thinking and planning using computer software programs. They also participate in a small “social-cognitive” group to learn about their condition and how to act wisely in social situations by developing the abilities needed to understand another person’s perspective, evaluate social contexts, and be foresightful.

Enriched supportive therapy uses individual therapy to help adults learn about their condition, manage their emotions and stress, improve their social skills, and cope with everyday problems. During the treatment, participants learn about the impact of stress on their lives, how to identify their own early cues of distress, and how to apply effective coping strategies. Ultimately, these activities

aim to improve interpersonal functioning as well as life success and achievement.

The Perspectives Program, a unique collaboration between the University of Pittsburgh School of Social Work and Department of Psychiatry, is the first of its kind to develop and test interventions specifically for adults with ASD, and the study will be the largest psychosocial treatment trial ever conducted within this population. It is expected that through the testing of these research treatments, the relative benefits of cognitive, supportive, and emotional interventions for adults with ASD will be firmly established. Eventually, it is hoped that this evidence will help to standardize treatments and make them routinely available for adults with these conditions—helping them to maximize their strengths and lead successful and fulfilling lives.

Individuals and families interested in participating in the Perspectives Program are encouraged to apply via phone at 1-866-647-3436 or e-mail at autismrecruiter@upmc.edu. ■

IN REMEMBRANCE

Vincena “Vinnie” Malec (MSW '80)

Bessie Pine (MSW '44)

Lucy Spruill (MSW '69), a tireless advocate for people with disabilities, passed away on June 16, 2015, at the age of 70. In 1998, Spruill began working for United Cerebral Palsy/Community Living and Support Services (CLASS), setting up the attendant care program that provides in-home individualized services to people with disabilities. The program started with 120 people and grew to more than 1,000.

Spruill retired from CLASS in February as director of public policy and community relations. During her career, she also was a founder and member of the Committee for Accessible Transportation, a founding member of the Three Rivers Community Foundation, and a member of the Pennsylvania Developmental Disabilities Council and the Pittsburgh City Planning Commission.

We Are Looking for You!

The School of Social Work is seeking alumni who might be interested in becoming field instructors for our students.

If you are interested in becoming a field instructor, please visit socialwork.pitt.edu/academics/field-education for more information.

YOUR HELP IS NEEDED!
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.

NEWS & NOTES

MaryAnn Griffin (MSW '81) has retired as chief of the Aging and Adult Services Division of the Department of Community and Human Services in Alexandria, Va. Griffin was responsible for six programs serving senior citizens and adults with disabilities: Geriatric Mental Health, Adult Protective Services, Adult Services, Adult Day Health Center, Home and Community-based Services, and Transportation. She also led the development and implementation of the city's Aging Strategic Plan. Griffin is a longtime resident of Washington, D.C.

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 socialwork.pitt.edu/student-resources/career-services.php for full details on upcoming events or to schedule an appointment.



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 alumni.pitt.edu/alumni/resources/career-resources.

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SCHOOL OF SOCIAL WORK 2015-16 SPEAKER SERIES



**WEDNESDAY,
SEPTEMBER 23, 2015**

“Lessons from the Demise
of Hull House”

TRACY SOSKA, Assistant Professor;
Chair, Community Organization and
Social Action; and Director, Continuing
Education, School of Social Work,
University of Pittsburgh



**WEDNESDAY,
FEBRUARY 24, 2016**

“Macro Practice in Social Work”

DARLENE BAILEY, Dean, Professor,
and MSS Program Director, Graduate
School of Social Work and Social
Research, and Special Assistant to the
President for Community Partnerships,
Bryn Mawr College



TUESDAY, NOVEMBER 17, 2015

Raymond R. Webb Jr. Lecture

“Are Children and Women for Sale?
Yes, and It's a \$150 Billion Industry”

NOËL BUSCH-ARMENDARIZ,
Professor; Associate Dean for
Research; and Director, Institute on
Domestic Violence and Sexual Assault,
School of Social Work, University of
Texas at Austin



WEDNESDAY, MARCH 16, 2016

WORLD SOCIAL WORK DAY

Sidney A. Teller Lecture

“Human Security and Sustainable
Development: A Global Agenda for
Social Work”

JAMES HERBERT WILLIAMS, Milton
Morris Endowed Chair, Dean, and
Professor, Graduate School of Social
Work, University of Denver

CENTER ON RACE AND SOCIAL PROBLEMS | BUCHANAN INGERSOLL & ROONEY PC FALL 2015 SPEAKER SERIES



THURSDAY, SEPTEMBER 17, 2015

“Policing Reform, Community, and
Ethical Leadership”

CAMERON McLAY, Chief, City of Pittsburgh
Bureau of Police



WEDNESDAY, NOVEMBER 11, 2015

“Birth of a White Nation”

JACQUELINE BATTALORA, Attorney and Professor,
Saint Xavier University



THURSDAY, OCTOBER 8, 2015

“Black/White Differences in Intergenerational
Economic Mobility in the United States”

BHASHKAR MAZUMDER, Senior Economist,
Federal Reserve Bank of Chicago



THURSDAY, DECEMBER 10, 2015

“Multiracial in the Workplace: A New Kind
of Discrimination?”

TANYA HERNANDEZ, Professor of Law,
School of Law, Fordham University