

Center
on
Race
and
Social
Problems

School of Social Work

U N I V E R S I T Y O F P I T T S B U R G H

Annual Report
2004-05

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FROM THE DIRECTOR

As the Center on Race and Social Problems enters its fourth year, the need for its existence remains evident. Both the reality and importance of the color line in America were made blatantly apparent by the crisis experienced in New Orleans. Often we hear voices from those who would like to think that color and race are no longer important in our society—the crisis we have all witnessed in New Orleans says otherwise. Clearly the problems which poor people of color experienced in both Louisiana and Mississippi were not by design racist. However, what became clear is that the problems which they experienced were due to a legacy of racism and segregation by which race-based structural and institutional inequities remain with us. While we find these observations disturbing, they also give us cause for inspiration in our work to make America a more perfect union.

As you all know, the purpose of this yearly report is to highlight the accomplishments of the center. I am pleased to say that we have much to celebrate. It was a good year, filled with hard work as we continue to strive in our mission to conduct research, mentor emerging scholars, and disseminate knowledge via our writing, lectures, and seminars.

First and foremost, we want to thank the University of Pittsburgh for providing us with indefinite funding to support the center. We were initially funded for three years, but now thanks to the Provost we have the support we need to carry on. It is, of course, still up to us in the center to find funding for our research projects and educational efforts. But we now have the means to do so without also having to seek funding for our operating costs.

Secondly, we want to thank the law firms of Buchanan and Ingersoll PC and Reed Smith LLC for their continuing support of our fall and spring lecture series. Many prestigious law firms would be hesitant to assist a center such as CRSP in our efforts to pursue racial insight, harmony, and justice. In contrast, these firms have been solid in their support of our efforts to bring forth a more racially fair, equitable, and just society. We wholeheartedly thank them.

The lectures themselves have been inspirational. They have greatly assisted the center in fulfilling a major goal: to provide a place where scholars, students, and members of the community can gather together to discuss and better understand America's race-related social problems. Each month, a multiracial and multidisciplinary group of men and women gather together to talk about issues of race and economics, education, mental health, families, intergroup relations and criminal justice.

Our research projects—new and ongoing—remain at the heart of our work. Projects with funding from external sources are examining post high school outcomes for Black youth, the evaluation of social services to local jail inmates and their families, improving the retention rates of minority students in universities, and a community-based treatment program for older methadone clients. Three new pilot projects were funded by the center this year, looking at race and perceptions of sportsmanship, minority owned businesses and local government contracting, and the experiences of African American teachers and child care providers. Projects in development propose to look at mental illness and stigma, and violence in mental health care settings.

As recent events have made clear, the work engaged by the Center on Race and Social Problems is sorely needed and there remains much to be done. We take up this work thankful for the support of our colleagues and friends in the University and in the community.

Larry E. Davis
Donald M. Henderson Professor
Dean, School of Social Work
Director, Center on Race and Social Problems



BACKGROUND

"The problem of the twentieth century is the problem of the color line."

-WEB DuBois, 1903

Mission

Although progress has been made since these words were spoken a hundred years ago, America's race-related problems remain with us in the 21st century. Race and ethnicity matter in virtually all aspects of our society and are likely to increase in importance. Presently, persons of color make up 30 percent of the U.S. population. By 2050 this portion will increase to 50 percent. This shift will have profound effects on the social, psychological, and economic lives of all members of our society.

The mission of the Center on Race and Social Problems is to conduct applied social science research on race, ethnicity, and color and their influence on the quality of life for all Americans.

The University of Pittsburgh established the center in 2002 to help lead America further along the path to social justice by conducting research, mentoring emerging scholars, and disseminating knowledge. CRSP is multidisciplinary in its approach, multiracial in its focus, and is the only race-related center to be housed in a school of social work.

The mission of the Center on Race and Social Problems is to conduct applied social science research on race, ethnicity, and color and their influence on the quality of life for all Americans.

Goals

The long-term goals of the center are to:

Foster high quality, multidisciplinary research on racial issues. CRSP aims to achieve this goal by developing new knowledge and gaining substantial local and national funding for research.

Provide a forum for discussing racial issues. CRSP aims to accomplish this goal by engaging local and national experts in discussions on racial issues and by supporting the research advisory panels (RAPs).

Mentor scholars who focus on race-related research. CRSP aims to accomplish this goal by providing students, postdoctoral fellows, faculty, and other scholars with guidance and support in project design, proposal development, data gathering and analysis, publishing, and presenting.

Disseminate knowledge and information to the academic and policy communities. This goal will be achieved by communicating research findings through multiple means.

Activities and Functions

Areas of Focus

The center focuses on race-related social problems in the following five areas:

- Economic and Educational Disparities
- Interracial Group Relations
- Mental Health
- Youth, Families, and the Elderly
- Criminal Justice

Aligning itself with the mission of the University of Pittsburgh, the center is engaged in the following activities and functions:

Research

The execution of a high-quality, multidisciplinary applied research program is at the core of the center's mission — faculty who work with the center are encouraged to focus on developing real-life solutions to the topics they address.

Faculty affiliated with the center are organized into groups based on the above five areas of focus. These research advisory panels (RAPs) bring together faculty members with similar interests to work individually or in groups to develop new research initiatives.

Addressing race-related problems requires a wide range of expertise; the center establishes and maintains relationships with interested faculty from across the University. The center provides these social scientists with both an identity and a location for research and training on racial topics, and aids University researchers in the development and external funding of their projects. Finally, the center strives to become a national resource for race-related social science information for both

academics and the general public, and to serve as a repository for questionnaires, instruments, and relevant research resources.

Service

With focus on, but not limited to, the Pittsburgh region, the Center on Race and Social Problems serves the informational needs of the public, private, and nonprofit sectors. It provides the community with both data and technical assistance, conducts special studies on current issues, and disseminates research findings. Interested citizens can also use the center's seminars, lectures, and conferences to gather information or engage in dialogue on race-related issues. The center also uses its Web site, newsletters, papers, books, and workshops to disseminate current knowledge.

Economic and Educational
Disparities

Interracial Group Relations

Mental Health

Youth, Families, and the Elderly

Criminal Justice

Education

Those with an interest in race relations and policy issues have a variety of opportunities to get involved with the center's research. The center educates, trains, and mentors scholars from the undergraduate to the postdoctoral level. A position on a research project allows individuals to gain not only valuable skills and experience, but also funding for their education.

ACADEMIC ADVISORY COMMITTEE

The center is guided by an Academic Advisory Committee. Members are drawn from across disciplines at the University of Pittsburgh and elsewhere. The committee is chaired by Edmund Ricci, Director of the Institute for Evaluation Science in Community Health in the Graduate School of Public Health.

The members from the University of Pittsburgh are:

Edmund Ricci,
Graduate School of School
Public Health

Audrey Murrell,
Graduate School of
Business

Stephen Thomas,
Graduate School of School
Public Health

Kathy Blee,
Department of Sociology

Janet Schofield,
Department of Psychology
and Learning Research and
Development Center

Lu-in Wang,
School of Law

Charlotte Brown,
Department of Psychiatry

Hide Yamatani,
School of Social Work

Willa Doswell,
School of Nursing

Richard Schulz,
University Center for Social
and Urban Research

Members from outside the University of Pittsburgh are:

Alfred Blumstein,
Carnegie Mellon University
School of Public Policy and
Management

Joe Feagin,
Texas A&M University
Department of Sociology

Robert Taylor,
University of Michigan
School of Social Work

Michael Sherraden,
Washington University
School of Social Work

Economic and Educational
Disparities

Interracial Group Relations

Mental Health

Youth, Families, and the Elderly

Criminal Justice

Areas of Focus and Research Advisory Panels

The center provides social scientists with both an identity and a location for research and training on racial topics, in addition to aiding researchers with the development and external funding of their projects. Faculty associated with the center conduct basic and applied studies, quantitative and qualitative data collection, and primary and secondary data analysis. Faculty affiliated with the center are organized into groups

based on the above five areas of focus. These Research Advisory Panels (RAPs) bring together faculty members with similar interests to work individually or in groups to develop new research initiatives.

The chairs of the RAP groups are:

Economic and Educational Disparities:
Ralph Bangs, CRSP

Interracial Group Relations:
Janet Schofield, Department of
Psychology and Learning Research and
Development Center

Mental Health:
Christina Newhill, School of Social Work

Youth, Families, and the Elderly:
Willa Doswell, School of Nursing

Criminal Justice:
Hide Yamatani, School of Social Work

Externally Funded Projects

One new externally funded research project was started this year.

New Project
Danny Rosen, "**Photovoice: A
Community-Based Project to Involve
Older Adult Methadone Clients in the
Decisions that Affect Their Lives.**"

May 2005 – February 2006. Funded by the Staunton Farm Foundation.

Utilizing the methodology of Photovoice - a process by which people can identify, represent, and enhance their community through a specific photographic technique - the objectives of this collaborative project

between University of Pittsburgh researchers and staff at Tadiso Inc., a methadone clinic on Pittsburgh's North Side, are to: 1) empower African American Tadiso methadone clients over the age of fifty to record and reflect on their lives; 2) increase collective knowledge about the health and social status of older African American methadone clients; and 3) engage policymakers, the treatment staff at Tadiso, and the broader society about health and community issues that are of greatest concern to the clients. Photovoice relies on both the visual image and accompanying stories to furnish evidence and to promote an effective, participatory means of sharing expertise in order to create healthful public policy.

Participants in this research project will be involved in taking photographs of various topics relevant to their lives. The project will last for a maximum of eight weeks and participants will be asked to attend one training session and five to seven group sessions, including individual interviews that will last approximately 15-30 minutes. The first session will be a training session that introduces participants to the concepts and techniques of Photovoice and the technical aspects of using a camera. After the initial training, participants will be asked each week to take photographs surrounding a specific theme such as transportation or spirituality. These photos will be used to guide individual interviews and group discussions. Initially, weekly themes will be guided by research staff. However, a major component of this project is to facilitate a group process with the older methadone clients whereby they identify the domains and areas to be explored, so that a research agenda is neither imposed on nor directed by academic researchers or professional staff at the clinic. This “conceptualizing of the problem” is a critical first step in the Photovoice process and a key to empowering clients through involvement in the process. As the project progresses, weekly themes will be increasingly guided by project participants with the help of the research staff and group facilitators.

There are currently three on-going research projects funded by sources external to the university.

On-going Project

Ralph Bangs, ***“Improving High School and Post-High School Outcomes for African American Youth in Allegheny County.”***

July 2003 – April 2005. Funded by the Heinz Endowments.

In fiscal year 2003, Dr. Ralph Bangs received funding from the Heinz Endowments for this project, which has three parts: 1) a summary of records on student progress through high school; 2) phone interviews with high school graduates about post high school education and employment; and 3) a description of effective programs for improving African American high school achievement and transitions to postsecondary education. Reports on all three parts are expected to be completed in fall 2005.

On-going Project

Hide Yamatani, Ralph Bangs, Larry E. Davis, and Aaron Mann, ***“Allegheny County Jail Collaborative Evaluation Research: Follow-up Study of 300 Inmates.”***

July 2003 – December 2006. Funded by the Human Services Integration Fund.

In 1997, the Allegheny County Bureau of Corrections formed a collaborative task force with various social service organizations to effectively return less dangerous offenders back to communities (Allegheny County Bureau of Corrections, 2002.) The collaborative was organized to form partnerships and share resources so that former incarcerated individuals can be assisted with a variety of necessary human services. However, a leading question associated with the Allegheny County Jail Collaborative is its capacity to generate desirable benefits to incarcerated individuals and community residents. Thus, Dr. Yamatani, with consultative assistance of the project’s Co-PIs R. Bangs, L. Davis, and A. Mann, and an advisory committee, designed a unique process and outcome based evaluation study. The project consists of three major evaluative components:

1. service processes and collaboration practice
2. intermediary achievement among former inmates, e.g., job training, drug and alcohol rehabilitation, employment, housing, etc.
3. ultimate outcomes among former inmates, e.g., post-release criminal behavior and recidivism

On-going Project

Janet Schofield and Rochelle Woods, ***“Increasing Institutional Identification of College Students as a Means of Improving Retention.”*** September 2004 – September 2006. Funded by the Sloan Foundation, the Spencer Foundation, and the University of Pittsburgh Office of the Vice Provost.

Retention of college students, especially African American students, is an issue of major concern in the United States. This study tests the idea that increasing students’ identification with their university (e.g., their sense of being an important part of their university and belonging to it) will increase both their intended and actual persistence as students at that university. It also explores the impact of a wide variety of other variables on students’ intended and actual retention.

All African American (N=287) freshmen at a large, predominantly white university were invited to participate in this study by returning a survey they received early in the fall of their freshman year, and 62 percent did so. A similar number of their white peers (N=297) were randomly selected to participate, and 76 percent did so. All of these students were invited to participate in a second wave of the survey sent out at the beginning of the second semester and a third wave sent out near the

end of the academic year. The majority of both groups (over 90 percent) did so.

All participating students completed surveys including questions on the variables of interest (e.g. institutional identification, perceived campus racial climate, satisfaction with the university, study habits, intentions regarding their continued enrollment at the university, etc.) at the beginning, middle, and end of their freshman year. In addition, some of these students were randomly assigned to a condition designed to enhance their identification with the university. Others were assigned to one of two control conditions. With students’ permission, university records were used to gather information on each participant’s enrollment status at the end of each semester in their freshman year, as well as on additional background variables likely to influence retention such as SAT scores. Further information on their enrollment status will be obtained during their sophomore year. Work preliminary to the main analyses (such as entering and cleaning the data, determining if scales show the necessary reliability, etc.) has begun.

Internally Funded Projects

Pilot projects

Each year the center makes a university-wide announcement requesting proposals for pilot research projects. When evaluating the proposed projects, emphasis is placed on the overall value of the project to the center’s goals, the scientific merit of the research, the likelihood that the work will lead to scholarly publication, and the potential for substantial external funding of subsequent studies. For 2005, the following three projects were funded:

2005 Project

Ralph Bangs and Audrey J. Murrell,
***“Increasing Local Government Contracts
 with African American Firms.”***

The purpose of this study was to find out whether qualified and interested African American firms were actually trying to obtain information from local governments on prime contract opportunities, and to identify barriers that may have prevented them from obtaining the information and from bidding. In partnership with minority-owned business enterprise directors at two local governments, we interviewed 20 African American firms that were qualified for and interested in prime contracts with each of these local governments to find out the strengths of the firms, past experiences with local government prime contracts, recent efforts to obtain information on contract opportunities, and what changes in local government practices would be needed for the firms to bid. A report will be provided to each of the local governments in fall 2005 and a journal article will be prepared and submitted for publication. The Maurice Falk Fund provided additional funds to support a graduate student working on this project.

2005 Project

Raymond Jones,
***“Race and Perceptions of
 Sportsmanship.”***

Herbert D. Simons argued in the *International Review for the Sociology of Sport* (2003) that the sportsmanship code contains inherent racial biases that place African American athletes at a disadvantage to whites. Often, penalties for actions or behaviors that are considered “unsportsmanlike” are inconsistently applied across racial groups. Both verbal as well as non-verbal behaviors in a sports context are interpreted within the prevailing social context. Actions labeled as taunting, trash

talking, excessive celebration, dunking, and inciting spectators are external to the focus of competition within the specific sport (e.g., basketball, football), and judgments of these behaviors are quite subjective. This project will test Simons’s assertion that the sportsmanship code is racially biased. This phenomenon not only impacts the effectiveness of an individual athlete’s performance during a game, but also the evaluation of that player as a “leader,” “role model,” or “team player.” These types of biased judgments can impact drafting position and especially revenue generated from product endorsement.

2005 Project

Eva Marie Shivers, ***“Exploring Multiple
 Discourses and the Construction of
 Relationships among African American
 Child Care Consultants and Teachers.”***

This study explores the ways African American child care consultants draw on both learned professional and culturally indigenous ideas of child care quality and effective caregiving when working with African American child care teachers and providers to improve child care quality. By analyzing data collected via interviews and demographic surveys, this study attempts to answer the following questions: 1) What are the career/education pathways to becoming a child care consultant; 2) To what extent are these particular African American consultants using communication strategies from both the professional world of early childhood education and from their own cultural communities (which may or may not be recognized in formal training classes or program planning); 3) Are there any associations between consultant background characteristics (i.e., education, age, pathway to position) and communication styles; 4) Do the consultants perceive themselves

as cultural “insiders” or “outsiders” in these early care settings, and does their perceived position affect the relationships they construct with child care teachers?

This exploratory study involves collecting survey (demographic) data and conducting semi-structured interviews with at least ten (10) African American female child care consultants who are specialists in the field of early childhood development.

Recognition of the strength and effectiveness of African American styles of communication, helping and advising will make training programs for African American child care providers more meaningful and consistent with their helping roles in their community. For example, the findings from studies like this one could be used to develop training programs that build on child care teachers’ styles of communicating, both professional and personal, in a way that is culturally appropriate.

Updates on Previous Pilots

Four pilot projects were funded for work in 2004.

2004 Project

Ralph Bangs and Audrey J. Murrell,
“Racial and Ethnic Discrimination in Public Contracting.”

The purpose of the study was to determine why qualified and interested minority business enterprises (MBEs) were not receiving prime contracts from local governments in the City of Pittsburgh and Allegheny County. Researchers studied every prime contract opportunity of \$25,000 or more by major local governments in the Pittsburgh area in the first four months of 2004. It was determined that local MBEs

received just 3 percent of these prime contracts and 2 percent of prime contract spending primarily because the firms were not bidding. They submitted only 3 percent of prime contract bids. MBEs reported in phone interviews that they were not bidding because they lacked information on contract opportunities, lacked contacts to get information, and believed that discriminatory practices made bidding not worthwhile. A paper about the study has been submitted to a journal for publication



Center Director Larry E. Davis and David Harris, University of Toledo College of Law

2004 Project

Gary Koeske and J. Chris Stewart,
“Examination of Social Support in an Alcoholic Treatment Sample Using the Sources of Social Support (SOSS) Scale.”

The Sources of Social Support (SOSS) Scale was shown to be valid in assessing perceived social support in this clinical, alcoholic sample. Analyses revealed evidence for discriminant and convergent validity, and for theoretical validity from relationships with quality of life and life

satisfaction. Although racial differences could not be well tested until a larger number of African-American respondents are available, the expectation of greater importance of the extended family in the black subculture was supported by the finding of higher support scores for relatives and most other support sources. In addition, the known importance of the church in African American communities was reflected in higher support from clergy and church members. Finally, African Americans showed significantly higher scores on two dimensions of religion/spirituality and reported greater acceptance of the AA philosophy.

To what extent social support and other variables studied will predict later abstinence will be a topic of later investigation. Social support and religiosity are clearly two domains of interest. In addition, we can examine if each of these factors, especially important for African American clients, provide them a resource for achieving treatment goals.

2004 Project

George McClomb, ***“Race and Developmental Disabilities: A Study of Racial and Ethnic Disparities among African Americans with Developmental Disabilities.”***

This study was a preliminary investigation of racial disparities among African Americans with developmental disabilities. Previous studies have primarily been epidemiological investigations relied heavily on large national samples. Given that developmental disabilities community support policies and programs are principally implemented and managed locally, this study examined program participation data from Allegheny County’s Department of Human Services for the period April 2002 to January 2003. The foci of the research

were, 1) system enrollment, 2) education attainment, 3) employment, and 4) residential type.

Blacks were overrepresented amongst program participants by approximately 8%: they constituted 20% of program enrollees while comprising 12.4% of the county’s population. Blacks were also overrepresented in special education programs: while Blacks were 13.8% of all special education students, a resounding 50.3% of all Black students were in special education, compared to 43.2% for all students and 41.8% for white students. Only 14% of participants with full time jobs were black. Blacks were slightly less underrepresented amongst part time workers, at 16%. In the residential program population, Blacks were represented in State programs at a rate commensurate with the overall population, but in community systems they accounted for only 5.8% of residents. The use of participatory data in future endeavors is critical to successful operational research. Incentives for researchers and agencies need to be developed, as do common conventions, concepts, and data collection and storage techniques.

2004 Project

Audrey J. Murrell, ***“Perceptions of Organizational Support, Social Identity, and Reciprocation Wariness: A Study of African American Managers.”***

This project utilized a web-based survey to explore the nature of perceptions of organizational support among a sample of African American employees. The focus of the project was to begin to understand the nature of perceived support within a demographic group that has typically been ignored within this area of research. A web-based survey of previous participants in the African American Leadership Institute

held by the Anderson School at UCLA served as the primary sample for this pilot study. The web survey was designed and administered by the University Center for Social and Urban Research (UCSUR). The web survey included measures of perceived support, felt obligation, reciprocity wariness, and experience with discrimination. It also included several outcomes measures (organizational commitment, organizational citizenship, job satisfaction, work alienation).

Currently, data analysis of the responses is underway. We plan to prepare two papers for publication based on the results of this analysis. The first paper focuses on predictors and outcomes of perceived organizational support within this sample of African American managers. The target for completion of this paper is fall 2005. Our second paper will explore experience with discrimination and other career issues that help to explain the outcomes for African Americans in organizations. This paper will be prepared and submitted during spring 2006. We also are exploring a larger proposal for possible external funding of a book on career issues among African Americans in management. Our initial target is the Russell Sage Foundation which makes decisions in November and June. A plan will be developed after the initial data analysis has been completed fall 2005.

Three pilot projects funded for work in 2003 are still ongoing.

2003 Project

Valire Carr Copeland,
***“African American Adolescents’
 Perceptions of Mental Illness, Treatment,
 and Services.”***

This study will: 1) collect data on the

perceptions male and female African American adolescents ages 11-17 have of mental health, mental illness, mental health services, mental health treatment, and treatment engagement; and 2) determine whether these adolescents perceive mental health and professional treatment to be helpful or effective and whether they perceive effective treatment as having any relationship to the racial, cultural, and economic factors which define their lives. Dr. Copeland is currently in the process of gaining approval for the project from the university’s Institutional Review Board.

2003 Project

Willa Doswell, Jerome Taylor, and Betty Braxter, ***“Influences of the Conceptualization and Processing of Racial Stereotypes on the Intended Sexual Behavior of African American Early Adolescents.”***

This study will provide correlative and psychometric data on how girls perceive their racial group stereotypes in an effort to determine the potential impact these perceptions have on early sexual behavior. Three focus groups have been conducted and the resulting data are being analyzed. If possible, one more focus group will be conducted in fall 2005 as an application is prepared for submission to the National Institutes of Health in either February or June 2006. One or two publications on the findings are planned as soon as data analysis is complete.

2003 Project

Helen Petracchi and Larry E. Davis, ***“Educational and Labor Force Participation Implications of Adolescent Fathering for African American Males.”***

During the past year, Dr. Petracchi continued to support a doctoral student while utilizing the National Longitudinal Survey of Youth (NLS-Y) to examine racial identification of respondents from their

adolescent years through middle age (1979 – 2002). Analysis has now begun (with Drs. Rafael J. Engel and Larry E. Davis) to determine whether African American men experience effects in their educational attainment consequent on young fathering. During the coming year, two articles detailing the results of these analyses will be submitted to scientific journals.

Updates on Other Internally Funded Projects

Two projects with internal funding were ongoing in 2004 – 2005.

2004 - 2005
Larry E. Davis and Raphael Engel, ***“Measuring Race and Ethnicity: Inside and Out.”***

The goal for this project is to collect and compile the best instruments which measure intraracial phenomena such as racial self esteem, racial identity, and acculturation as well as those which measure interracial phenomena such racial prejudice and conflict. Thus far we have collected about 100 of these scales. Each scale has been abstracted (that is, written up with a brief description of its purpose, intended audience, prior usage, and psychometric properties.) Presently, permission to reproduce these scales is being requested from their respective authors. Our hope is to complete this project by summer 2006. We are considering issuing this collection as a CRSP publication.

2004 - 2005
Larry E. Davis, John Wallace, and Ralph Bangs, ***“Racial Demographics of Social Problems.”***

CRSP is preparing a comprehensive report on racial demographics in the City of Pittsburgh, Allegheny County, and the Pittsburgh metro area, with comparisons to the nation. Data are being gathered in the

following areas: demographics, economic conditions, education disparities, families, youth and elderly, mental health, race relations, and criminal justice. The report is expected in fall 2005 and is likely to be useful to both civic and academic communities.

Projects in Development

The following projects are in development, with University faculty currently working on proposals to submit to external funders.

Development
Charlotte Brown, Valire Copeland, Nancy K. Grote, and Kyaien Conner, ***“Depression Stigma, Race, and Treatment Seeking Behavior and Attitudes.”***

The major focus of this proposed pilot study is to examine the impact of both perceived public stigma and internalized stigma on treatment-related behaviors and attitudes (i.e., current treatment for depression, intention to seek treatment for depression, attitudes toward depression treatment) in adults with depression. The analyses will determine the mediating or moderating effects of internalized stigma on the relationship between perceived public stigma and mental health treatment-related behaviors and attitudes. In addition, the research will examine whether the effects differ by race (African American versus whites) and age (under 65 versus over 65). This research seeks to refine the conceptual understanding of how stigma affects mental service utilization in adults with depression. In addition, it attempts to identify modifiable factors that can be the target of clinical and community-based interventions to reduce depression stigma and increase treatment utilization for depression, particularly in African Americans.

A concept paper was written entitled "*The Conceptualization of Stigma: Public Stigma, Internalized Stigma, and Race.*" This paper will be submitted for publication in August 2005.

Development

Christina Newhill, Edward P. Mulvey, and Shaun Eack, "***Substance Use, Emotion Dysregulation, and Violence in Borderline Personality***"

Borderline personality disorder (BPD) is a complex and disabling disorder that presents significant challenges for service delivery in drug and alcohol treatment services, other behavioral health care, and the criminal justice system. One of the central features of BPD is ongoing dysregulation of emotion, particularly negative affect, which can lead to self harming behavior and may be one of the core processes producing an increased risk of violence toward others in those with BPD. Although advances have been made in the treatment of repetitive self-harm in BPD, little treatment development effort has been directed toward addressing the problem of repetitive violence toward others in individuals with BPD including those who also have substance use problems. Building on our prior work developing a reliable and valid measure of emotion dysregulation, the proposed study lays the groundwork for developing an intervention for reducing repetitive violence toward others in individuals with BPD and substance use problems.

The study will interview 126 individuals with BPD, using structured and semi-structured instruments to assess the constructs of interest. First, we will examine whether emotion dysregulation elevates risk for violence and influences two of the most

robust established risk markers for future violence – substance use and psychopathy. If supported, this establishes empirical justification for expecting that an intervention targeting emotion dysregulation will have a sizable effect on involvement in violence. Second, we will examine the potentially moderating influences of race and gender on the relationship between emotion dysregulation and violence and identify the types of situational contexts that trigger such incidents. This provides guidance about whether specialized interventions for different high risk groups are needed. Finally, it will address feasibility issues by soliciting consumer input regarding factors that may enhance or undermine the likelihood of successfully recruiting, engaging, and retaining repetitively violent individuals with BPD and substance use problems in psychosocial treatment. The information gained from this project will be used to support and guide an R21 application to develop and test a culturally competent community-based violence reduction treatment for violent patients with BPD and substance use problems.

Development

John Wallace, "*Congregations Helping to Unite and Revitalize Communities Holistically (CHURCH.)*"

The CHURCH project is an integrated program of research, teaching, and service that focuses on the efforts of congregations and people of faith to address problems that are caused or exacerbated by race. The project is designed to understand congregations' involvement in addressing these problems and to increase their capacity to do so effectively.

Lecture Series

The center hosts a monthly series of lunchtime lectures during the academic year. These lectures provide an opportunity for faculty, students, and community members to engage in race-related discussions of mutual interest.

CRSP is very happy to have the support of two major Pittsburgh law firms, **Buchanan Ingersoll PC** and **Reed Smith LLC**. Where similar institutions might have shied away from the highly-charged topics with which CRSP engages, these firms have sponsored the speaker series for the three academic years from September 2004 to April 2007.

The center thanks these firms for recognizing the importance of race in our society, the necessity of developing real-world solutions to our country's defining social problem, and the value of sharing knowledge and engaging in dialogue on these issues.

The fall series is sponsored by **Buchanan Ingersoll**. In fall 2004 our speakers were:

James Jackson, University of Michigan Institute for Social Research, "*National Survey of American Life*."

Al Blumstein, Carnegie Mellon University School of Public Policy and Management, "*Race and Incarceration*."

David Harris, University of Toledo College of Law, "*Racial Profiling: A Common Sense Tool for the Post-9/11 World?*"

Deirdre Royster, College of William and Mary Department of Sociology, "*Race and the Invisible Hand: How White Networks Exclude Black Men from Blue-Collar Jobs*."



*James Jackson,
University of Michigan Institute for Social Research*

The spring series is sponsored by **Reed Smith**. In spring 2005 our speakers were:

Lauren Resnick, University of Pittsburgh Learning Research Development Center, "*Shrinking the Achievement Gap: Academic and Social Intervention*."

John Wallace, University of Pittsburgh School of Social Work, "*Faith Matters: Race/Ethnicity, Religiosity, and Drugs*."

Dalton Conley, New York University Center for Advanced Social Science Research, "*The Family Home as Level Playing Field — Not*."

Glenn Loury, Boston University Department of Economics, "*Racial Stigma: Toward a New Paradigm for Discrimination Theory*."

EDUCATION

Mentoring

The center employs one full-time postdoctoral fellow. In this past year, the center's out-going fellow, Rochelle Woods, did research on secondary and postsecondary education. In late 2005, a new fellow, Sara Goodkind, will start with the center, working on female juvenile delinquency.

In the past year, 12 graduate and undergraduate students have been employed on center-sponsored research projects. These students have come from the School of Social Work, the School of Education, the School of Arts and Sciences, the Graduate School of Public Health, the College of Business Administration, and the Graduate School of Public and International Affairs.

Student Paper Award

The center solicits papers addressing contemporary race-related social issues in an annual university-wide competition for graduate students of all disciplines. Students are encouraged to work with faculty to publish the winning papers in appropriate journals.

This year's award went to Jayashree Mohanty for her paper "*Ethnic Identity and Self-Esteem Among International Adoptees.*" Ms. Mohanty is a PhD candidate in the School of Social Work. Her submission was sponsored by School of Social Work professor Gary Koeske.



James Jackson of the University of Michigan at the center's speaker series

Journal Articles

Delva, J., Wallace, Jr., J.M., O'Malley, P.M., Bachman, J.G., Johnston, L.D. & Schulenberg, J.E. (2005). The Epidemiology of Alcohol, Marijuana, and Cocaine Use Among Mexican American, Puerto Rican, Cuban American, and Other Latin American Eighth Grade Students in the United States: 1991–2002. *American Journal of Public Health*, 95, 4.

Jonson-Reid, M., Davis, L., Saunders, J., Williams, T., & Williams, J.H. (2005). Academic Self- Efficacy Among African American Youth: Implications for School Social Work Practice. *Children & Schools*, 27, 1.

Johnson, S. D., Davis, L. E., & Williams, J. H. (2004). Enhancing Social Work Practice with Ethnic Minority Youth. *Child and Adolescent Social Work Journal*, 21, 6.

Opinion-Editorial

Bangs, Murrell, and Constance-Huggins. (2005, February 16-20.) "Opportunities for Minority Contracting in Pittsburgh." *New Pittsburgh Courier*.

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Center on Race and Social Problems

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The mission of the Center on Race and Social Problems is to conduct applied social science research on race and ethnicity and their influence on the quality of life for all Americans in the 21st century. The Center will lead us further along the path to social justice by conducting research, mentoring emerging scholars, and disseminating knowledge to academic and policy communities as well as to the public at large.



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