

# SSSP-Sociology, Social Work & Social Welfare Division

Spring/  
Summer  
2026  
Newsletter

## HAPPY SUMMER!

We hope that your spring semesters concluded well and that you will get a chance to unwind a little over the summer, and to join us at the SSSP’s annual meeting in New York City this August. < :

As a group, we have had much to celebrate, as you will see below.

Thank you for being a member of our division!  
There is no us without u!

Erica



&  
Miriam



Co-chairs and Newsletter Editors

### NEWSLETTER OUTLINE

- **SSWSW Time Sensitive Items**
  - Awards & Position Updates
  - SSWSW @ SSSP Meeting, 2026
  - Welcome New Members!
  - Opportunities
  - Member Publications

### TIME-SENSITIVE MEETING ITEMS

1. **Tuesday, June 30<sup>th</sup>** is the deadline for accepted paper authors to send their papers to their session presider and/or discussant.
2. **Reduced hotel rate deadline for annual meeting** is July 14, 2026  
**Link below:**

[The Society for the Study of Social Problems | 2026 Hotel Reservation Information](#)

### AWARDS & POSITION UPDATES

**Grace Sementilli** has been awarded our Division’s Graduate Student Paper Award for her paper entitled, “Symbolic Violence in the Privatization of U.S. Public Housing”. Help celebrate her at the Awards Ceremony at the annual meeting!

**Dena Cook** successfully presented her dissertation proposal and is now officially ABD (All But Dissertation).

**Dr. William Cabin** has been reappointed as the Prisoner Advocate Representative for the IRB of the Columbia University Medical Center in NYC.

**Dr. Erica Jablonski** has been elected to serve on the SSSP Nominations Committee for the 2026-2029 term.

### Incoming SSWSW Division Co-Chairs!

Co-Chair-Elect:  
**Padmore Amoah**, from (August) 2026 - (August) 2028.

Co-Chair Elect:  
**Momna Rani**, from (August) 2026 - (August) 2028.



## 76<sup>th</sup> Annual Meeting SSWSW Paper Sessions

- [Anticolonial Social Movements](#)
- [Caregivers, Care Recipients, and Health](#)
- [Rural Spaces and Services](#)
- [Weaponization of Child Welfare](#)

## Division Schedule and Session Descriptions

***Friday, August 7<sup>th</sup>, 12:30pm, Ambassador III***  
[Sociology, Social Work, and Social Welfare](#)  
[Divisional Meeting](#)

***Friday, August 7<sup>th</sup>, 2:30pm, Minskoff Room***  
[Caregivers, Care Recipients, and Health](#)  
The session focuses on research examining the nature of, or alternatives to current policies and practices governing formal and informal caregiving for individuals with health concerns. Presentations may address any jurisdictional level (international, regional, national, state, or local) and may either analyze the impact of existing policies or practices on health outcomes or evaluate alternative approaches aimed at improving caregiving and health.

***Friday, August 7<sup>th</sup>, 4:30pm, Ambassador II***  
[Weaponization of Child Welfare](#)  
This session examines how child welfare systems often operate as tools of control and surveillance to regulate lifeworlds. Within contemporary child welfare systems, marginalized families and BIPOC communities are disproportionately surveilled, investigated, and separated. Under the guise of “protection”, policies and practices dismantle kinship networks, impose white, middle-

## [Weaponization of Child Welfare](#) (continued)

class family norms and punish families for systemic inequities beyond their control. Panelists demonstrate how these patterns reflect colonial practice and dominant carceral systems while overlooking community-driven solutions. Discussants explore ways to resist harmful colonialist practices and imagine new approaches to child and family well-being rooted in dignity, solidarity, and collective care.

***Saturday, August 8<sup>th</sup>, 10:30am,***  
***Manhattan Room***

## [Anticolonial Social Movements](#)

Anticolonial social movements have been a significant force in struggles for freedom and self-determination. Emerging from diverse regions around the world, these movements have been driven by demands for cultural sovereignty, political independence, and the dismantling of oppressive systems. They have employed a range of strategies--from non-violent resistance to armed struggle--to challenge colonial rule and promote the rights of colonized peoples. Colonization, in its many forms, relies on processes such as objectification, commodification, corporatization, financialization, criminalization, militarization, and bureaucratization. Papers in this session examine how anticolonial movements have resisted the colonization of lifeworlds historically and how they continue to shape struggles in the present.

***Sunday, August 10<sup>th</sup>***  
***10:30am and 12:30pm***  
***Broadway III***

[Rural Spaces and Services I and II](#)  
This thematic session examines the challenges and opportunities shaping rural communities. Rural areas face persistent inequalities, limited resources, and structural barriers across health, education, housing, and social services. At the same time, they

## [Rural Spaces and](#) [Services I and II](#)

(continued)  
foster resilience, care, and solidarity that warrant sociological attention. Presentations explore structural constraints and opportunities within rural environments, analyze how policies and politics shape service delivery and consider how residents navigate and resist systems of support. Drawing on sociology, social work, and social welfare, the session highlights rural life as essential for understanding broader issues of justice, equity, and social well-being, emphasizing both constraint and creativity in these communities.

## Stay Posted!

*Upcoming email to provide presentation and presenter details.*



*We're growing!*

*Thirty-four new members have joined the SSWSW Division since the publication of our last newsletter [of 12/29/25]!*

*Thirty-three people have joined our division's Facebook page! If you are interested in joining our webpage, please email Erica at: [efjablonski@unh.edu](mailto:efjablonski@unh.edu)*

[Program Director of Research Development and Scholarly Publishing, Franklin Humanities Institute Job Details | Duke Careers](#)

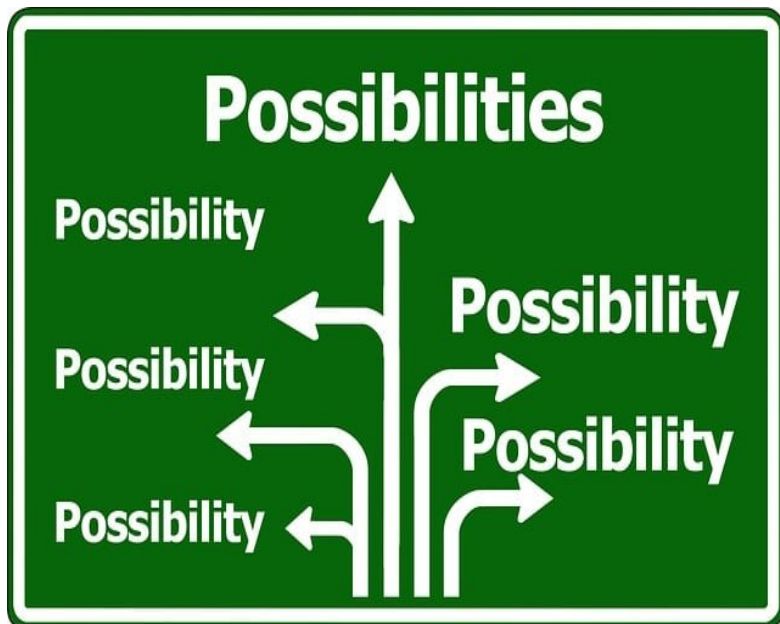
**Work Arrangement:** Hybrid (On-Site and Remote mix)

**Regular or Temporary:** Regular

**Location:** Durham, North Carolina

As the Program Director of Research Development and Scholarly Publishing, you'll play a critical role in advancing humanities research at Duke University. Housed within the John Hope Franklin Humanities Institute (FHI), this role supports research, teaching, and public engagement in the humanities, broadly defined to include the arts, interpretive social sciences, and emerging interdisciplinary formations. You'll support faculty scholars at key stages of the humanities research life cycle, including book and publication development, fellowship applications, and foundation- or federally funded grant proposals.

## JOB ANNOUNCEMENT



# Training Opportunities

Apply by June 8! Free workshop on chronic pain and opioid use

## ICPSR Summer Program in Quantitative Methods

Comparing the Effectiveness of Behavioral Interventions for Chronic Pain and Opioid Use

July 15 – July 16, 2026

In-person only (University of Michigan) 10AM-4PM EDT

This two-day workshop will provide an overview of the design, implementation, and data available from the PCORI-funded pragmatic trial INtegrated Services for Pain: Interventions to Reduce Pain Effectively (INSPIRE). INSPIRE was a large pragmatic trial that compared two behavioral interventions for people experiencing chronic pain who are prescribed opioids.

This workshop will cover the study goals and design, interventions, study results, and analytic approaches used in INSPIRE to support reuse of the data. Participants will learn how a mixed methods approach--that includes quantitative and qualitative data analyses--is valuable for clinical trials and health-related research. The workshop will include hands-on activities, guided exercises, and group discussions to foster exploration of individual research interests using the INSPIRE data available from the Patient-Centered Outcomes Data Repository (PCODR).

For more information about this workshop, please review the [syllabus](#).

### Prerequisites:

Substantive interest in health services or clinical or public health research, particularly about chronic pain or opioid use. Familiarity with quantitative and/or qualitative research methods. Experience with statistical methods is helpful, but in-depth knowledge is not needed.

Application: Admission to this workshop is competitive and enrollment is limited to 25 participants. To apply for this workshop, [you must fill out this Google form](#), in which you will be asked to submit the following application materials:

- Cover letter explaining your interest in this workshop
- CV

Application Deadline: June 8, 2026

Apply for this workshop:

<https://docs.google.com/forms/d/e/1FAIpQLSeOmc65fKzYoWkgQe1gXl2Obm8Gk8Ef9qhRpKYehvepz3lQ/viewform?pli=1>

### NCFDD [14-Day Writing Challenge](#)

For faculty, postdocs, and graduate students to develop consistent writing habits, stay accountable, and make progress — in a two-week period.

- **Session:** July 6 — July 19
- Register by June 26  
30 minutes a day | FREE

Apply by June 29 for free online workshops on tobacco and health outcomes!

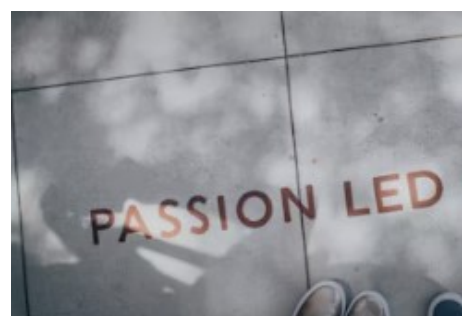
## ICPSR Population Assessment of Tobacco and Health (PATH) Study workshop applications open

The course is designed for academic faculty, research professionals, and graduate students interested in tobacco regulatory science and/or prevention/translation research. Participants should be comfortable with data analysis software and quantitative research methods. This workshop will be most useful to analysts who do not have previous experience using PATH Study data for longitudinal analyses, though all are welcome. All exercises will include example code for SAS, Stata, and R statistical software. The workshop will include two days of instruction and exercises. The content and exercises from this workshop are similar to those from previous summer workshops that used the PATH Study data.

**For Full Details see below:**  
[77c0524f9dc94d69a1580005599d9f25.pdf](https://www.icpsr.umich.edu/pub/ah8/tobacco/PATH%20Study%20Workshop%20Applications%20Open%20June%202026.pdf)

**Apply here:**

[https://umich.qualtrics.com/jfe/form/SV\\_2ahGnXseQQgNlkm](https://umich.qualtrics.com/jfe/form/SV_2ahGnXseQQgNlkm)





## Other Opportunities

### [Qualitative Health Reports](#) Calls for paper submissions

This publication provides research on healthcare and works to further the development and understanding of qualitative research in healthcare settings. Each issue combines critical research, current theory, and reliable methods in the description and analysis of the illness experience, the clinical experience of caregivers, health, and health-seeking behaviors, the sociocultural organization of health care, health care policy, and related topics.

Review the journal's [aims and scope](#) and [recently published articles](#) to discover more about the content it publishes.

[Submission Guidelines: Qualitative Health Research: Sage Journals](#)

## Member Publications:

Two recent publications from SSWSW member Sara Terrana, PhD, MA, MSW [Assistant Professor](#) Adelphi University [School of Social Work](#)

### [Strategies of Resistance: How Black Women Founders Challenge Racialized Norms in the Nonprofit Sector](#)

Terrana, S. (2026). Strategies of resistance: How Black women founders challenge racialized norms in the nonprofit sector.

*Human Service Organizations: Management, Leadership & Governance*, 1–20.

<https://doi.org/10.1080/23303131.2026.2635102>

Black women play a critical, yet often overlooked, role in founding and leading human service organizations. Additionally, they do so within a nonprofit sector often characterized as a White masculine space. How do Black women HSO founders navigate racialized organizational norms within the sector? This article investigates this question through a qualitative cross-case study, analyzing the accounts of five Black women who founded HSOs in a single neighborhood of concentrated disadvantage over four decades (1970s–2010s). Guided by critical institutional theory and intersectionality, and using the methodological approach of counter-storytelling, I identify three key strategies they employed to navigate and resist dominant norms. The founders (1) mobilized their biographical and intersectional experiences as resistance, (2) rejected isomorphic pressures, and (3) challenged sector gatekeeping. The findings advance understanding of how marginalized leaders reframe dominant institutional logics and offer insights for funders, practitioners, and policymakers committed to advancing equity in the nonprofit sector.

<https://www.tandfonline.com/eprint/HAV2FZ36TACYSVCTUYKH/full?target=10.1080/23303131.2026.2635102>

### [Exploring the intersection of social identities, environmental justice, and advocacy among social work students](#)

Abu-Ras, W., Terrana, S., Kaplan, D. B., Pizzo, M., & Smith, K. (2026). Exploring the intersection of social identities, environmental justice, and advocacy among social work students. *Social Work Education*, 1–21.

<https://doi.org/10.1080/02615479.2025.2608169>

This study, guided by an intersectional environmental justice theoretical framework, examines how social identities affect social work students' involvement in and preferences for environmental justice (EJ) advocacy. Pre- and post-program surveys were used to collect data from 146 BSW and MSW students from Adelphi University. Results show Black, Indigenous, and People of Color (BIPOC) students tended to prioritize EJ topics that address systemic inequities, bringing attention to issues of social justice and equality in their advocacy efforts. White students demonstrated significant gains in their exposure to EJ concepts ( $M=0.34, p<.05$ ). There were increases in students' comfort discussing EJ ( $M=0.71, p<.001$ ) and their exposure to EJ concepts in education ( $M=0.32, p<.001$ ). Female students experienced notable improvements, including their comfort discussing EJ ( $p<.001$ ) and their involvement in university-based EJ activities ( $p<.001$ ). Additionally,

### Member Publications (Cont.):

younger students reported higher levels of engagement in community activities ( $M=0.39$ ,  $p<.05$ ). These findings underscore the role of identity in shaping students' perspectives and involvement in EJ advocacy and highlight the importance of incorporating EJ advocacy into social work curricula to better prepare students to address systemic environmental inequities.

<https://www.tandfonline.com/eprint/5S4G8GIZQBJRC5M4JGZT/full?target=10.1080/02615479.2025.2608169>

### Two recent publications from SSWSW member Dena Cook

**Cook, D. J.** (2026). Engagement as Care: Instructor Presence, Connection, and Student Well-Being in Asynchronous Learning. *Social Work in Public Health*, 1–4.

<https://doi.org/10.1080/19371918.2026.2637774>

Drawing on informal student feedback and communications, as well as reflective teaching practices from an asynchronous social work course, this commentary examines how intentional instructor presence influences engagement, connection, and student well-being. Asynchronous learning has become a common modality, with engagement often operationalized through participation metrics that obscure the relational and affective dimensions of learning. Grounded in a social work and public health lens, this commentary presents instructor presence as relational infrastructure rather than a peripheral instructional practice. It also shares how timely, content-based feedback, consistent communication, flexibility, and routine check-ins can foster relational engagement and challenge the normative assumptions of disengagement in asynchronous learning environments. Further, instructional practices that

acknowledge students' lived realities, including health concerns, caregiving responsibilities, and sociopolitical stressors, are identified as mechanisms for humanizing digitally mediated classrooms. This commentary reframes instructor presence and relational intentionality as central to the engagement and student supports often lost in asynchronous environments.

Littman, D. M., **Cook, D. J.**, Rehn, K., Jones, S., Conley, K., Aaenson-Fletcher, J., Rose, J., & Canham, S. L. (2026). Youth and young adult homelessness in Utah: Needs and resources in the Mountainland and Balance of State continuums of care (CoCs).

Available: <https://sumh.utah.gov/data-reports/youth-homelessness-report/>

In fall 2024, the Utah Department of Health and Human Services Office of Substance Use and Mental Health contracted with the University of Utah College of Social Work to conduct a needs assessment of youth and young adult homelessness in the Mountainland and Balance of State Continuums of Care (CoCs) across Utah. The Balance of State CoC covers 11 local homeless councils (Bear River, Carbon-Emery, Davis, Grand, Iron, San Juan, Six County, Tooele, Uintah Basin, Washington, Weber-Morgan), across 25 counties. The Mountainland CoC encompasses one local homeless council (Mountainland) across Summit, Utah, and Wasatch counties. The primary purpose of this assessment was to evaluate the needs of youth and young adults experiencing homelessness in these CoCs and identify existing resources available to meet these needs. Findings from this assessment will inform future directions for resource and program development in these CoCs.

Our team conducted this needs assessment with the goal of answering the following research questions: 1. What are the primary needs of youth and young adults experiencing homelessness in the Mountainland and Balance of State CoCs (related to housing, case management, mental health, substance use, social connection, etc.)? 2. What are the existing resources to meet the needs of youth and young adults experiencing homelessness in the Mountainland and Balance of State CoCs, and what are the gaps?

We conducted a sequential mixed methods needs assessment (beginning with analyzing available secondary data collected by the state, then conducting key informant interviews and focus groups/mapping workshops with youth and service providers) to achieve our objectives. We used existing secondary data to: 1. Establish how many (counted) youth and young adults experience homelessness across each CoC; and 2. Identify rates and patterns of existing formal resource use (e.g., drop-in centers, shelters, resource centers). We collected original data (with service providers, youth, and community partners) to: 1. Connect homelessness statistics and resource use rates to perceptions and realities of youth and young adult homelessness; 2. Identify formal and informal resources across each CoC; 3. Characterize experiences of youth and young adult homelessness in and beyond metro areas in Utah; 4. Identify key needs to address youth and young adult homelessness across each geographic area; and, 5. Understand youth and young adult experiences and desires related to participation and leadership in each CoC.

[‘Hoping to see as many of you as possible at the Annual Meeting < :’](#)

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