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Sue Stepleton leads growing program that helps preschoolers reach potential



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Edward Lawlor discusses the complicated nature of Medicare Part D



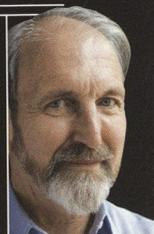
David Gillespie discusses the need for planning before disaster strikes



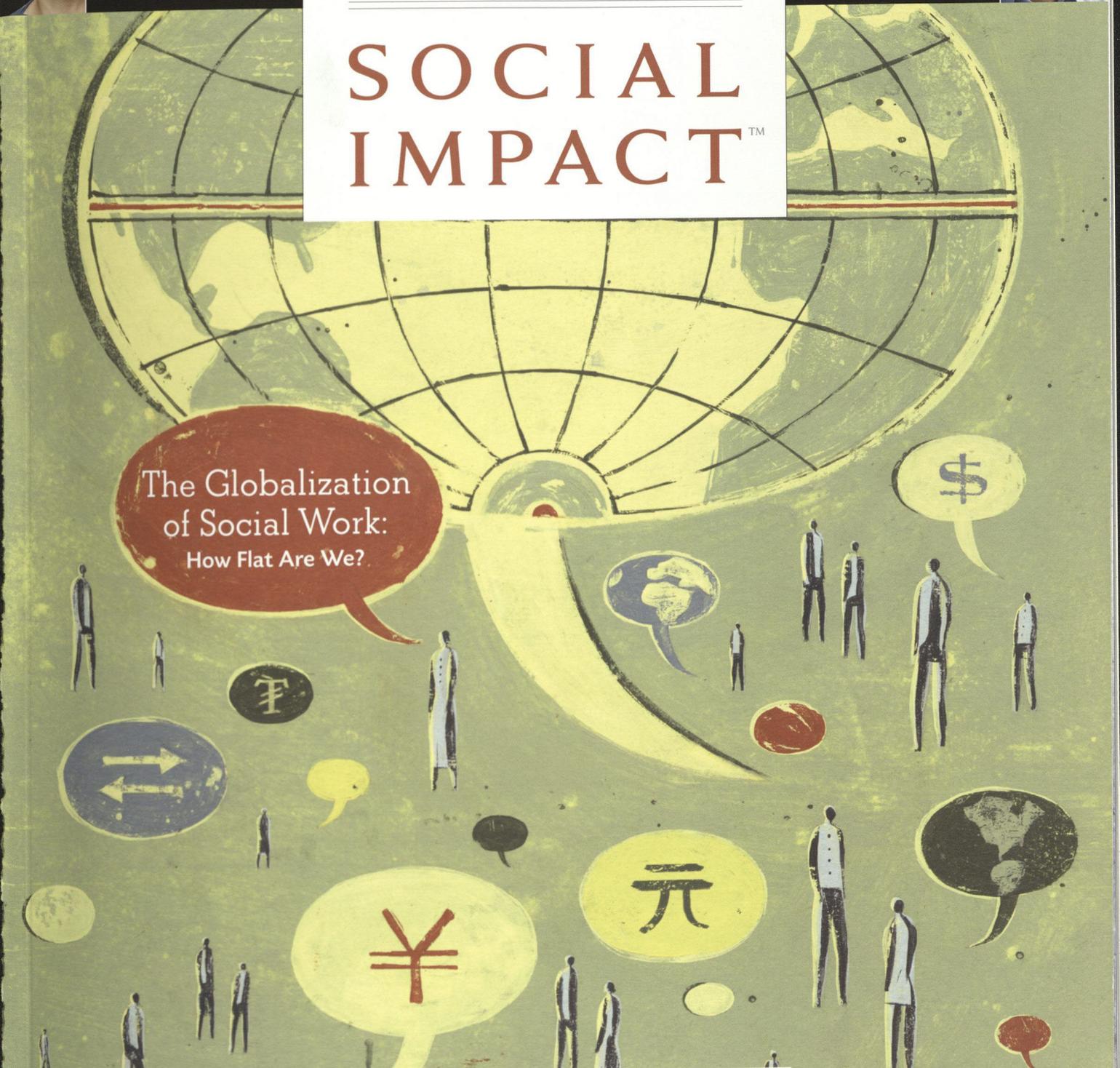
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Nancy Morrow-Howell taps into the energy of older Americans



The Globalization of Social Work:  
How Flat Are We?



**A QUIET SPOT.**

Students, faculty, staff, and graduates enjoy the School of Social Work's library. The library is home to one of the finest collections in the nation in the fields of child welfare, community development, family therapy, mental health, children and youth, gerontology, public welfare, management of human services, and social policy.



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The Globalization of Social Work: How Flat Are We?

Researchers and practitioners explore underlying social conditions that keep many left behind

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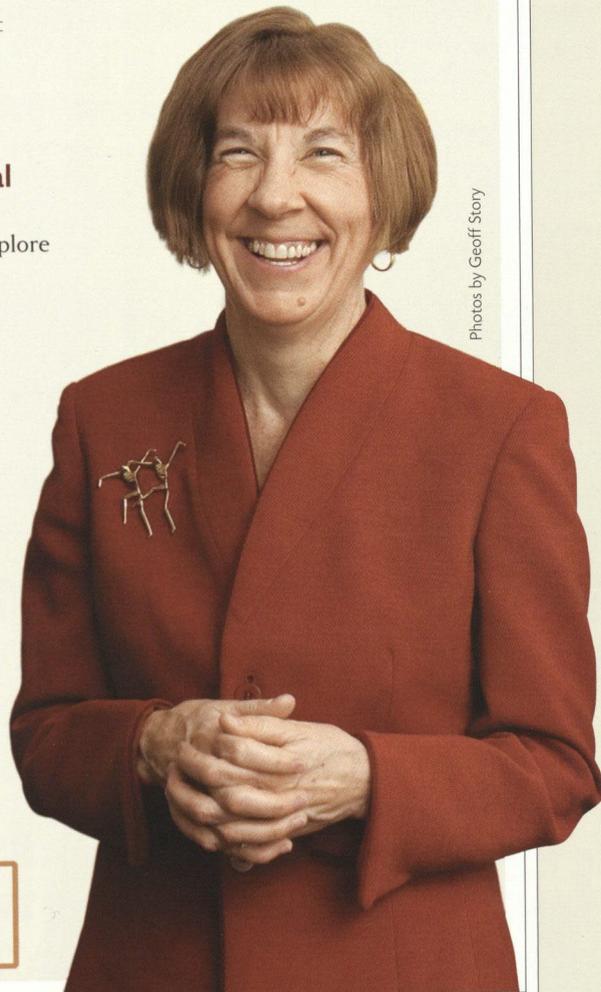
Tapping into Energy of Older Americans

New retirement scenarios shift toward service

A Force for Good

Sue Stepleton leads growing program aimed at helping preschoolers reach their potential

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Photos by Geoff Story

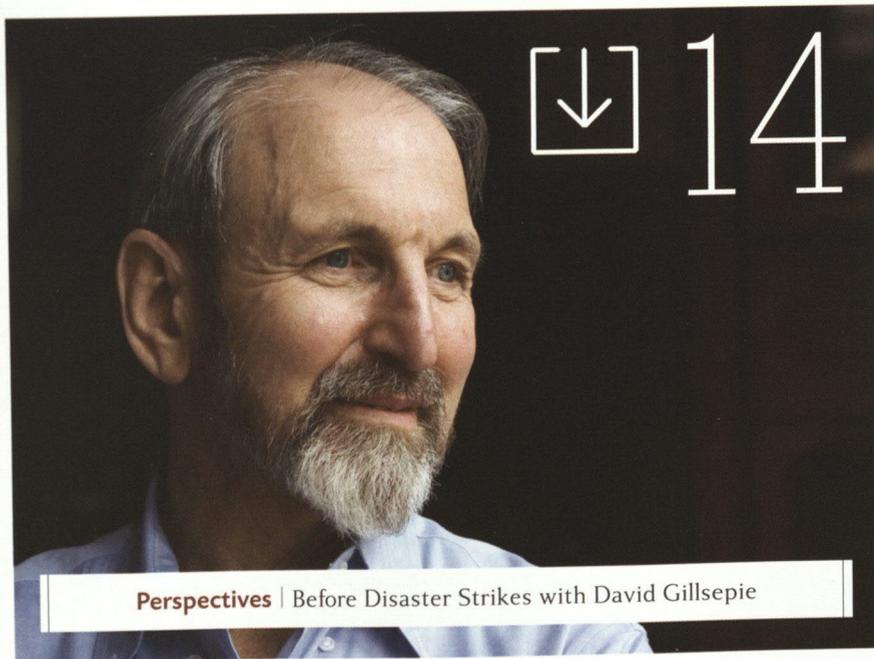
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Perspectives | Before Disaster Strikes with David Gillsepie

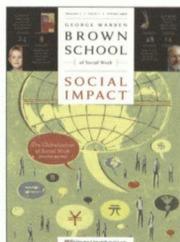
Photo by Geoff Story



social work have started in just the past five years. Appropriately supporting this development of international social work and social work education raises important questions of culture, politics, economics, and the state of our comparative knowledge in social work and social policy. With students from 30 countries at our School, and a significant portfolio of international faculty research and involvement, we cannot avoid facing these important questions.

This issue also highlights the contributions of Sue Stepleton, MSW '79, one of our distinguished graduates and a model of social impact in her career. Sue is president and CEO of Parents as Teachers (PAT) National Center, an international early childhood parent education and family support program. Sue and her team do a phenomenal job of providing

# CELEBRATING SOCIAL WORK'S impact



We encourage your reactions and suggestions.

Please e-mail [socialimpact@wustl.edu](mailto:socialimpact@wustl.edu) with your news, comments, or ideas.

We will publish select letters and e-mails in future issues of the magazine.

I AM PLEASED TO INTRODUCE the first issue of the George Warren Brown School of Social Work's magazine, *Social Impact*. This new publication replaces *Links*, the School's longtime newsletter, with a new format and orientation. As its name implies, *Social Impact* focuses on the significant contributions our faculty, students, and graduates make locally, nationally, and internationally. More importantly, however, this magazine aims to spark discussion around critical issues of social policy, practice, and education.

For example, our cover story explores the growth of international social work and how graduate schools of social work can positively contribute to the global challenges of social development, human rights and human services, and social and political engagement. The pace of this change is stunning. In China, for example, some 200 new university-based programs in

the tools and training that parents need to help their children thrive in early education and life. In addition to its service excellence, PAT has become a force for good in research and policy at all levels. Sue exemplifies the kind of contributions we hope our graduates will achieve.

The debut of *Social Impact* reflects the beginning of many new ventures at the School and a renewed commitment to communicating our work with our community and the profession. I encourage your reactions and suggestions. Please e-mail [socialimpact@wustl.edu](mailto:socialimpact@wustl.edu) with your news, comments, or ideas. We will publish select letters and e-mails in future issues of the magazine.

EDWARD F. LAWLOR  
Dean and the William E. Gordon Professor

↑ 200

In China, some 200 new university-based programs in social work have started in just the past five years.



Photo by M. Fredric Volkmann

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PARKING

# In the News

## Social Work Faculty Comment on Savings, Food Stamps, Gambling, and Child Abuse

### New Research Assesses Gambling Addiction

The *Kansas City Star* reports that three Missouri organizations will receive grants to fight underage gambling. The largest grant was awarded to visiting Associate Professor Renee Cunningham-Williams, who will interview hundreds of residents to learn more about how, why, and when they started gambling. Cunningham-Williams's work was also recently featured on NPR. She and colleagues at the Department of Psychiatry at Washington University School of Medicine developed the Gambling Assessment Module (GAM)©, which is a diagnostic tool to assess whether a person is a pathological gambler. "We hope to be able to move beyond the question of whether a person is a pathological gambler or not and do what we do in substance abuse research," she said in the interview.

**Connect:**

Learn more at <http://gwbweb.wustl.edu/people/fac/williamsr.html>

### Poverty Doesn't Always Equate to Child Neglect

"There is a difference between being poor and intentionally neglectful," said Associate Professor Melissa Jonson-Reid in a recent interview with the *Belleville News-Democrat*. Jonson-Reid was commenting on the death of an Illinois boy who was abused and neglected by his mother and her boyfriend, as well as a recent study that found children are at a higher risk of abuse, neglect, or death when they live with a non-biological parent, such as a live-in boyfriend. Jonson-Reid stated that with proper access to information and educational programs, poor parents can make changes to ensure children receive adequate food and proper clothing. She added that these changes typically do not occur in households where patterns of abuse and neglect have been established.

**Connect:**

Learn more at <http://gwbweb.wustl.edu/people/fac/jonson.html>

### New Programs Improve Savings

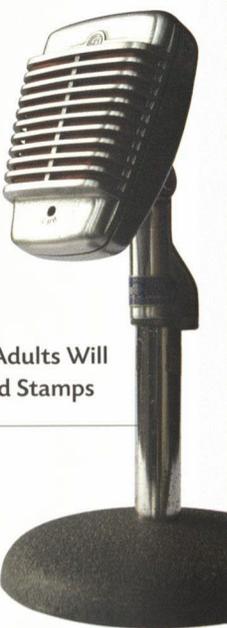
With the right incentives and support, poor people can save voluntarily, insists Michael Sherraden, the Benjamin E. Youngdahl Professor of Social Development. Sherraden and his colleagues at the School's Center for Social Development pioneered the concept of individual development accounts, which work like 401ks and other matched savings programs. (See related article on page 32). This work was the focus of a front-page feature in the *Wall Street Journal*, which explored how his work has sparked interest from Republican and Democratic administrations at the state and national levels. Sherraden was also profiled in *St. Louis Magazine* as one of the 10 Great Minds in St. Louis who are changing the world. "There's an assumption that people won't have enough to eat or that their kids won't have clothes," he said in the profile, "and that seems logical. But what we found is that poor people save pretty well. And they're saving voluntarily — it's not forced savings. They're responding to incentives because they want to improve their lives."

**Connect:**

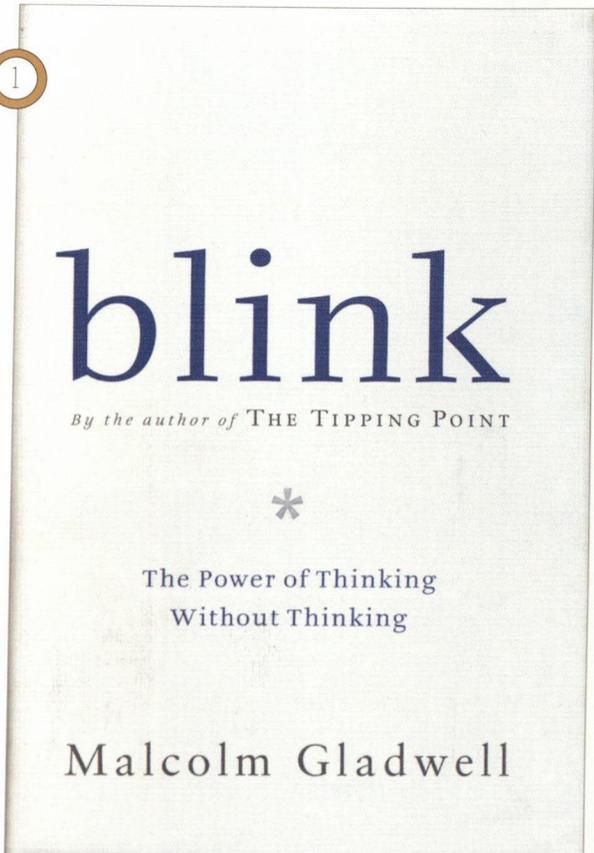
Learn more at <http://gwbweb.wustl.edu/csd/>

### Half of Adults Will Use Food Stamps

To help find resources to pay for damage from Hurricane Katrina, the Senate Agriculture Committee voted this fall on a proposal to make significant cuts to the federal food stamp program. Although the proposal did not pass, it did raise issues about the program and its impact. In an interview with American Public Radio's "Marketplace," Mark Rank, the Herbert S. Hadley Professor of Social Welfare, commented that more than half of adults will use the program at some point in their life. With more than 25 million people using food stamps, "it's a program with widespread effect," he said in the interview.



1



# Bookshelf

## From Incentives to Intuition: What Faculty and Staff are Reading

SEVERAL TIMES A YEAR faculty and staff break from their day-to-day activities to discuss and debate the concepts touted in some of today's most popular nonfiction books. Books selected for discussion this year include the following:

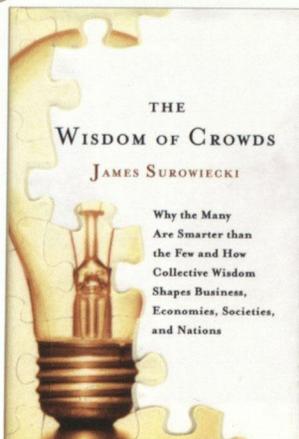
### BLINK: The Power of Thinking Without Thinking By Malcolm Gladwell

In this best seller, Malcolm Gladwell, author of *The Tipping Point*, highlights the snap decisions we frequently make and why those decisions are often correct.

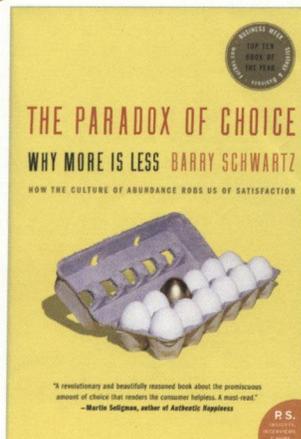
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**THE WISDOM OF CROWDS:**  
Why the Many Are Smarter Than the Few and How Collective Wisdom Shapes Business, Economies, Societies and Nations  
By James Surowiecki

*New Yorker* business columnist James Surowiecki contends that, under the right circumstances, groups make better decisions than the smartest individual.



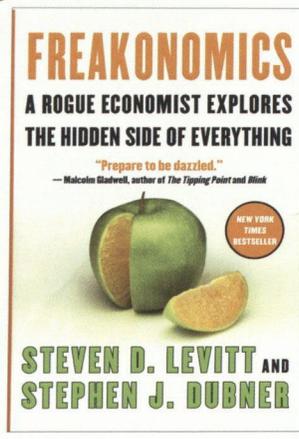
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### THE PARADOX OF CHOICE: Why More Is Less By Barry Schwartz

Are more options better? That is the question asked by sociologist Barry Schwartz. According to Schwartz, many choices we regularly face – from what to watch on TV to choosing a health care plan – often work against us.

4



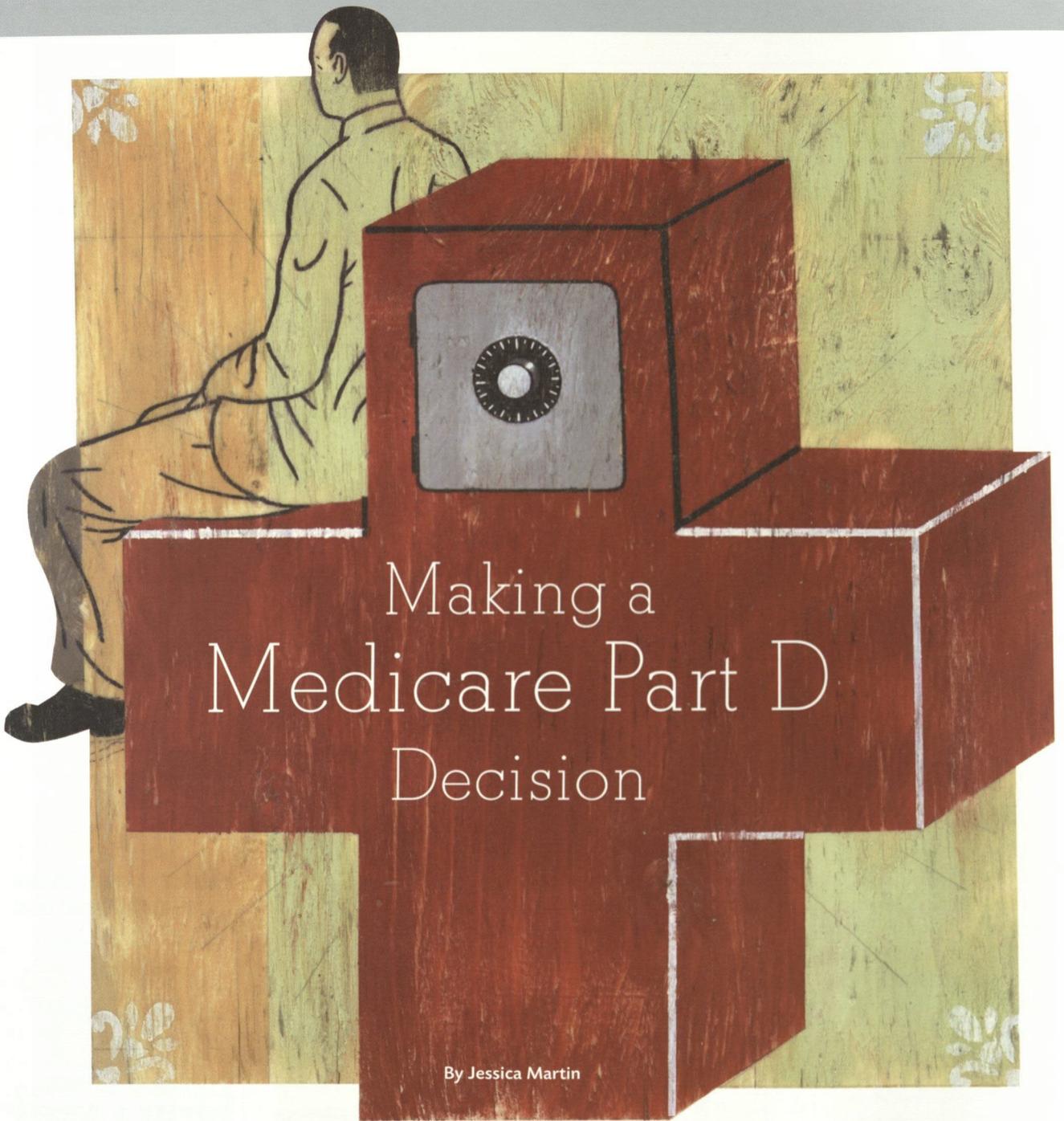
### FREAKONOMICS: A Rogue Economist Explores the Hidden Side of Everything By Steven Levitt and Stephen Dunbar

Economist Steven Levitt investigates a variety of life experiences through the lens of economic incentives.



## connect

DO YOU HAVE A BOOK TO SUGGEST?  
E-mail [socialimpact@wustl.edu](mailto:socialimpact@wustl.edu)



# Making a Medicare Part D Decision

By Jessica Martin

**T**HIS SPRING MEDICARE recipients will need to enroll in one of the new prescription drug coverage plans. But with the deluge of information about Medicare Part D, some reliable and some not, “seniors find themselves in an environment of fear and confusion,” says Dean Edward F. Lawlor, author

of *Redesigning the Medicare Contract: Politics, Markets, and Agency*.

“There is so much noise about the Medicare prescription drug program, but people are not getting clear, simple information. Many seniors are not even entertaining making the proper plan choice.”

Medicare Part D will provide a number of options for seniors. “Obviously it will offer new prescription drug choices and pay for drugs in new, enhanced ways, but more importantly, it will be the basis for a set of health care conversations with family, friends, and professionals. The overall goal is to use the program as effectively as



possible," says Lawlor, a member of the National Academy of Social Insurance.

While the prescription drug plan has its benefits, the enrollment process is creating a set of difficulties because there is confusion about Part D's specifics and its eligibility guidelines. The complexity and confusion from the roll out are the result of political choices to accommodate the pharmaceutical industry, to limit the public's cost of the program, and to emphasize features of choice and competition in drug coverage. For Medicare beneficiaries on Medicaid or retiree health plans, the technicalities of the changes are even more bewildering.

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**"There is so much noise about the prescription drug program, but people are not getting clear, simple information."**

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"Seniors are recovering from the discount card experience and are now trying to understand the deadlines and requirements that they face with this new coverage," Lawlor says.

Lawlor hopes that this Part D experience prompts a broader discussion about Medicare. "One of the things that is so difficult about Medicare is its complexity," he adds. "One of the standard trade books, *Medicare Made Easy*, is 331 pages. Even experts have a hard time understanding the complexities and nuances of the program. Hopefully the prescription drug plan process will start a longer conversation with Medicare to help people understand the program as a whole, use it better, and not be frightened by the policy changes that are going to happen. Perhaps this experience will also create political momentum to simplify and streamline this amazingly complex piece of social policy." ☒

## Experiences motivate international student to earn MSW, help youth in his country

By Brenda Murphy-Niederkorn

**I**T IS DIFFICULT FOR CHARLES HOUNMENOU, a Fulbright Fellow from Benin, a French-speaking republic in West Africa, to describe the very personal experience that has led him to complete master's degree studies this May at the School of Social Work with a focus on the social and economic development of children and youth.

As a longtime teacher, Hounmenou, 40, regularly encountered child trafficking in the rural villages of Benin — a practice in which poor families who cannot provide for all of their children negotiate with traffickers to send them to work in Nigerian quarries. Children, ages 6 to 15, are victims of this practice, according to Hounmenou, who says that those lucky enough to return came back with stories of work days that started at 4 a.m. and lasted until 11 p.m., with only one meal provided.

Child labor is not a new practice in West Africa, according to Hounmenou who, at age six, lost his father and was sent to live with a family friend, where he was required to work for the household in exchange for schooling.

"I focused on getting my G.E.D. to move out of this situation," says Hounmenou, who holds the French-equivalent of master's degrees in both education and arts. "It's important that I do something for myself and children who suffer as I did in the past."

Hounmenou has completed a practicum at Support a Child International, a community-based organization working to educate at-risk children and youth living in low-income U.S. urban communities as well as in several African countries, including Benin. Hounmenou currently is interning with the Gamaliel Foundation, an organization of 55 faith-based affiliates in the United States and Africa that provides leadership training, fundraising expertise, strategic planning assistance, and advocacy for low-income communities.

Hounmenou applied for the Fulbright Fellowship because he believed studying social work abroad was "the best way" he could help his country.

"I hardly ever imagined studying in the U.S., although I traveled a lot abroad," says Hounmenou, a six-time national Scrabble champion in Benin who finished 10th in a field of 6,301 players at the 2004 world Scrabble championship in France.

Hounmenou is applying to doctoral programs in social work and hopes to return to his country to start the first-ever master's degree program in social work. "I'd like to see a lot of social workers trained in Benin," he says. "Achieving this challenging project will be my best contribution to the social development of Benin." ☒

# Three Quarters of Americans will experience poverty in their lives...

the collective responsibility to minimize poverty and economic risk has been significantly weakened.

**EL:** Can you point to any particular policies that have been successful at addressing this issue?

**MR:** The earned income tax credit has become one of the most successful anti-poverty policies. One of the reasons for its success is that it enjoys bipartisan support. Liberals like it because it assists lower income families, and conservatives are supporters because it reinforces the work incentive.

... **A** SAD AND SURPRISING FACT given that the United States is the wealthiest nation in the world. Dean Edward F. Lawlor sat down with Mark R. Rank, the Herbert S. Hadley Professor of Social Welfare, for a conversation about poverty and what we can do to address it.

**EL:** Where should we focus our efforts on addressing poverty?

**MR:** In order to confront poverty, we need to address the structural failings at the economic and political levels. For example, our economy simply doesn't produce enough jobs that pay a living wage. Similar to a game of musical chairs, the structure of our system ensures that a number

**EDWARD LAWLOR:** Why are so many of us at risk of poverty?

**MARK RANK:** One reason is that during our lives we are likely to encounter certain events that place us in economic jeopardy — a lost job, a divorce, a health care emergency, growing old — these are just a few of the relatively common life events that can push households into poverty.

**EL:** There seems to be a renewed interest in poverty. What is different about poverty today and our reaction to it?

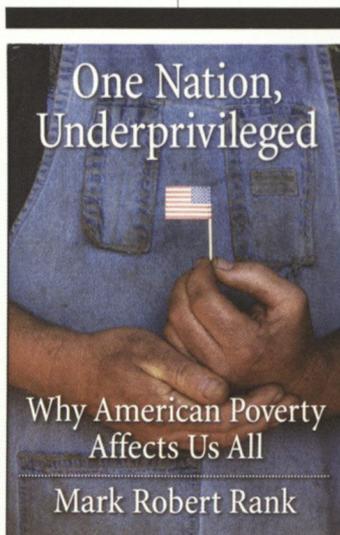
**MR:** Hurricane Katrina sparked a new but unfortunately short-lived focus on poverty. In terms of what's different, over the past 30 years we've seen a significant shift in who bears the responsibility for helping to protect Americans from economic risk. In the past, businesses assumed part of the risk through long-term job stability, pension programs, and health insurance. The federal government also assumed some of the risk through initiatives such as Social Security. Today, much of the economic risk has been shifted to individuals — the social safety net has shrunk, job security has vanished, we've seen reductions in health insurance coverage, and we all know about the recent talks to privatize Social Security. All of these reflect the fact that over the last three decades

of Americans are left out. So rather than narrow individual solutions, we need to change the nature of the game so that we don't produce losers in the first place. We need to emphasize job creation and making sure that jobs pay a living wage. There is something wrong when someone works full time in this country and still lives in poverty. Likewise, we need to invest in those social goods that allow our citizens to reach their full potential, things like health care and quality education.

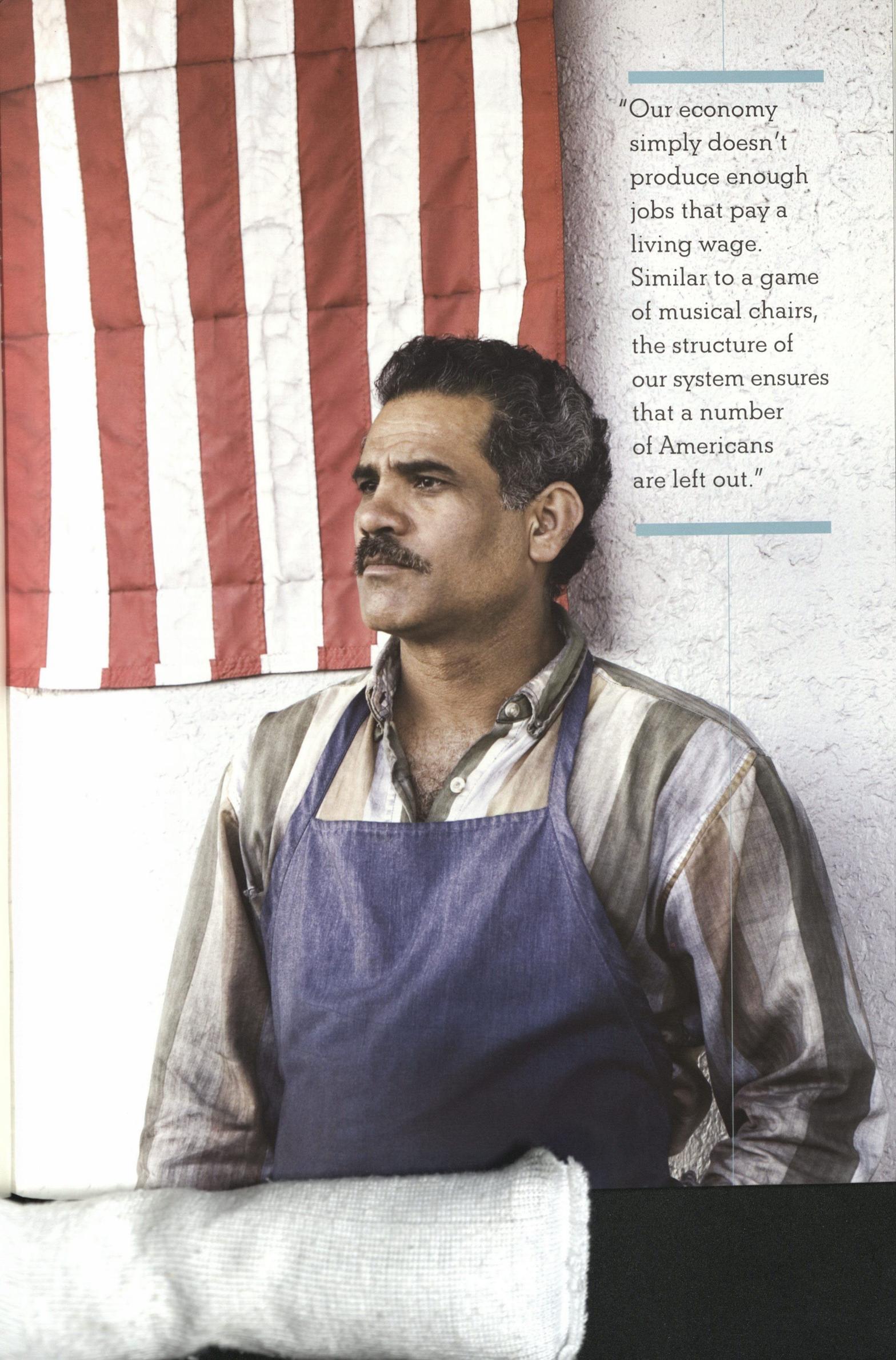
**EL:** But do we have the political and social will to get the job done?

**MR:** That's really the fundamental stumbling block. We are the wealthiest country in the world. We clearly have the resources to invest in problems that we feel are important. In the last two decades, poverty simply has not been given a high priority in terms of national resources.

We need to wake up in America and realize that our homeland security is tied as much if not more to the fact that huge numbers of Americans are being left behind economically, and as a result the American Dream is quickly turning into an American nightmare. If that's not critical to national security, then I don't know what is. ☒



Read more in Mark Rank's most recent and award-winning book, *One Nation Underprivileged: Why American Poverty Affects Us All*.



"Our economy simply doesn't produce enough jobs that pay a living wage. Similar to a game of musical chairs, the structure of our system ensures that a number of Americans are left out."

# Q&A with Kristal Brent Zook

By Ellen Rostand

**J**OURNALIST KRISTAL BRENT ZOOK, PHD, an adjunct professor of journalism at Columbia University, has spent much of her career investigating topics of race and gender, as well as environmental and social justice issues. Her first book, *Color by Fox: The Fox Network and the Revolution in Black Television*, gave a behind-the-scenes look at race and the media during the 1990s. Her current book, *Black Women's Lives: Stories of Power and Pain*, explores a variety of life experiences of women from around the country. As part of the School's celebration honoring the work of Dr. Martin Luther King, Jr., Zook spoke to *Social Impact* about her work, the role of media, and the importance of students in pioneering change.



Photo by Lane Johnson

"Parents are hugely important. I don't think kids can dream big unless the family is supportive."

**ELLEN ROSTAND:** How did you become interested in the topic of race, gender, and the media?

**KRISTAL BRENT ZOOK:** My dissertation topic was originally going to be Black Nationalist thought in film, television, and literature. A lot of people have written on film and literature, but no one was really writing about TV. I thought it was interesting that there were a number of black-produced shows for the first time in television history — shows like *In Living Color*, *Roc*, *South Central*, *Living Single*, *Martin*, and *New York Undercover*.

**ER:** A lot has changed in television since your first book was published. Are you aware of any current programs that effectively explore issues of race, class, and/or gender?

**KBZ:** I don't think any of the current sitcoms are there. What has happened is a movement called organic integration in television. The industry calls it that because what they want to do in one-hour dramas is show us lifestyles and settings that are organically integrated. You see hospital dramas and police show dramas, and you are supposed to see these relationships emerge in a natural way. I think that is a good move.

**ER:** Your new book focuses on women's lives. What inspired you to write it?

**KBZ:** In 1995, I wrote a piece for the *New York Times Magazine* about black feminism. This piece was the first germ of the idea, but it wasn't until many years and two publishers later that I realized the stories I wanted to tell were about the women themselves and their real life experiences as opposed to theories about feminism. In this book, there are stories about women who overlap and show the layers of their experience — from an organic dairy farmer in Vermont to a filmmaker in Los Angeles. What I like about it is that it is unexpected — the complexity of women's lives.

**ER:** What are your thoughts on what social work's role should be in making sure we are a more inclusive society?

**KBZ:** Diversity is important in all areas and there are glass ceilings in every field. When I think of problems of gender and diversity, however, I tend to think of the hard sciences. We all know about women in sciences and the lack of encouragement. I think there is a lack of encouragement as to how you can make a living in this field, a lack of understanding about its potential. I think the same applies to the social work profession.

**ER:** How can we change that mindset? Can journalism play a role?

**KBZ:** I think we have to address two problems. The first is about future career choices and how that gives people hope that they can make a difference. The second is how to inform people so that they can even aspire to the first one. Parents are hugely important. I don't think kids can dream big unless the family is supportive.

Journalism can also play a role. But the profession is taking a lot of hits right now that aren't necessarily deserved. I think we should take issue with media ownership and the structure of media power and not with journalists. I think most journalists score pretty high in terms of wanting to get to the truth.

Alternative media has always had a special role in this country and for journalists like me. I got my start with alternative media. There aren't a lot of outlets, however, that are welcoming of alternative views.

**ER:** If the media is not exploring substantive topics with the frequency and depth as it used to, how can we raise awareness of key social issues?

**KBZ:** I do think that students historically have been the ones to trail blaze in terms of raising the national consciousness on important issues and that's something that students everywhere should be aware of. This is their time to make a difference. That message gets lost. If you knew that students had been the ones behind a great deal of historical change, you might feel a little more empowered. ☒

# Before Disaster strikes

Social work has a key role to play in the preparation and mitigation of disaster, according to Professor David Gillespie.

---

**M**ANY HAVE CALLED 2005 "THE YEAR OF DISASTERS." David Gillespie, professor of social work, has been studying the subject throughout his career. He is nationally recognized as one of the most prominent professionals calling for a new approach to dealing with disaster.

**DAVID LINZEE:** What's the American attitude to disaster and how does this differ from attitudes in other parts of the world?

**DAVID GILLESPIE:** Traditionally, our attitude was fatalistic. We saw disasters as unavoidable and beyond human control. They were called "acts of God." And there was little, if any, preparation, only a reaction when disaster events happened. As science evolved, our attitude shifted toward trying to anticipate disasters and plan how we might respond. More recently, over the past 15 to 20 years, disasters are becoming recognized as symptoms of broader, more basic problems. This emerging attitude



holds that disasters result because of the decisions we make about where and how to live. For example, we choose to concentrate on the coasts because they offer some of the most beautiful places to live. The emphasis is shifting from just preparing to respond to preparing and mitigating or reducing the risk of negative consequences stemming from disasters. This means more attention to building codes, land use, insurance, and warning systems.

**A**round the world, attitudes toward disaster vary depending on the history of disaster and level of development. In poor underdeveloped countries, the attitude often remains fatalistic. In underdeveloped countries where science is gaining a foothold and disasters are understood as acts of nature, there is still the problem of inadequate resources to promote preparedness. Many people in underdeveloped countries consider the ideas of disaster preparedness and mitigation to be Western ideas and not necessarily appropriate for them. Countries just beginning to industrialize are relatively indifferent to agricultural damage because they usually have financial reserves to purchase food on global markets. But these economies are vulnerable to infrastructure damage such as transportation, communication, and public utilities. Rural-agricultural economies are relatively immune to disasters of short and sudden impact, but they are susceptible to disasters of long duration such as droughts, pest damage, and civil conflict. Disasters and development are closely linked in that disasters can both destroy development projects and create development opportunities.

**DL:** What typically happens in the aftermath of a disaster?

**DG:** There is an outpouring of sympathy

and concern and money. People give readily, as we saw with hurricanes Katrina and Rita. Then interest declines rapidly. About a year ago, a tsunami killed 250,000 people — a tragedy that dwarfs Katrina. If I pick up a paper today, I find no mention of it.

**DL:** How does our forgetfulness affect our preparedness for the next disaster?

larger number of people, the widespread use of un-reinforced masonry buildings, and low levels of mitigation and preparedness.

**DL:** What should we do differently?

**DG:** Typically we see only two phases of disaster: the response and recovery, after it happens. We need to think much more about what to do before

*"If social workers are to be effective in the aftermath (of disasters), they need to be in on the mitigation and preparedness phases."*

**DG:** Forgetfulness undermines motivation to prepare or mitigate hazards. This happens because of a tendency to focus on each disaster as a unique and rare event instead of seeing each disaster as part of a series of recurring events around the world or as a symptom stemming from the way we structure our societies.

**DL:** How does our thinking about disaster have to change?

**DG:** Instead of seeing disaster as simply a product of nature, we need to take into account the interactions among the natural environment, the built environment, and the dimensions of society — attitudes and beliefs, behavior patterns, political structures, and economies. Take the New Madrid earthquakes of 1811–1812, for example. These earthquakes are estimated to have been the largest to have ever occurred in America. But it is not remembered as a great disaster because then there were few people living in the area, few man-made structures. If it happened today, it would cause terrible damage because of the much

it happens, the preparation and mitigation phases. Among people who study disaster, the realization has been growing since the late 1980s and 1990s that people's decisions were causing the disaster. For example, to support farming, we installed dike systems on the Mississippi and other rivers. We thought we could control the water and expand the amount of land available for farming, so we destroyed the floodplains, failed to maintain the ecosystem. We created the circumstances for disaster. The 1993 flood along the Mississippi River happened because water exceeded the limits built into the dike system. Katrina is another illustration. Many professionals predicted it. People had built on the delta, which was the natural buffer to hurricanes.

**DL:** Do you think an opportunity was lost in the Katrina aftermath?

**DG:** Yes. Most promoted the idea of getting back to normal. But the normal situation was a basket of mistakes that set up the disaster.

It is certain we will have hurricanes on the Gulf Coast. Here was an opportunity to start afresh, to ask the community: What do we want and how can we have it in a safe way?

**DL:** Have we learned anything from the recent disasters in the U.S. and abroad?

**DG:** We are learning more and more about how our values, beliefs, and behavior create the conditions that result in disasters when hazards erupt. People take risks with disaster because generally the government steps in and provides relief. But as the physical, financial, and social costs of disasters continue rising year after year, it is becoming apparent that the government lacks the capability to sustain a safety net. The government's ineffective response to Katrina underscores this point. We must promote local responsibility and sustainable hazard mitigation by investing in preparedness and mitigation safety measures now to help reduce future costs.



77% OF AMERICANS WANT TO HELP THOSE AFFECTED IN TIMES OF DISASTER\*\*



78,157 Number of news stories published in 9/05 about Katrina\*\*\*

4,083 Number of news stories published in 4/06 about Katrina\*\*\*

73,551 Number of news stories published in 1/05 about the Asian Tsunami\*\*\*

1,135 Number of news stories published in 4/06 about the Asian Tsunami\*\*\*

\* American Institute of Philanthropy, CNNMoney.com, 1/2/06

\*\* American Red Cross Web site

\*\*\* Dow Jones Factiva database

"We are learning more and more about how our values, beliefs, and behavior create the conditions that result in disasters when hazards erupt."

**W**e are learning similar lessons from the disasters abroad. Last year's Asian tsunami, the earthquake in Pakistan, and the recurring flooding in Bangladesh reveal that people in areas with frequently occurring hazards often evolve local time-tested strategies for reducing the impact of hazard events. At the same time governments and international donors sometimes introduce measures to reduce the severity

of potential disasters. Unfortunately, all too often, the local strategies and government initiatives remain unrelated or even in conflict with each other. For example, until recently, in Bangladesh no one questioned the need for a large-scale, capital-intensive dike system. International donors have poured money into an extremely costly "Flood Action Plan." We are learning that much more attention needs to be given to low-cost

non-structural mitigation strategies such as flood-plain zoning.

**DL:** What has been the role of social work in disaster, and what should it be?

**DG:** When disasters happen, social workers are there to help in response and recovery. If they are to be effective in the aftermath, they need to be in on the mitigation and preparedness phases. I have been making that point for 25 years or more. In dealing with disasters it is increasingly important to be proactive, to anticipate, mitigate, plan, practice, and be ready to mobilize as needed.

**DL:** Are you seeing any progress?

**DG:** Yes, finally. I got into this in graduate school, and back then, disaster preparedness was not something social workers considered their business. After Katrina, students across the country started asking, what should schools of social work do? I was invited to speak to the National Association of Deans and Directors of Schools of Social Work. I explained how the skills needed in preparedness and mitigation overlapped with skills social workers have. Since this presentation, our School and the field have embarked on an important project that we hope will create new professional roles, educational opportunities, and eventually national and international capacity to better respond to these risks and crises.

It would be a tremendous resource for the country if social work recognized its legitimacy in providing assistance in all phases of disaster. Social workers learn how to work with the disadvantaged and how to establish and use community networks. If this had been done before Katrina, what a difference it could have made! The poor, who did not evacuate the city, might have done so. I think the deaths and pain would have been lessened. ☒

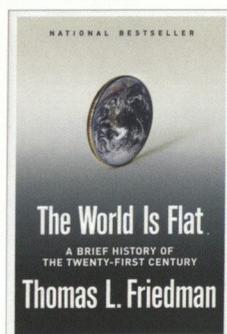


# The Globalization of Social Work:

## How Flat Are We?

By Rick Skwiot

**I**N HIS BOOK, *The World is Flat*, *New York Times* columnist Thomas L. Friedman posits that a global technological revolution has increased economic opportunities and created a world that is more connected than ever before.



But does a flatter economic world equal a more just world? Are the benefits resulting from greater connectivity distributed in a way that everyone can share in newfound prosperity? The answer is an unequivocal *no*.

**A**CCCESS TO CAPITAL at the micro level; investment in social development, including health and education; and ensuring more political engagement and transparency are strategies that a new cadre of international social work researchers and practitioners are exploring to address the underlying social conditions that leave so many behind.

In interviews with four of them — whose field experience ranges from India to China, from Nepal to Kosovo — key imperatives repeatedly surfaced. These issues challenge and guide international social work training and practice today and will likely do so in the future:

### Good Governance

Working to fight governmental corruption, indifference, and ignorance through legal and community action.

### Sustainability

Developing programs that continue to effect positive change in communities even after the grant money and aid workers disappear.

### Cultural Sensitivity

Understanding and respecting local culture and customs to indigenize social work programs driven from the bottom up, not imposed from the top down.

### Humanitarianism

Knowing how to mobilize, organize, and direct the generosity and goodwill of others.

### Interdisciplinary Education

Broadening the spectrum of skills in social work training to include organizational management, entrepreneurship, finance, fundraising, law, policymaking, and economics.

THAT IS THE OVERVIEW. Following are insights from four on the frontlines. They discuss how social work schools should educate students, the role of U.S.-based programs, how to fight corruption, and more.

## Leslie Enright

### On good governance:

"It's hard to effect change without good governance and politicians who aren't corrupt. To address this requires a lot of due diligence and working in civil-society development. You can influence government and effect change from the bottom up by strengthening civil society.

"Human rights, health, the environment, and education are all important. But where government is corrupt, it's not fulfilling those needs. For example, in Kosovo health care education is poor because students can buy degrees. So you have 'professionals' who are practicing medicine without training."

### On U.S.-based programs:

"What happens in the U.S. affects every corner of the globe, whether you like it or not. For social work professionals, to know how U.S. policy impacts the rest of the globe is very, very important.

"Most international development is being done by international NGOs [nongovernmental organizations] based in the U.S. But more specialization is needed. Each organization can't be the jack-of-all-trades. You need to do education and do it well, or community development, and collaborate with other NGOs that do, say, health well. We need more collaboration and partnership."

### On social work education:

"Washington University's School of Social Work teaches you how to work with people in a holistic way — health, education, microfinance, agriculture, and women's rights — which is valuable. But social work professionals tend to have a charity focus. In microfinance you need to think more commercially. You need courses in skill-based subjects, such as finance, accounting, organizational management — things you don't learn in social work school — because in underdeveloped countries you are



Leslie Enright

Leslie Enright until recently served as operations manager for the Kosovo Enterprise Program, a microfinance institution providing both financial and non-financial services to some 35,000 low-income entrepreneurs in Kosovo. She now works as business development manager for the International Center for Community and Enterprise Development. A New York native, she received her MSW in 1997.



Melody Wen Zhang

Melody Wen Zhang graduated from the People's University in Beijing in 1989, working as a magazine journalist before co-founding the children's services agency, Children's Hope International (CHI), in 1992. She earned her MSW in 1997 and serves in Beijing as CHI's associate director. In 2005 the agency funded 260 medical operations for needy Chinese children and arranged nearly 500 adoptions of Chinese children.

building capacity in people and the community. The human touch is important. But other skills — lobbying, nonprofit management, research skills, law, business, and health, perhaps through dual degrees — are crucial."

### On sustainability:

"If you have a program funded by the World Bank for three years, you don't want it to disappear after you leave. That's different, of course, in disasters or post-conflict situations, where you have to provide short-term services. But overall we need to focus on sustainable local programs and to think in a more market-oriented way. Social workers have great skills working with people, but they need to focus on what they leave behind."

## Melody Wen Zhang

### On U.S.-based programs:

"In China we are still striving to develop our definition of social work. U.S.-based programs can serve as good role models and promote the better practice of social work on a bigger scale, encouraging exchange between professionals.

"American organizations do pretty well at trying to be respectful of cultures and customs, and Chinese organizations need U.S. support. But U.S. organizations need to realize that the Chinese remain suspicious of foreigners, and so they need to localize their programs, with all top leadership being Chinese. An outsider doesn't know how to tackle core issues and will always be mistrusted, no matter how well they speak Chinese."

### On fundraising:

"The legal and organizational infrastructure is lacking here, so we must fight from both sides, continuing to meet needs while fighting to establish ourselves. China is not poor. If we learn how to give and trust organizations, we can be self-sufficient in terms of funding.

"The whole society does not trust that organizations will do what they say. So we need social service organizations to remember those principles that guide them. Build credibility, establish your reputation, and never go around the rules or misdirect donations. Then people will trust them."

"People here want to give, but there are no proper channels — with no tax exemptions except for donations to four government-run organizations. And legally we cannot directly solicit donations, only inform people of our need. We need laws in this direction and are working toward that."

**On social work education:**

"Social work students need to study management and organizing. By being interdisciplinary, you have more tools. Do not try to use theory to fix society. Stick with the reason you chose social work: to make a difference, to help others."

**On the 'Iron Rice Bowl':**

"Before the 1980s, most Chinese wanted government jobs that provided the Iron Rice Bowl of housing, health care, pensions, and children's education. Now, with capitalism, we have the Glass Rice Bowl, which pays 10 times as much but without the security. It's transition time. We need to help people to help themselves, not wait for the government to solve their problems."

## Richa Dhanju

**On social work education:**

"One of the most important aspects of social work that's missing from most training is politics. Social work professionals need to realize their potential as politicians and policymakers and changers. I am very inclined toward advocating, lobbying, and networking. I see a need for U.S. social work practitioners to use politics to be more connected."

**On cultural sensitivity:**

"Often there's a missing voice: the people's view. We assume we need to do an intervention with our outsider knowledge base and resources. As a result, social work often becomes insensitive to localized culture. We need to step back and study the people and issues as they exist before we plan interventions. Today there's a lot of arrogance and lots of hubris."

"When I went to tribal schools, I was ostracized, but the people were suspicious of all outsiders. They lived in hutments, felt



Richa Dhanju

Richa Dhanju, a Punjab native, took an MSW degree from Bombay University and, in May 2006, earned a second MSW from Washington University, where she came "to learn American policy." She has done governance fieldwork in the slums of Delhi, women's micro-financial development in Mumbai, India, and research on the Jarawa Tribe on the Andaman and Nicobar Islands of India. Her interest in social work was fueled by her childhood as the daughter of an Indian Army officer, attending tribal schools in remote villages on the Chinese and Pakistani borders. She hopes to begin work on a PhD in anthropology in fall 2006.



imposed upon by government policy, and wished they weren't part of India. Their issues were never considered in government policymaking. Those policies were trying to homogenize everyone, for whose benefit I do not know."

**On U.S.-based programs:**

"If U.S. policies don't work, I want to know, for they are being replicated in my part of the world. What does export well are research techniques, management skills, and the interrelatedness of issues."

**On sustainability:**

"In India we have diminishing social services due to corruption, red-tape-ism, and diminishing top-down dollars. So there's a need for microenterprise, to make people independent and self-sufficient, not dependent on welfare."

## Gautam Yadama

**On international social work:**

"To understand international social work, one must know the context for social work in underdeveloped countries. While high rates of economic growth have reduced the numbers of the poor in large parts of the world, many still lack access to basic social services. Extreme poverty in least developed countries is not only from a lack of income but also from lack of access to health and mental health services, education, financial services, clean water, and sanitation. Addressing critical social service needs is the first step in this assault on intractable poverty around the world. Charity is not where social work is. We're about understanding persistent conditions and antecedents, and how governments deliver services, and systematically applying what we know from research on why people remain chronically poor."

**On social work education:**

"We're preparing students to work effectively in complex and changing environments. This is not merely theoretical discussion of how global forces are affecting people, but rather how do we design better policy, make services work, build assertive and engaged communities

**T**he way you effect change is by enabling people to understand how they can assert themselves and the power that resides within them."

so that local governments deliver on public services. Key social development strategies of decentralizing social service provision to achieve greater participation by citizens, and greater collaboration between primary beneficiaries of services and local governments, are central to alleviating poverty in many countries across Latin America, Africa, and Asia.

"Effective social work in the developing countries is about crafting policy and program strategies that can penetrate these inequities in access to vital services — social, financial, and legal. To champion such social change, our students must acquire a deeper understanding of the lives of the poor, the limited choices they face, and strategies for unshackling their lives.

"A big challenge for our school, social work professionals, and researchers is to understand how this all comes about. It requires a certain risk taking and imagination, but most importantly interdisciplinary thinking."

#### **On good governance:**

"High rates of corruption burden the poor disproportionately — public health services, education, public distribution of food, and provision of water are all highly susceptible to corruption. Recent press coverage has highlighted how in some parts of India, nursing staff in hospitals demand anywhere from \$7 to \$12 from the poor in order for them to see their newborn. In India and other countries, social activists and social work professionals find themselves on the front lines of mobilizing communities against corruption and exercising laws and policies that are on the books.



Gautam N. Yadama is associate professor and director of international programs at the School of Social Work. Indian by birth, he grew up traveling widely, thanks to his father's work as a U.N. diplomat, which, he says, shaped his interest in international social work. His work in understanding how poor communities benefit from development programs is rooted in the concerns of social work. His field research and international collaborations have taken him to India, Bhutan, Nepal, Mongolia, Vietnam, post-Soviet Republics of Central Asia, and, most recently, China, where he is studying how critical social services are being produced by citizen and local government collaborations.

"Social activists and social work professionals are taking on the problems of the poor and advocating with central governments to do something — documenting cases, mobilizing people to file public-interest litigation, using right to information laws, and moving governments toward greater transparency and accountability.

"But we can't think of good governance only at the macro level. We have examples of how social workers can be catalysts in pushing municipal governments to be accountable and transparent, thus enabling the poor to see how being informed, active, and engaged results in better delivery of public services."

#### **On cultural sensitivity:**

"Many social development projects imported into developing countries seldom consider the perspectives of their very audience and their livelihood strategies. Some of these outside programs are great and with good intentions, but if there's no investment on the part of local communities, they remain short-lived. Effective social work demands strategies that are culturally relevant, politically viable, and economically sustainable.

"It is best to begin to build a culture where people can see how mobilizing their own resources can work for them. That should be part of social work education and training: that you're not going to go in and change everything. The way you effect change is by enabling people to understand how they can assert themselves and the power that resides within them."

#### **On poverty:**

"I'm not optimistic about an end to poverty in the next decade, for it exists on so many levels. But we can make a significant attack. To address poverty, we need to consider dimensions beyond income and resources, such as giving voice to the disenfranchised within their households, communities, and nations. Mobilizing communities to assert their needs and preferences with governments — from local to central — will be crucial. There is real hope when people are able to see and taste victory as a result of their own agency and effort." ❧

# A FORCE FOR Good

Alum leads growing national program aimed at helping preschoolers reach their potential

By Betsy Rogers | Photo by Geoff Story



A bulletin board of newspaper clippings, poems, sketches, and photographs help inspire Sue Stepleton and staff at PAT.

**I**MAGINE A NETWORK OF 10,000 TRAINED EDUCATORS who meet individually every month with families of preschoolers to maximize every child's readiness for school. Imagine the opportunity these educators have to foster literacy, learning, emotional health, sound nutrition, and an appreciation for human diversity. Imagine the promise for every child fortunate enough to participate.

Parents as Teachers (PAT) is this network, and Susan Stepleton, MSW '79, is president and CEO of its National Center in St. Louis.

With its increasingly global reach, PAT is uniquely positioned as a force for good. Its trained parent educators visit more than 270,000 families and a third of a million children in 3,000 local program sites in this country, Australia, New Zealand, Canada, the United Kingdom, China, and Germany. Mexico and Belize have nascent programs. It serves children in homeless shelters and leafy suburbs, military bases, and Native American communities.

### Commitment and Drive

**A**t the helm is a woman described by her colleagues as "high-energy," "brilliant," "passionate," and an "exemplary executive." Edward Zigler, the Sterling Professor Emeritus of Psychology at Yale, has worked with Stepleton since she took charge in 2002. "She has exactly the right leadership skills," says Zigler, one of the founders of Head Start. "She has great intelligence and is one of the fastest learners I have ever encountered."

Mary Rose Main is the retired national executive director of the Girl Scouts of America. Like Zigler, she serves on PAT's board of directors. She appreciates Stepleton's drive, energy, and enthusiasm. "And she brings that enthusiasm to others," Main adds. "She has a

passion for early childhood education." The depth of Sue Stepleton's commitment and her expansive vision are clear in her own words as well. "The intent of the Parents as Teachers program is universal access," she says. "The motivation is to level the playing field so that all kids start school with maximum readiness — good language development, good social and emotional development. The premise is that all parents can and want to do the best job they can with their children."

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"The motivation is to level the playing field so that all kids start school with maximum readiness — good language development, good social and emotional development."

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We're here to give them the information and support they need."

Stepleton joined PAT after 13 years with Edgewood Children's Center in Webster Groves, Missouri, which serves children with severe emotional, behavioral, and communications disorders. She acknowledges a "missionary zeal," both about working with the children at Edgewood and about PAT, whose proactive approach in helping children achieve their

greatest potential is "particularly gratifying" for her.

Parents as Teachers began in St. Louis in 1981. By 1984 its basic curriculum, Born to Learn, had proved so successful that the Missouri legislature, in what Stepleton calls "an amazingly forward-thinking step," mandated it in all the state's public schools.

PAT brings families and parent educators together in personal visits, at home or elsewhere, in which the educator gives the family tools to promote learning, to maximize the amazing power wired into every little brain. The program draws on the most current research about brain development and puts it into a curriculum that parents can understand and use. PAT trains its educators in adult learning, so they know how to engage parents and encourage them to challenge and stimulate their children.

Though the program is national, Stepleton says, "it is always locally implemented." So in Missouri, for instance, parent educators are likely to be public school employees. Elsewhere, they might work for Head Start or a nonprofit agency.

The National Center serves as the "backbone" for the program. The staff numbers 65 — trainers, curriculum writers, developmental psychologists, and others. "Our role is quality assurance, providing the training and keeping it current, writing and revising our curricula, conducting research, and public policy advocacy work," she explains.

### New Initiatives

**U**nder Stepleton's leadership, PAT has launched significant new initiatives. Consider homeless shelters: locally, PAT's parent educators working in shelters used the basic

Born to Learn curriculum. Nationally, PAT developed a fruitful partnership with the Toy Industry Foundation, which has an ongoing interest in shelters. A collaboration followed when the local educators explained the particular needs and constraints they encounter in shelters, and PAT responded with a program called *The Power of Play*. It provides for playgroups and other means of supporting parents in that setting. It encourages children, Stepleton says, "to learn to hope and dream." The Toy Industry Foundation brought its resources to bear, supplying funding and educational toys.

"She's terrific at bringing together other parties who want to do things for children," Main observes. "She has really helped us link with many other organizations and agencies in a collaborative way that then broadens the resources available to work with children."

In another initiative, PAT developed a literacy kit with the support of several corporate and foundation partners. Building on PAT's central focus on literacy, the kit is a new tool to help low-literacy parents in particular feel comfortable helping their children learn to read. It shows parents how to use simple, everyday

Most recently, the U.S. Department of Defense has asked PAT to tailor the Born to Learn program specifically to military families. "We're dealing with things like parents being deployed and long separations and constant moving," Stepleton notes. Military families, she observes, are often headed by very young parents living far from home on low pay, often without support systems. "These are families at serious risk," she asserts. The program is already in use on four Army bases.

### Success Sparks Growth

Though Parents as Teachers began spreading internationally about 15 years ago, to New Zealand, Australia, the United Kingdom, and Canada, Stepleton has led its expansion into non-English-speaking countries. "She has overseen moving the program to China and Germany," Zigler notes. PAT became available in China two years ago and in Germany last year, when public welfare officials in Nuremberg asked for help preparing its growing numbers of immigrant children for public school.

International expansion is exciting but challenging. "The very first conversation we have with anyone is

"The role of grandparents might be very different." So making the basic model culture-specific is essential.

"There's a step beyond that," she adds. "We have things to learn, whether it's from Native American parents or Chinese parents or Russian immigrant parents in Germany. We're all learning better ways from each other." The head of the New Zealand PAT program, for instance, is a Maori who has helped the organization appreciate indigenous cultures and honor ancestors more deeply. This contribution, Stepleton says, "has helped us make good connections with Native Americans. There are real commonalities that these families have with New Zealand families."

Stepleton has steered PAT's growth in other ways. In August 2005, it absorbed a Minneapolis program called MELD, which had similar goals but targeted teen parents and ethnic populations. MELD, struggling to continue its work, asked PAT to take over its programs. PAT agreed, and its program is spreading in Minnesota as a result.

### Advocate for Change

Advocacy is another important part of PAT's work. Currently, both houses of Congress are considering legislation to fund early childhood home visitation. Stepleton is optimistic about the Education Begins at Home Act because it has bipartisan support in both houses and many advocacy organizations are supporting it, ranging from the American Academy of Pediatrics to the Child Welfare League of America. Though various organizations involved in home visitation would participate, Stepleton says, "we believe strongly that Parents as Teachers will be a major backbone of this program."

PAT'S LITERACY KIT ENCOURAGED 40% OF PARENTS TO START READING TO THEIR CHILDREN



40%

experiences — reading labels in the grocery store, singing, talking in the car — to expand vocabulary and foster language competence. Follow-up studies showed that the kit encouraged 40 percent of participating parents to begin reading to their children.

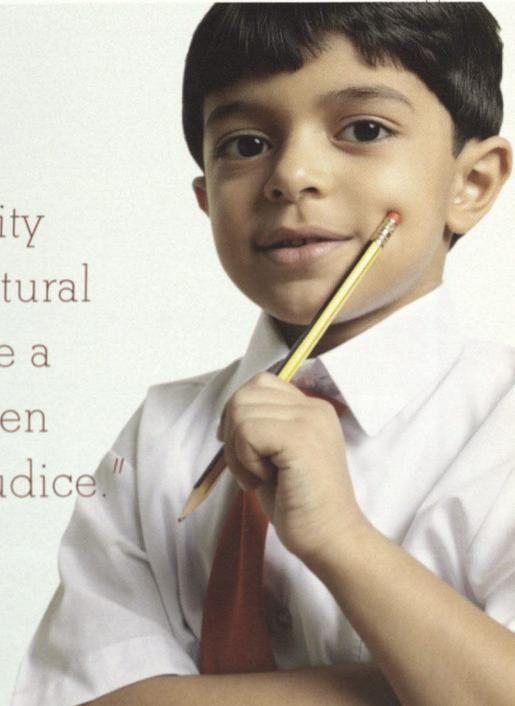
about cultural issues," Stepleton says. "There are many, many commonalities of child development and physical development," but there are also key differences. "In China, for instance, it is typical to toilet train children much earlier than we do," she observes.

U.S. Sen. Christopher ("Kit") Bond, R-Mo., the bill's sponsor, has worked closely with Stepleton in developing the legislation. He appreciates her skills, expertise, and commitment. "She is a passionate, energetic, and well-respected advocate on behalf of children and families," Bond says. "She brings a powerful voice and wealth of experience to the table when she says that reaching parents at or before a child is born is the best and most cost-effective way to promote positive parenting and positive outcomes for children and families."

Karabelle Pizzigati, a policy consultant on children and family issues in Washington, D.C., affirms Stepleton's major contributions in the policy arena. "She's very interested in policy issues and how policy can make a difference," Pizzigati says. "She has knowledge that is both broad, across systems and a range of issues, and deep — that is, she knows the practice."

Zigler agrees. "She has an ability to deal with both the inside and the outside worlds," he observes. "She's not only responsible for the functioning of a very large organization, but she's also the person who makes appearances before Congress, deals with policy makers at the state and federal level, and works with foundations."

The growth, the international expansion, and the exciting prospects for federal engagement all give Stepleton satisfaction as she considers her four years heading up Parents as Teachers National Center. She is also pleased with yet another accomplishment. "We have made a very intentional movement to become culturally competent," she says. "We have such an opportunity not just to explain cultural differences but to take a role in helping children develop without prejudice."



"We have an opportunity not just to explain cultural differences but to take a role in helping children develop without prejudice."

A strong emphasis on the richness of diverse cultures permeates Born to Learn's latest edition. She believes PAT is uniquely positioned to combat bias. "It is really a stewardship responsibility in my own mind — and a dynamite opportunity," she adds.

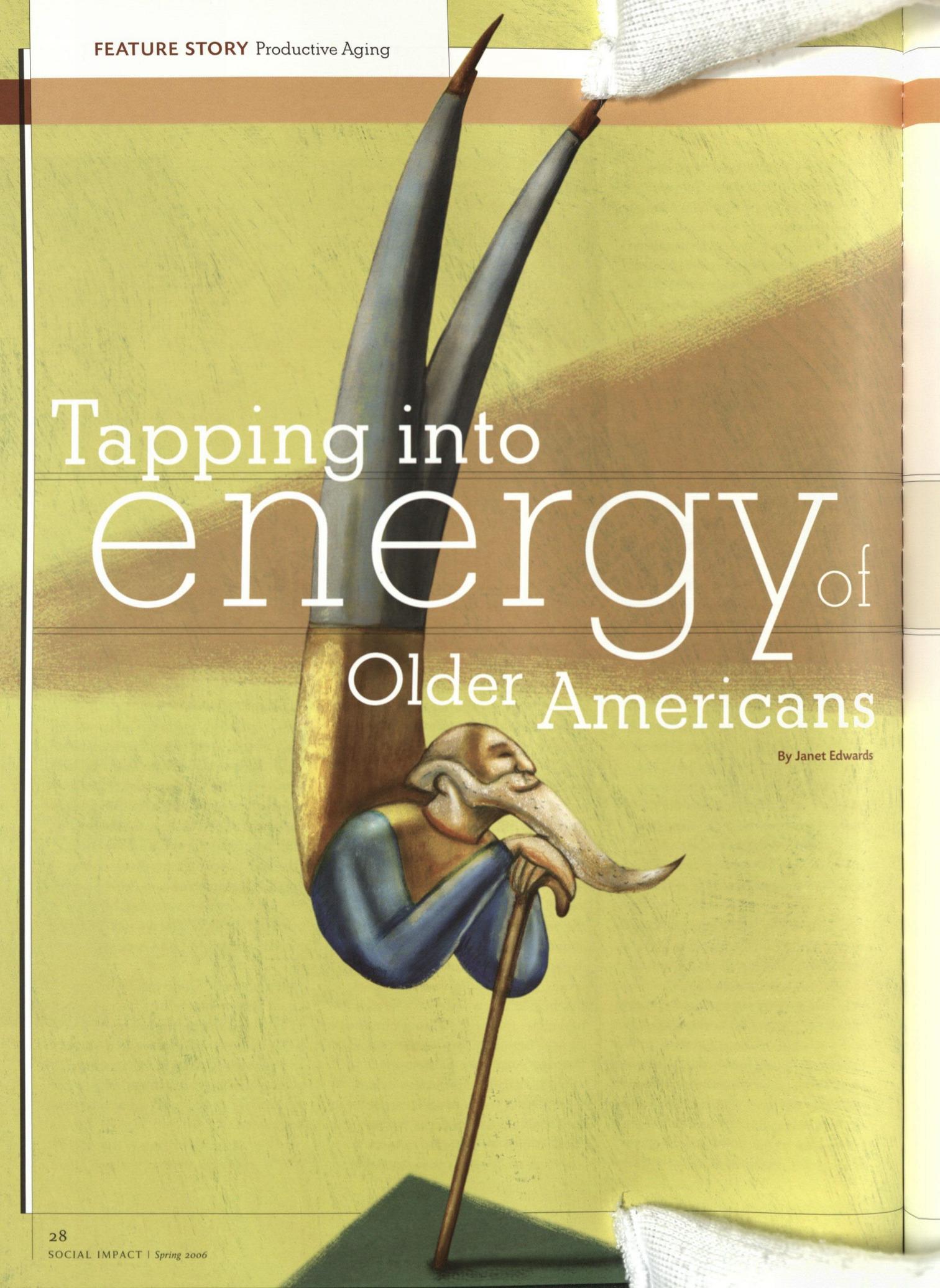
Stepleton holds four graduate degrees. In addition to her MSW, she earned a master's in German studies from Washington University, an MBA from the University of Missouri-St. Louis, and a PhD in public policy analysis from Saint Louis University. Her MSW, she says, gave her essential content about working with individuals, group dynamics, and approaches to social issues. "That theoretical framework has helped me, whether it's been with personnel issues or figuring out how to organize to impact public policy." Perhaps even more importantly, though, "it helped provide a value base for the way I go about work and think about the impact of my work, which by definition affects children and families. A social work

degree helps one remember that you can't make decisions without thinking about the ethics of your actions."

#### **A Bright Future**

Stepleton's vision of the future is bright with promise. Five years from now, she says, "we will have passed Education Begins at Home. Our work will have quadrupled in size and scope. We'll be serving millions of children, bringing them all the things that we know from our research we can do to help them and their parents. We will continue to stay on the cutting edge of research. And we will have more presence in Latin America."

Zigler agrees. "There will be a lot of challenges in the future," he concedes. "That's just the nature of the business we're in. But I will predict that Parents as Teachers is going to blossom and grow under her leadership." ❧



# Tapping into energy of Older Americans

By Janet Edwards

**I**N FLORIDA, retired health-care professionals volunteer two days a week in a free clinic to serve underinsured patients. Once a year, older adults with recreational vehicles organize to help Habitat for

“demands” is not too strong a word — ongoing productive roles in mainstream society.

Religious institutions, hospitals, schools, businesses, civic organizations, social services, and government agencies are only just waking up to this army of sure-footed and capable older adults anxious to make a difference. Program directors across the country are looking to capitalize on this windfall and provide win-win experiences for both older adults and the

change current opportunities so they are attractive to older adults and baby boomers?” Morrow-Howell says.

#### **Benefits**

The deployment of baby boomers into service work could have a positive effect

Healthier, wealthier, and better educated, this new generation of older adults seeks — perhaps “demands” — ongoing productive roles in mainstream society.

Humanity volunteers construct homes. Throughout the country, elder reading mentors meet weekly with school children to improve student literacy.

#### **Welcome to the new era of “Productive Aging.”**

As the first wave of baby boomers turns 60 this year, the typical retirement scenario of softening 60-somethings retreating into a vacation-like vacuum is passé. Healthier, wealthier, and better educated, this new generation of older adults seeks — perhaps

“The whole productive aging argument is that we’re picking up 20 to 30 years after we leave our careers, and people want to stay engaged. The way we stay engaged might take on a different form or shape, but we want to stay involved in activities our society views as productive,” says Nancy Morrow-Howell, the Ralph and Muriel Pumphrey Professor of Social Work and nationally recognized expert in gerontology.

#### **Key word: Service**

Productive engagement involves working, volunteering, or care-giving she says, all of which point to one important word — service.

agencies they choose to serve. How can institutions effectively entice this fresh face of aging?

**W**ith a grant from MetLife Foundation, Morrow-Howell is hoping to provide some clues. Her nationwide study seeks to identify crucial elements that define successful elder service opportunities. “Many organizations recognize that older adults don’t want to do the same thing they’ve been doing, they want to achieve a balance between leisure and being meaningfully involved. The big question is, how can we

on the economy, she says, pointing out that along with filling a need for caregivers and workers, we can ease the strain on Social Security by keeping people on the payroll longer, improve our efforts to retrain, and address mobility problems through new technologies.

Equally important, older adult volunteers often report both physical and mental improvements as a result of being involved.

“There are multiple levels of benefits for everyone concerned, that’s the main attraction,” Morrow-Howell says. “With that in mind, we want to understand how to



Photo by Geoff Story

Amy Luman and Nancy Morrow-Howell

The alternate perspective gained by students working on this project, she says, enables them to more accurately visualize a picture of later life and helps to destroy harmful stereotypes about aging. In addition, the student assistants contribute to meaningful discussions on elder program innovations, innovations which may very well impact their own aging experience, Morrow-Howell says.

At age 26, Jaime Goldberg is concentrating her graduate studies in gerontology.

Here are people who have expertise and talent, a lot of training, and time on their hands. And once they commit to something, they are really committed — usually for five to 10 years, every week. These older adults are not transitional in any way.”

Graduate student Amy Luman has previous experience working in a guardianship program for older adults. Many of the clients suffered from late-stage Alzheimer’s disease and were more likely to be 80 years old than 60, she says.

should encourage volunteerism in younger years to establish the pattern and continue to offer meaningful opportunities to serve the community throughout the life course,” Morrow-Howell says.

As a delegate to the 2005 White House Conference on Aging, Morrow-Howell suggested that, along with providing a wider array of choices for service work, agencies need to increase access to programs, offer skill development, especially computer training, and

“We should encourage volunteerism in younger years to establish the pattern and continue to offer meaningful opportunities to serve the community throughout the life course.”

build the capacity to engage older adults, and how to help society give older people more opportunity to make significant contributions.”

**Graduate students help**

Graduate students assist Morrow-Howell in gathering the study data. “For most students, the topic of gerontology has been about the hard part — the ‘Three D’s’ of depression, dementia, and disability,” Morrow-Howell says. “That knowledge is important but ignores the fact that 80 percent of older adults don’t fit those bills.”

Goldberg’s initial charge was to interview program directors and older adult volunteers. She is now summarizing the findings and preparing a report to send to the program directors who contributed data.

At the same time, Goldberg continues her longtime volunteerism in a hospice program, earning practicum credit for her work.

“This research is a good balance for me between end-of-life care and very productive, very engaged older adults in the community,” Goldberg says. “This is such an untapped resource in America.

“The other side of aging is of interest to me because we look at 65-year-olds who are retiring and don’t want to,” Luman says. Luman interviewed older adult volunteers and is helping to write the report that will be distributed to the 50 programs contacted for the MetLife Project.

“The description gives them an opportunity to compare their programs, such as what incentives are offered, or how much training other programs provide to older adults,” Luman said.

Morrow-Howell hopes current research bears prodigious fruits. “We

identify relevant incentives for older adults (why not expand tax breaks for care-giving, or the ability to transfer educational incentives designed for younger volunteers to grandchildren?).

The good news is that the concept of productive aging is gaining a foothold in the American psyche.

“It’s on everybody’s radar screen. It’s certainly something that is very popular now because the changing demography is finally sinking in,” Morrow-Howell says. ☒

# Partnerships

## School of Social Work, Eden Seminary to Offer Dual Degrees

**G**RADUATE STUDENTS WITH AN INTEREST in social work and ministry leadership now have two dual-degree options through the School of Social Work and Eden Theological Seminary. In addition to a Master of Social Work (MSW) students can pursue a Master of Divinity (MDiv) or a Master of Arts in Pastoral Studies (MAPS).

"We have very strong relationships and collaboration among faculty of the Eden Seminary and the School of Social Work," said Dean Edward F. Lawlor. "An important signal of the value of this joint degree is the number of students who have independently sought out courses and degree programs at both schools."



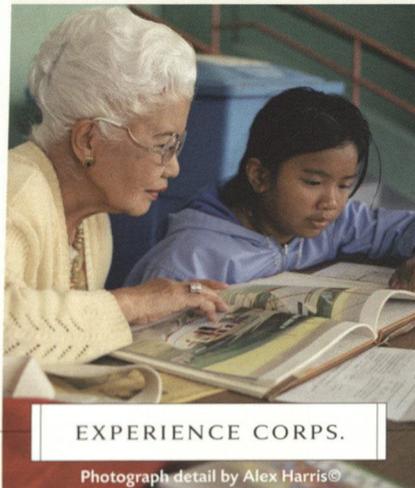
The Rev. Cynthia Bumb, a recipient of the School of Social Work's Distinguished Alumni Award and a graduate of Eden Seminary, said the dual-degree program provides the opportunity for the students and schools to make valuable connections. "From counseling to program planning, my social work skills have helped enormously in my work as a minister," said Bumb, pastor of Pilgrim Congregational United Church of Christ.

Current social work doctoral student and Eden graduate Kirk A. Foster came to the MSW program because he was asked to develop community outreach programs for his United Church of Christ congregation. He knew the master's degree would give him the necessary skills. "For centuries, the church has been involved in delivering much-needed social services not only to its members, but also to the wider community," Foster said. "Social work has its roots in religious movements, and the new partnership between the School of Social Work and Eden Seminary honors that historic tie. These graduates will be uniquely positioned to speak the language of and understand the inherent challenges in a diverse and fluid social service delivery milieu."

Graduates of the MSW/MDiv program will be prepared to engage in leadership and program development in religious-based social services, oversee service delivery in religious settings, and serve as advocates for social justice. "These dual-degree options formalize a relationship that has existed for some time," said the Rev. David M. Greenhaw, president of Eden Seminary. "Both of our schools share a common belief that the world isn't as it should be and a commitment to creating positive change." ☒

CONNECT: For more information visit [www.eden.edu](http://www.eden.edu)

## The Atlantic Philanthropies Funds Experience Corps Evaluation



EXPERIENCE CORPS.

Photograph detail by Alex Harris©

**W**ITH \$2 MILLION in funding from the Atlantic Philanthropies, the School of Social Work will conduct the first large and long-term evaluation of the multiple effects of the Experience Corps. The Experience Corps, which operates in 14 cities and has more than 1,800 volunteers, is a national service program that brings older adults into public elementary schools to tutor children and improve their academic abilities.

Previous assessments of the program suggest benefits to children, older adults, schools, and communities. Under the leadership of Professor Nancy Morrow-Howell, a team of researchers will evaluate programs in four cities to understand the larger impact of the program.

Launched in 1995, Experience Corps is a program of Civic Ventures. Today, it is part of the AmeriCorps network of national service programs. ☒

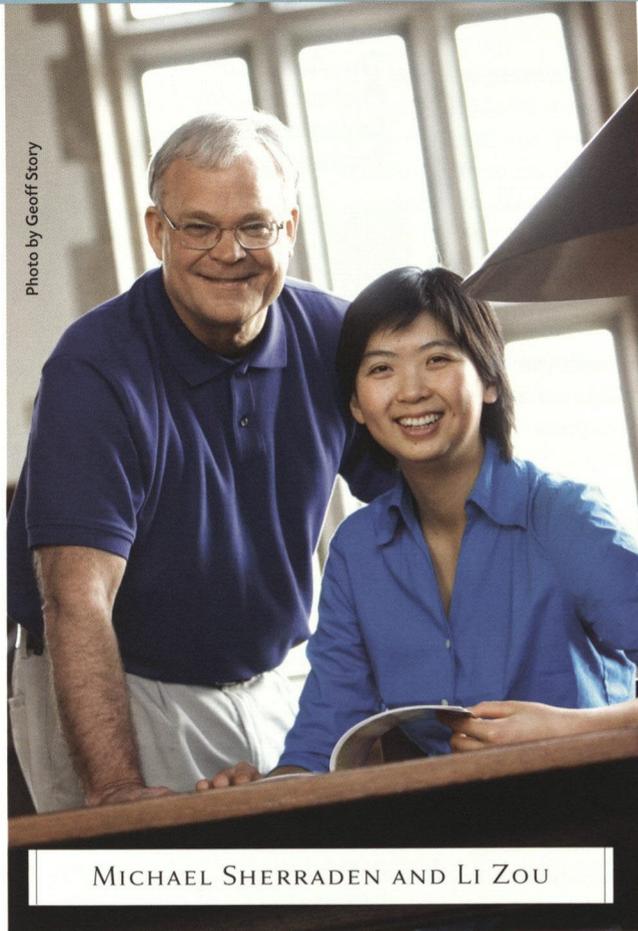


Photo by Geoff Story

MICHAEL SHERRADEN AND LI ZOU

## Research

### Michael Sherraden Promotes Asset-Building in China

By Brenda Murphy-Niederkorn

**M**ICHAEL SHERRADEN IS MODEST about the impact his work has had in changing U.S. policy-makers' response to poverty and even more so about its global impact, including the major interest it currently is receiving by both social scientists and politicians in China.

Before the 1991 publication of his book, *Assets and the Poor*, the idea that the poor should be encouraged to save — and rewarded for doing so — seemed unlikely to many.

"Traditionally, social policy in the West has provided income support through a check and food stamps," says Sherraden, the Benjamin E. Youngdahl Professor of Social

Development and director of the School's Center for Social Development (CSD). "Policy helped people to get by — but not to do better. To do better, families have to accumulate resources for education and home ownership."

**S**herraden's self-described "simple" idea was resisted by many Washington politicians who did not believe that the poor could accumulate savings without scrimping on food or housing, he says. "But we had research results showing that poor people can save and purchase homes," says Sherraden.

Today, the terms "asset building" or "asset-based policy" are commonplace in this country. Sherraden's idea for Individual Development Accounts (IDAs) — in which savings of the poor are matched by private and/or public funds — is in the demonstration phase in 35-plus states. He has also consulted with the government in the United Kingdom to create the recently enacted Child Trust Fund Act in which every child is given a savings account at birth. And, if passed, the America Saving for Personal Investment, Retirement, and Education (ASPIRE) Act would provide a similar savings account for American newborns.

While these projects are truly significant, China — with a population of 1.3 billion — offers an enormous opportunity to achieve social change through asset-based policy. Sherraden and Li Zou, CSD project associate, have introduced the concept of asset building as a possible response to China's challenges of economic development in rural areas and care for its rapidly aging population.

"Social problems have been created by the new openness with the Western world," says Zou, MSW '04. "There's been uneven economic development. While urban areas have grown rapidly, rural areas are still behind. The government is looking for effective ways for rural people to get out of poverty. They're looking for new ideas."

CSD's involvement in China began in September 2004 when it co-sponsored the "Asset Building and Social Development" conference at Shandong University in Jinan, Shandong Province. In January 2005, Sherraden was keynote speaker at two conferences in Beijing on asset-based policy, one sponsored by Tsinghua University and the other by the Chinese Academy of Social Sciences. In September 2005, Sherraden participated in China's government-sponsored 21st Century Forum as an international expert. He has been invited to attend the International Forum on Social Policy in July 2006.

# Partnerships

Chinese media have followed these conferences closely, and several publications from the January 2005 conference have appeared in Chinese journals. The book *Assets and the Poor* was published in Chinese this past summer.

*"Policy helped people to get by — but not to do better. To do better, families have to accumulate resources for education and home ownership."*

Sherraden and Zou visited an asset-building pilot study under way in the rural Xin Jiang region of western China in September 2005. Residents are allowed to borrow from a rural retirement savings program to increase their assets and livelihood. While no formal research results are yet available, Sherraden says this project "looks successful, though we have to learn more about it."

Both Sherraden and Zou are pleased with the positive response that asset building has received in China but are careful to present and test these ideas within the context of Chinese society.

"We talk about these ideas adapted to the Chinese context and whether or not they will work in Chinese cultural and political conditions," says Sherraden. "It's hard to predict the future. The Chinese government will have to make a decision about charting social policy. Asset building may play a major role. While I doubt that China will adopt the exact policies that are successful in the West, they do have a keen interest in these ideas." ☞

## New Partnership with Teach For America Offers Incentives

TEACH FOR AMERICA (TFA) is partnering with the School of Social Work to offer its corps members and alumni added incentives when applying to the Master of Social Work program.

"Teach For America and the School of Social Work share a common passion for pioneering social change, particularly in community, school, and social service settings," says Edward F. Lawlor, dean.

Janice Wells-White, assistant director of admissions, notes that it is the School's goal to recruit strong analytical leaders committed to making a difference. "We are confident that Teach For America corps members and alumni possess the characteristics we seek, and our new admissions incentives reflect our commitment to attract Teach For America's best and brightest," she says.

"In order to achieve educational excellence and equity, we need leaders in every profession working to address socioeconomic disparities that contribute to the academic achievement gap in our country," says Eric Scroggins, executive director of Teach For America-St. Louis.



"Through our partnership with the George Warren Brown School of Social Work, Teach For America alumni can build upon the insight and experience they gained in the classroom to tackle those underlying conditions and expand opportunities for low-income communities," he says. ☞

The School of Social Work offers the following admissions benefits package to TFA corps members and alumni:

1

A two-year deferral for students who are admitted to the MSW program and choose to join TFA

2

No application fee

3

A \$35,000 Dean's scholarship award for two TFA alumni annually

4

One-for-one tuition award match for members and alumni granted TFA educational award funds. For example, TFA awards \$9,450 in educational awards and the School of Social Work matches with a \$9,450 tuition award, giving the TFA corps member or alumnus a total of \$18,900 in tuition funds.

5

Corps members and alumni may be considered for other School scholarship awards available to admitted students.



**Enola Proctor**

**Enola Proctor**, associate dean for research and the Frank J. Bruno Professor of Social Work Research, has been serving on the strategic planning expert panel of the National Institutes of Health's Office of Behavioral and Social Sciences Research (OBSSR). The panel is helping OBSSR identify the core areas of basic and applied behavioral and social sciences research that hold extraordinary opportunities to reduce the burden of illness and disability.

She also recently traveled to Germany to present "From Knowledge Production to Implementation: Challenges and Research Imperatives" at What Works – Modernising the Knowledge Base of Social Work, an international conference on evidence-based practice hosted by the University of Bielefeld.

**Luis Zayas**, the Shanti K. Khinduka Distinguished Professor of Social Work, participated in a grantees' conference for



**Luis Zayas**

child welfare projects funded by the U.S. Department of Health and Human Services' Children's Bureau of the Administration for Children, Youth, and Families. He is among a group of researchers from across the country evaluating adoption services for youth in "open adoptions" that can improve permanency planning.

Assistant Professor **Michelle Putnam** and colleagues are researching ways to cure chronic poverty among disabled Americans. According to



**Michelle Putnam**

Putnam, the straightforward solution is to build savings, but many programs and policies often preclude the accumulation of assets which is a key to exiting poverty. Putnam's paper, "Building Financial Bridges to Economic Development and Community Integration: Recommendations for a Research Agenda on Asset Development for People with Disabilities" recently appeared in the *Journal of Social Work in Disability and Rehabilitation*.

**Nancy Morrow-Howell**, the Ralph and Muriel Pumphrey Professor of Social Work, participated in the 2005 White



**Nancy Morrow-Howell**

House Conference on Aging held in December. She was part of a team of delegates from around the country sharing and developing recommendations to be sent to the president and Congress on pressing aging issues of today and tomorrow. A final report from the conference will be presented in June.

**Carolyn Lesorogol**, assistant professor, recently returned from six months of field research in Kenya. Funded by a National Science Foundation grant, Lesorogol is studying the emergence of new social institutions among a community of livestock herders—specifically how new norms of land inheritance gain acceptance in the community following the privatization of formerly communal land. She is also examining the impact of female formal education on their household relations and relative bargaining power. Read more about her work in her article titled, "Privatizing



**Carolyn Lesorogol**

Pastoral Lands: Economic and Normative Outcomes in Kenya," which appears in the November 2005 issue of *World Development*.

Assistant Professor **Stephanie Boddie** recently published two papers addressing the issue of spirituality in social work. "Congregations as a Potential Resource for Productive Aging" was presented at the Oxford Round Table on Successful Aging at St. Anne's College in the University of Oxford. She also co-authored a paper titled "Religious



**Stephanie Boddie**

Congregations as Social Service Providers for Older Adults." The paper was published in the *Journal of Gerontological Social Work* and in Harry R. Moody (Ed.) *Religion, Spirituality, and Aging: A Social Work Perspective*.

Nalmefene, an opioid antagonist used to treat alcohol dependence, shows promise as a treatment for pathological gambling, according to a study conducted by Associate Professor **Renee Cunningham-Williams** and colleagues. Study participants who received nalmefene showed a statistically significant reduction in the severity of pathological



**Renee Cunningham-Williams**

gambling. Findings from the study were published in the February 2006 issue of the *American Journal of Psychiatry*.

**Amanda Moore McBride**, assistant professor, has been sharing her research on civic service and service learning. She has given presentations at the Association for Research on Nonprofit Organizations and Voluntary Action (Washington D.C.), the Annual International Conference of Advances in Service-Learning Research (Lansing, MI), The Corporation for National and Community Services Annual Conference (Washington, D.C.), the International Society for Third Sector Research (Lima, Peru), and the University Consortium for International Social Development (Brazil).

**More Faculty Research**



**Amanda Moore McBride**

# Faculty News



Faculty | Welcoming New Faculty Fellows

**T**HREE NEW FACULTY FELLOWS (ABOVE) joined the School as part of the Open Society Institute's Network Scholarship Program. Ulziitungalag Khuagin has been the head of the social work department at the State University of Education in Ulaanbaatar, Mongolia, since 1999. Tolegenovna Kozhamkulova is an associate professor of sociology at Al-Farabi Kazakh National University in Kazakhstan. Tamar Makharadze is a professor of social psychology at Tbilisi State University in Georgia.

THE SCHOOL'S MARTHA N. OZAWA CENTER for Social Policy Studies welcomes its first international visiting fellow, Sun-Hee Baek, PhD. Dr. Baek joins the Center for one year to pursue empirical research related to child well-being, child care, and feminization of poverty. She is an associate professor of social welfare at the Seoul Theological University. ☞

## Faculty | Senior Scholar Appointment to John Landsverk, PhD

**J**OHN LANDSVERK, PHD, was recently appointed senior scholar at the School of Social Work. "We are extremely excited about bringing John Landsverk's scientific leadership, collaboration, and good counsel to the School of Social Work," said Dean Edward F. Lawlor. "He has already had an enormous positive influence on the trajectory of mental health services research at the School. Now we see even greater opportunities to enhance our work, the development of child welfare training and research, and the application of evidence to practice."

As a senior scholar, Landsverk will bring additional leadership to the School's nationally recognized program of research in mental health services and child welfare; mentor faculty on proposal development; collaborate with social work investigators on proposals and articles; and work with senior administration on the scientific and institutional development of the School. Landsverk will continue his role as director of the Child & Adolescent Services Research Center at Children's Hospital of San Diego.

Landsverk is a member of the MacArthur Foundation Youth Mental Health Network and a member of the Technical Advisory Committee for the Institute for the Advancement of Social Work Research. He has served in numerous leadership and review roles at the National Institutes of Mental Health, including chair of the Services Research Review Committee. ☞



Mark Rank

Professor **Mark Rank** and Associate Professor **Gautam Yadama** co-authored "Poverty and Family Policy in a Global Context." The chapter appears in the recently released book titled *Families Global and Multicultural Perspective*.



Gautam Yadama

Children in foster care in Missouri receive many mental health services, but little is known about the quality of these services. New research conducted by Associate Professor **Curtis McMillen** aims to answer this question. The qualitative study looks at how social service and mental health professionals intersect and interact to provide services and what barriers to more effective collaboration exist. ☞



Curtis McMillen

# Grants

## Ford Foundation Grant Helps the Center for Social Development Invest in the Poor

FACULTY, STUDENTS, AND STAFF of the Center for Social Development (CSD) are dedicated to addressing the root causes of poverty and finding solutions. To this end, CSD has found a partner in the Ford Foundation, a philanthropic organization whose goals include asset building to create better societies.

Over the years, the Ford Foundation has generously supported CSD, most recently being a \$2.5 million grant. The grant, which requires Washington University to match on a one-to-one basis, supports the creation of a permanent endowment for CSD.

"The Ford Foundation has been very generous to many of the University's programs and projects. This recent gift will enable the Center for Social Development to support groundbreaking work that will improve lives and lift communities. It is a gift that keeps giving many times over, and for that we are very grateful," said Chancellor Mark S. Wrighton.

The central theory of asset building is to invest in people to increase participation in the economy and involvement in society. The central idea — giving people individual development accounts (IDAs) to invest in life goals such as homes, education, and businesses — is an asset building concept that is gaining wide support because it increases participation in the economy, strengthens communities, encourages citizenship and harmony, and creates more responsive and effective human service and community development organizations.

"We are giving people the tools they need to increase saving and investment, not just giving them income for consumption," said Michael Sherraden, the Benjamin E. Youngdahl Professor of Social Development and director of the CSD. He noted that the CSD is close to concluding a national research project spanning eight years and 13 sites throughout the country. Another large study now under way is testing savings accounts for children.

CSD has also participated in drafting legislation at both the state and federal levels; more than 35 states currently have some type of IDA policy. Internationally, the concept is spreading as well.

"The Ford Foundation grant gives us the resources to capitalize on our successes and keep up the momentum," Sherraden said. "We are extremely grateful for their interest in CSD and support of our research." ❧

CONNECT: To learn more, visit [www.gwbweb.wustl.edu/csd](http://www.gwbweb.wustl.edu/csd)

# Events

From mental health to child welfare and from civil liberties to consumer-directed care, topics for lectures this year represented a range of issues. Below is a selection of speakers who recently visited with students, faculty, staff, and graduates of the School.

## November

### Reverend David M. Greenhaw

PRESIDENT  
Eden Theological Seminary  
*"Daring to Change the World"*

### Michael Hogan

DIRECTOR  
Ohio Department of Mental Health  
*"Transforming Mental Health: Why Needed? How Are We Doing?"*

### Margaret Rosario

ASSOCIATE PROFESSOR OF PSYCHOLOGY  
City University of New York  
*"Risk Behaviors of Gay, Lesbian, and Bisexual Youths"*

## January

### Geoffrey Stone

HARRY KALVEN JR.  
DISTINGUISHED SERVICE PROFESSOR OF LAW  
University of Chicago  
*"Civil Liberties in Wartime"*

## February

### Richard Barth

FRANK A. DANIELS  
PROFESSOR FOR HUMAN SERVICES POLICY  
School of Social Work, University of North Carolina at Chapel Hill  
*"Child Welfare Reform and Evidence-Based Child Welfare Services: What Is Their Relationship?"*

### Charles Glisson

DIRECTOR  
Children's Mental Health Services Research Center, University of Tennessee College of Social Work  
*"Understanding and Changing Organizational Culture and Climate in Social Service and Mental Health Systems"*

## March

### Christine Cassel

DEAN  
Oregon Health and Science University School of Medicine  
VICE PRESIDENT  
Medical Affairs  
Oregon Health and Science University  
*"Can We Handle the Aging Population?"*

**CONNECT:**

Visit [gwb.wustl.edu](http://gwb.wustl.edu) for a list of upcoming speakers and events.

**March cont.**

**Lesley Koplow**

DIRECTOR

Center for Creating Emotionally Responsive Practice, Bank Street College  
*"Treating Schools to Treat Children"*

**Kevin Mahoney**

ASSOCIATE PROFESSOR OF SOCIAL WORK  
Boston College  
*"Consumer-Directed Care"*

**Marian Wright Edelman**

FOUNDER AND PRESIDENT

Children's Defense Fund  
*"Stand Up for Children Now"*

**Karen Lincoln**

ASSISTANT PROFESSOR  
University of Washington School of Social Work  
*"Racial Differences in Social Relations and Depression"*

*"One of the most effective strategies for change is to shape someone's imagination... If you cannot imagine things other than they are, you are numb to the current state and less likely to be moved to act... Restlessness is a key to changing the world."*

**Rev. David M. Greenhaw**, PRESIDENT, Eden Theological Seminary on creating effective change.

**April**

**Duane Champagne**

PROFESSOR OF SOCIOLOGY AND FACULTY ADVISORY COMMITTEE MEMBER

The Native Nations Law and Policy Center, University of California at Los Angeles

*"Community, Justice, Power, and Indigenous States"*

**Edward R. Smith**

REHABILITATION PROGRAM SPECIALIST  
U. S. Department of Education

*"National Childcare/ Child Welfare Issues and Perspectives"*



Conference | Child Welfare Research in Missouri

# Conferences

## Center for Mental Health Services Research Hosts Child Welfare Conference

**C**HILD WELFARE RESEARCHERS from around Missouri and representatives from the State of Missouri's Children's Division gathered for the first time, on December 1, to discuss the state of child welfare research in Missouri. Organized and hosted by the School's Center for Mental Health Services Research and the Children's Division, the conference will serve as a regular venue for sharing key learnings from ongoing child welfare research initiatives.

Mark Testa, associate professor of social work and director of the Children and Family Research Center at the University of Illinois at Urbana-Champaign, gave the keynote address.

"Interest in child welfare issues is at an all time high," said Curtis McMillen, associate professor. "We felt it was critical to create an ongoing dialogue among child welfare researchers and the Children's Division to ensure that we understand each other's information needs and can help the division capitalize on the relevant research conducted around the region."

Other organizations participating in the conference included Missouri State University; Saint Louis University; University of Kansas; University of Missouri - Columbia, Kansas City, St. Louis; Missouri Department of Mental Health; and the Missouri Institute of Mental Health. ☒



**JOBS ONLINE**

Whether seeking employment or looking to hire, students, graduates, and employers have access to Social Work and Social Services Jobs Online, a web-based resource designed to connect people to careers. Visit <http://gwbweb.wustl.edu/jobs> to learn more.

# Career Services

## Preparing Our Graduates

By Carol Doelling

**T**HIS IS AN EXCITING and challenging time to be preparing social work graduates to enter the job market. Our students are passionate about making an impact at both the micro and macro level and, as a result, seek a wide range of professional opportunities. The paths to their success vary, and Career Services is developing new plans and programs to help meet these needs.

From a planning perspective, we look to capitalize on several emerging opportunities. For example, in this issue of *Social Impact*, you have read about disaster mitigation and preparedness. Currently, we are exploring new opportunities within the emergency management field to ensure that social work plays a key role in disaster preparation efforts.

With the aging population and the increase in chronic disease, specifically diabetes, we also are evaluating ways in which our graduates can play leadership roles in the development and implementation of chronic disease management programs.

Finally, as the federal government continues to step up its recruiting efforts, programs like the Presidential Management Fellows will remain a priority for us.

We are also doing more to help our students develop the skills needed to land their desired post-graduate position. Preparation for the job search will begin at the moment a new



graduate student arrives at our School. As a result, we are evaluating ways to align career services activities with each student's curriculum planning. We also have expanded our program to include five professional development days, which provide a range of networking and skill-building activities, including interviewing preparation and résumé writing. These events feature panels of experts from institutions such as the Nationalities Service Center in Philadelphia and The Burke Center in Lufkin, Texas. Students listen and participate, while experts discuss their work and their needs. This year, students had opportunities to interact with contacts at 160 organizations and fellowship programs.

Internships and practica often result in permanent positions for our graduates. For example, Deborah Backus, MSW '05, had interned with the United Nations Commission on Human Rights in Thailand, and now holds a position with the Commission in Cambodia. In addition, Laura Gauer, MSW '05, completed an internship with the Office of Refugee Resettlement, Administration for Children and Families, U.S. Department of Health and Human Services, and now she is Functional Analyst/Grants Manager there. We aim to work closely with field education to leverage this growing network for the benefit of our graduating students.

Just as students seek greater opportunities, potential employers also want to connect with top talent. One of the most effective tools we offer to both employers and students is our Web site, which we launched in 1996. Today, it is one of the most popular Web sites connecting potential employers with our students. Last year, employers submitted nearly 1,000 jobs for posting. The site offers not only a place for employers to post jobs and jobseekers to find jobs but also a link to more information about our graduates.

Alumni have been wonderful about sending us career options and advising students. I thank you for your support. Your input and involvement will continue to be important as we look ahead at the role of career services. There are many ways in which you can participate including referring employers to us, providing résumé critiques, and serving as mentors to students seeking jobs. I also welcome your ideas on how we can continue to expand our career services offerings to meet the needs of current and future graduate students. Feel free to share your thoughts with me by e-mail at [doelling@wustl.edu](mailto:doelling@wustl.edu). I look forward to hearing from you.

---

Carol Doelling, director of career services, recently released the second edition of her book *Social Work Career Development: A Handbook for Job Hunting and Career Planning*.

# Alumni Updates

From Missouri to California and from Texas to Uzbekistan, School of Social Work alumni are making an impact around the globe.

## 1970

After her official retirement in 2004, **Anne R. Huebner (Nitsche)** writes that she continues to work at the Center for Senior Renewal at Alton Memorial Hospital in Alton, Illinois.

## 1974

**Mary Ellen Howald** recently retired from 20 years of private practice. Now residing in Hot Springs, Arkansas, her retirement includes writing, supervision, and training.

## 1985

**Julie Elizabeth Lane (Braddock)** writes that she has her own private practice, Puzzle Over Me, LLC. She provides individual, family, couples, and group therapy with an emphasis on children and families. She welcomed son Jackson Gabriel in January 2005.

## 1989

**Catherine Woodstock Striley, PhD,** reports that she received a conference grant from the Office of Research Integrity of the Department of Health and Human Services. She will host a conference titled "Mentoring and Supervision for the Responsible Conduct of Research" this July at Washington University School of Medicine.

## 1990

**Kenneth Placke** is currently a program director for the Burke Center. The Center provides mental health and mental retardation services for a 12-county area of east Texas.

## 1996

After working as a licensed clinical social worker in Boston for nearly a decade, **Anne Bowie** writes that she has recently moved to a law firm where she is engaged in legal aid, charitable giving, and youth programming. Anne would love to hear from other alumni who are working in corporate settings. She can be reached at [merrick88@hotmail.com](mailto:merrick88@hotmail.com).

**Aimee Israel** has been working as a school social worker for the past five years. She is looking to spend next year in Mexico or Central America doing development work. She seeks ideas about how to connect with non-governmental organizations doing quality work in these countries. Aimee can be reached at [ais62373@aol.com](mailto:ais62373@aol.com).

**Brinda Narayan-Wold** has been working as the project director of Media United Against Drugs. Media United is a public-private partnership between Lane County Oregon's health and human services, Lane County Education Service District, and all major television and radio stations. The partnership provides residents with tips and tools to help prevent and treat alcohol, tobacco, and other substance abuse.

## 1997

**Mark Edwards** lives in Pittsburgh, Pennsylvania, and is the director of administration and development for the Allegheny Bar Foundation, the philanthropic and educational arm of the Allegheny Bar Association.

**Angel Yuen** married Sam Wong in 1992. The two have settled in San Francisco, where Angel works as a supervisor for a nonprofit organization that provides social services for seniors.

## 1998

**Margaret Newsham Beckley, PhD,** assistant professor in the School of Allied Medical Professions at the Ohio State University, was recently awarded a training grant from the U.S. Department of Health and Human Services to develop the ability of social work, occupational therapy, physical therapy, and optometry students to work collaboratively to address the needs of elderly clients with low vision.

**Tawnya Brown** writes that she continues her work in the HIV/AIDS community in St. Louis. She is currently the client services/evaluation manager for Project ARK (AIDS/HIV Resources and Knowledge). Project ARK serves children, youth, women, and families infected and affected by HIV/AIDS.

**Peg Schwartz** recently expanded her child and family therapy practice to full time, allowing her more time to see clients. She continues to teach a graduate course in family therapy at the University of Missouri-St. Louis, School of Social Welfare.

# IMPACT?

{Please share your news by mail, fax, or e-mail.}

### Alumni

#### Address Changes:

Barbara Liebmam  
Office of Alumni  
and Development  
Washington University  
in St. Louis  
7425 Forsyth Blvd.  
St. Louis, MO 63105

Or by e-mail:  
gwbweb.wustl.edu/  
alumni/

Editor, *Social Impact*

c/o George Warren Brown School of Social Work  
Washington University in St. Louis  
Campus Box 1196, One Brookings Drive  
St. Louis, MO 63130-4899

FAX: (314) 935-8511

E-MAIL: socialimpact@wustl.edu

## 2001

**Barth Holohan** is a finalist in the 2005 Ernst & Young Entrepreneur of the Year Awards for the Central Midwest region. He was honored for his success in building Home Helpers, a company that provides seniors, young families, and those recovering from illness or injury with the extra help they need to manage their everyday life.

### Margaret Ann

**McDonald** currently works as the director of annual giving at Birmingham-Southern College. She joined Birmingham Southern from the United Way of Central Alabama where she was a planning associate.

## 2002

### Mildred "Mimi" Rider

**Brown** shares that she is a program director for the Community Assistance Program for Seniors (CAPS), a service of the Center for Aging Resources in Pasadena, California. CAPS is a social model day care for seniors with Alzheimer's and other related dementias.

## 2003

**Andrey Adilov** is working in Uzbekistan as a specialist at the Republican Center for Social Adaptation of Children. The center coordinates efforts of national institutions that provide social support to children of socially vulnerable groups.

## 2005

**Paola M. Rijos** writes that she is working as a health educator in Health Promotion Services in Student Health Services at Washington University.

**Jeffrey Yin** is the behavior intervention program coordinator at Logos School in St. Louis. He is responsible for the daily operations of the school's short-term crisis intervention program.

Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Class Year: \_\_\_\_\_

Degree: \_\_\_\_\_  
\_\_\_\_\_

Phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

Check here if this is a new address or e-mail.

### Please tell my classmates

(use an additional sheet of paper if necessary)

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CELEBRATE  
DIVERSITY

Aliya Bigarinova, a second-year MSW student from Kazakhstan, performs "Kazakh Souvenir" at the School's annual international festival. At this year's event, students from more than 30 different countries shared music, stories, and cuisine from their native homelands.

Photo by Geoff Story

CENTERS AND PROGRAMS:

**Alliance for Building Capacity**

Serves the St. Louis nonprofit community by providing education, training, consultation, and other technical assistance. (314) 935-6661

**Center for Mental Health Services Research**

Works with community agencies to develop and test interventions designed to improve the quality of mental health care. (314) 935-5687

**Center for Social Development**

The leading academic center of theory and research on asset building or strategies that promote saving and investment versus income and consumption. (314) 935-7433

**Comorbidity and Addictions Center**

Addresses ways to impact underserved populations with mental health and HIV risk problems. (314) 935-8386

**Kathryn M. Buder Center for American Indian Studies**

One of the most respected centers in the nation for academic advancement and study of American Indian issues related to social work. (314) 935-4510

**Martha N. Ozawa Center for Social Policy Studies**

Provides research and analysis to assist Asian governments and communities in making more informed policy decisions. (314) 935-6615

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**Fast Facts**



GLOBAL:

**17%**

of the School's students come from outside the U.S.

GRADUATES:

**6,003**

the number of Social Work alumni



THE SCHOOL HAS 5 RESEARCH CENTERS:

- Center for Mental Health Services Research
- Center for Social Development
- Comorbidity and Addictions Center
- Kathryn M. Buder Center for American Indian Studies
- Martha N. Ozawa Center for Social Policy Studies

FACULTY:



There are 32 full-time faculty members at the School



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