“More girls are killed in any one decade than people were slaughtered in all genocides of the 20th century.”

Nicholas Kristof, New York Times columnist and co-author of *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*, spoke to students, faculty, graduates, and staff this fall as part of Brown School’s 2010 Convocation.
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Getting Research into Practice: But Whose Job Is It?

Getting research into practice is critical now more than ever, but are researchers really up to the task? What can we learn from American Idol, the auto industry, and Big Pharma?

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Investment Opportunity: Where Do We Go From Here?

Social Impact asks social and economic policy experts to put the economic challenges facing the United States into perspective and help answer the question: What should we do to get the country back on track?
THE IMPORTANCE OF vision & strategy

I am often asked about our priorities.

Since our School is enjoying such great opportunity — within our university, locally, nationally, and internationally — the need to have priorities and be strategic is essential. Our strategic choices are even more challenging during this period of tight financial resources. The School’s vision — to create positive social change through our path-breaking research and educational excellence — provides a day-to-day framework for making these choices. Long term, we are guided by our ten-year plan, Impact 2020.

Our first priority is simple: assuring the success of our people. We work hard to attract the best and most diverse faculty, staff, and students. Our responsibility is to give them the wherewithal to do their best work.

On the faculty front, we know that if we want to be successful as an evidence-based school, one of our key strategic questions is:

How do we take the findings from our faculty research and deploy them in ways that actually improve policy and practice? Our cover story — influenced greatly by experts in communication — sparks some initial discussion around this very issue, and as you will read, we have some diverse opinions.

For students, we strive to provide the best overall graduate professional school experience possible. This means creating a welcoming and inclusive community, and offering an evidence-based, interdisciplinary educational experience that extends beyond the classroom.

Many of the innovations described in this issue of Social Impact — our international institutes, our Social System Design Lab, and Grounds for Change — illustrate initiatives that our faculty, staff, and students have taken to realize this vision and align with the larger strategic plan of the School.

The state of the economy still remains at the forefront for us and all the agencies with which we work. In our feature story, “Where Do We Go From Here?” we asked local experts how the country should invest its limited resources, including what policies deserve our time, money, and expertise. Once again, the challenge is to be strategic, but at a more macro level.

The new year is getting off to great start. We are having a record year in student applications and faculty research, and I thank you for your continued interest and support of all of our work. As you will see, there is much to think about in this issue of our magazine, and I look forward to your comments.

Please e-mail us at socialimpact@wustl.edu.

Edward F. Lawlor
Dean and the William E. Gordon Distinguished Professor
Director, Institute for Public Health
APPLIED RESEARCH

MSW and MPH students apply their new Geographic Information Systems (GIS) skills to conduct analyses for area agencies. Students shared the findings with their "clients" during special poster presentation sessions. The students' work will be used to help area agencies with program development and evaluation efforts. The research was conducted as part of the Foundations of GIS for Applied Social Sciences course taught by Assistant Professor Aaron Hipp.

Photo by Geoff Story
"We jodi-a, men sonje denme."
See today, but think about tomorrow.
Two days before the January 12, 2010, earthquake that devastated Haiti, Lora Iannotti, PhD, assistant professor from the Brown School, traveled to Port-au-Prince and Leogane, Haiti, to continue her research about undernutrition and disease prevention in young children.

The massive tremor changed her focus from research for the future to survival, with her team helping children in the aftermath of the quake. A year later, Lora not only shares her experience but her thoughts on long-term ways to help the people of Haiti.

Ayiti, a name once used by the indigenous Taino people on the island, means mountainous terrain — mountains formed by the movement of tectonic plates. In my 20 years of going to Haiti, there were plenty of health and safety concerns: malaria, enteric diseases, political riots, kidnapping, etc. An earthquake was never on that list.

On January 12, 2010, we began our day at a large communal table in the guesthouse of Children’s Nutrition Program (CNP) in Leogane. Maps of the region were spread out over the table as we discussed characteristics of the various communities and how we could match control and intervention villages for the large micronutrient study we were planning. Over one-quarter of the children in Haiti are stunted or chronically undernourished, and it is suspected that an even larger proportion suffer from a problem called hidden hunger or deficiencies in certain critical nutrients (Emmus 2005-2006). Our study, which combined a supplemental ready-to-use food with a behavior change communication model called Positive Deviance/Hearth, aimed to address deficiencies in iron, zinc, and vitamin A in young Haitian children.

The agenda for the rest of the day was set. After greeting a mother and her small child from the program, we left for the Faculty of Nursing Sciences to meet Dean Hilda Alcindor. The nursing school, built by professional architects as noted to us that morning, was a lovely, small oasis in the middle of the squalid poverty that is Haiti.

In 35 seconds, over 230,000 people were dead, two million left homeless, and countless more disabled.

We discussed training nursing students to serve as enumerators and phlebotomists and schemed even grander plans of building a laboratory within the school. When the meeting ran late, we fortuitously missed lunch in order to make an appointment in Port-au-Prince — a one hour’s drive from Leogane. There at the Infant and Young Child Nutrition project, we were similarly productive, and with a certain irony, we left carrying communication materials promoting the importance of breastfeeding during emergencies that had been developed following the hurricanes of recent years.

By 4:30 p.m., our group was dining at an outdoor restaurant. Less than a half hour later came the violent, jarring of the earthquake registering 7.3 on the Richter scale. In 35 seconds, over 230,000 people were dead, two million left homeless, and countless more disabled.
The story of our days following the quake — filled with meager attempts to help; horrible scenes of broken bones, leveled buildings, and trapped bodies; frustrated attempts to leave; and little food or sleep — is unremarkable. Within three to four days, our team was entirely evacuated, flying away from the reality that Haitians will always live.

This country has known countless hardships through time, and my first impressions were that this one may have defeated them, at last crippling spirits as well as bodies. This is not the case. With the familiar resilience that is simply part of who they are, Haitians are coming back. It took only a night and day before songs could be heard again and markets were operating. In the months that have followed, as thousands of foreign donors and humanitarian aid workers scurry about “rescuing” Haiti, they have gone on with life.

On March 31, 2010, governments from around the world convened for a United Nations International Donors Conference on Haiti. In preparation for the conference, the Government of the Republic of Haiti developed an Action Plan for National Recovery and Development (PDNA) outlining the key initiatives for reconstruction of infrastructure; the economy; the social sector, including health and education; and institutions. Pledges of support from countries totaled USD $5.3 million over the first 18 months and another $10 billion over ten years, exceeding the PDNA budget. Unfortunately, to date, very little of these funds have arrived in Haiti.

On the ground, the disaster response in the early months was considered fairly well organized and effective after some initial problems of leadership and logistics. Sector clusters, already present in Haiti, have been more fully operational to coordinate relief efforts, including food and agriculture, nutrition, health, water and sanitation, and funding.

The early nutrition interventions were successful in keeping severe malnutrition prevalence rates low, and some would consider the actions taken to be progressive when compared to disaster responses in other parts of the world.

Breastfeeding practices are critical to child survival in developing countries and are often undermined during emergencies, in large part due to the mass distribution of infant formula. Though there was the initial threat of this in Haiti, UNICEF and several Non-governmental Organizations (NGOs) took steps to prevent the importation of formula and to promote breastfeeding. An innovation called Baby Tents was used for both behavior change communication activities and to deliver economic incentives (food vouchers) to mothers to encourage positive breastfeeding practices.

Another advance in the Haiti relief effort was the distribution of Plumpy’nut® to young children instead of the traditional food aid products such as corn soy blend or wheat soy blend. Plumpy’nut®, produced by Nutrisonet, is a peanut butter paste that also contains milk powder, sugar, and micronutrient fortificants. Evidence shows it is effective when used in community-based therapeutic feeding programs to treat severely malnourished children.

This food and other similar products, called ready-to-use therapeutic foods or supplemental foods, are energy and nutrient dense, resistant to bacterial contamination, easy to prepare, and liked by children. Few studies, however, have examined its use in preventing undernutrition or micronutrient deficiencies more specifically. Together with St. Louis–based Meds and Food for Kids (MFK), we currently are testing a similar peanut butter paste product called Nutributter® specifically designed to prevent micronutrient deficiencies among infants and young children. The food will eventually be produced by MFK in Haiti, with the added advantage of supporting peanut farmers and creating jobs.

On October 21, 2010, came the news of a predictable “aftershock” to this disaster, the outbreak of cholera. Rates of diarrhea morbidity and mortality were already high given the country’s socioeconomic and nutritional characteristics. The extremely poor water and sanitation conditions present prior to the earthquake deteriorated further due to crowded living conditions and diminished access to potable water. As of December 4, 2010, there have been 93,222 confirmed cases and 1,210 deaths from cholera. Some are estimating that it will take a full year to turn this epidemic around.

In view of this and the already enormous health burden imposed by diarrheal disease in Haiti, we have integrated interventions into our Nutributter® project specifically targeting infant and young child feeding practices at the intersection of nutrition and diarrhea. For example, we are promoting exclusive breastfeeding for six months, as recommended by the World Health Organization and zinc nutrition during the complementary feeding period. If an infant from a developing country is not exclusively breastfed, his or her risk of dying from diarrheal disease increases by 2 to 11 times (Black et al. 2008). Zinc deficiencies are known to impede recovery from diarrheal disease and elevate the risk of death. We will be promoting Nutributter® as a source of zinc, as well as locally available foods rich in zinc such as meat and fish.
What is next?

In the months and years to come, it is important that programs operating in Haiti stay linked and responsive to the expressed needs of Haitians. In addition, the longer-term view of broad-based development is needed. The problems of Haiti are complex and date well before the earthquake of January 12, 2010.

There is a Haitian proverb that gives wisdom to our actions: “We jodi-a, men sonje denme,” See (live) today, but think about tomorrow.

Prevention is a cornerstone of public health, the key to large-scale impact. Our research, now relocated to the North Department of Haiti, will examine the effectiveness of a multifaceted intervention that includes Nutributter® supplementation, health communication strategies, disinfected water, and improved infant feeding and sanitation practices to more broadly prevent micronutrient deficiencies, diarrheal morbidity, and undernutrition.

We are working closely with the Ministry of Health in Haiti and building both research and programming capabilities with a view toward long-term, sustainable public health improvements. The true poignancy of the earthquake tragedy and ensuing cholera epidemic lies in knowing that so many of the lives lost and disabilities left behind could have been prevented.

Lora Iannotti, PhD
Nutrition and public health expert from the Brown School
IT TAKES A VILLAGE

This grandmother is from the village of Ping Zai, located in the Wulong Township in China’s Yunnan Province. Dr. Hok Bun Ku of Hong Kong Polytechnic University, one of Brown School’s partner universities, is working closely with this village to create sustainable community development strategies, including promotion of local handicrafts and organic and chemical-free agriculture.
Through research and strategic partnerships, Gautam Yadama's work is benefiting both students and international communities.

The Brown School's advancing international research crosses disciplines, continents, and traditional practice boundaries, extending worldwide social policy studies and education that involve not only social work scholars here and abroad but biologists, chemical engineers, systems analysts, and more. The School's International Programs Director Gautam Yadama works on the frontlines leading that charge, understanding how poor communities govern common pool resources and public goods for their livelihoods and the conditions under which they are successful. This and other research have been helping train students to build new development and policy initiatives that foster greater participation by underserved populations. His field research and international collaborations have taken him to India, China, Nepal, Bhutan, Thailand, Mongolia, Vietnam, and post-Soviet Republics of Georgia, Azerbaijan, Tajikistan, Kyrgyzstan, Kazakhstan, and Uzbekistan.
SOCIAL IMPACT:
You’ve been working to develop new international training opportunities for Brown School graduate students. Why is that so important now?

GAUTAM YADAMA:
To me the question is: How do we create the kind of structures that routinely enable students to get a grasp of these issues in low- and middle-income countries? One way I do not want to do it is a sort of tourism approach where they take a short trip, see things, and come back. We’re focused on creating an international experience that has depth to it. A productive way is to engage graduate students — masters as well as doctoral students — in faculty field research. And certainly we are doing that, and students have benefited tremendously from it.

We’ve developed winter and summer institutes on thematic areas in partnership with our collaborating organizations, such as Hong Kong Polytechnic University and Peking University in China, or the Tata Institute of Social Sciences (TISS) and the Indian Institute of Technology — Bombay, India. And thanks to the leadership of Professor Luis Zayas, with the Pontificia Universidad Católica de Chile.

As part of these institutes, the faculty come together to deliver lectures, organize field visits, and create other experiential content in the thematic areas for a three-week period. Then graduate students from these partnering institutions and from the Brown School study together in the thematic area.

For example, last winter our students went to Nepal and India not only to attend lectures on public health strategies in mental health that are being deployed in this area but also to visit agencies and have debriefing sessions with local faculty. And some students might choose to go back and do their internships. They’re in-country there, and there is no substitute for studying in the field. And the institutes are very, very resource intensive in that there is a lot of planning that goes on. Many of our faculty, including Enola Proctor, Tonya Edmond, Shanta Pandey, and Trish Kohl, are engaged. We’re doing these institutes on a regular basis, and students are competing to be selected.

You and the Brown School have had some success working with Non-governmental Organizations (NGOs) and other universities and institutions to tap into their local expertise and resources. What are some of your current ventures?

We have completed an institute on mental health, gender, and poverty, in which students went to Katmandu, Nepal, and Chennai and Mumbai, India. They had a chance to see up close the work of the Banyan and TISS.

A second institute focused on energy, environment, and development in Udaipur, India. We organized this institute with two other McDonnell Academy partner universities — IIT-Bombay, Foundation for Ecological Security (FES), and TISS. Students worked to produce case studies along specific themes concerning energy, environment, and development.

We also have now built up a social work faculty professional development program with the Open Society Institute, in which faculty from Kazakhstan, Georgia, and Mongolia have been resident at the Brown School for semester-long work on curriculum and their own research. We also have been hosting visiting Fulbright and Ford Fellows from China and India and doctoral scholars from McDonnell Academy partner universities — two from TISS who are working on transgender issues and stigma and mental health in India. Students have received Boren Fellowships, and we have placed students in internships in China on a rural public-goods provision project.

Last summer we sent a student to Mongolia to work with the Center for Social Work Excellence and are working on building partnerships with health- and development-oriented organizations in India. We also have students in India working with Pratim Biswas (chair, Department of Energy, Environmental & Chemical Engineering) and me on emissions in poor households with FES.
Further, we have placed five students on the Human and Natural Systems Project in India, working with Peter Hovmand (director of the Brown School’s Social System Design Lab), Tiffany Knight (assistant professor of biology and assistant director of environmental studies), and myself. This is a transdisciplinary project modeling the dynamic linkages between livelihood strategies of the poor and local forest ecosystems.

These seem unusual teams — engineers, biologists, systems dynamics experts, and economic development social workers. How do all the parts fit together?

Pratim Biswas, as an engineer, is concerned about emissions from combustion when poor people in Andhra Pradesh burn firewood for fuel. I’m concerned about how to reduce that dependence and ensure energy security in these households. And we both are concerned about health and climate effects from black carbon due to incomplete combustion of biomass. Over time, health effects from prolonged exposure to emissions from biomass combustion reinforce poverty. And poverty reinforces, again, further dependence on these natural resources, of which is concern to Tiffany Knight as a biologist focused on health of ecosystems. We’re all looking at a larger set of issues: What are the inter-linkages between the human systems and the natural systems? What is the dynamic between these two systems, and how are they connected? — which is something that Peter Hovmand’s system dynamics approach helps us understand. (See story on page 36)

That seems a hallmark of the Brown School’s international programs — their interdisciplinary nature. Why is that so important?

I think this type of work is essential. If you’re going to be affecting the human condition, it has to be transdisciplinary because solutions lie at the intersections of disciplines. Graduate and undergraduate students working on projects with us understand the purpose for crossing disciplines if we are to address real-world problems. By compartmentalizing a problem on disciplinary grounds, we might find some comfort, but it certainly distorts all that we need to know to eventually affect that condition. And if you base that intervention on a distorted vision, then you might actually go wrong when you design interventions. While transdisciplinary work is absolutely critical, it’s not easy to do. You have to have great trust and respect across disciplines. You have to be able to listen. And then you have to emerge with a shared understanding of the underlying processes and, from that, our common goal.

Can you give an example of how that transdisciplinary collaboration ultimately impacts your work, which bridges human and natural systems?

This approach will give us the understanding of and leverage over very complex problems that implicate both human and natural systems. For example, Tiffany Knight joined our team last summer, looking at how trees progress from one stage class to another in an Andhra Pradesh forest. Are they progressing or not? She has tagged species that this community has identified as being important for them, that they extract regularly for fuel — and we have GPS coordinates on all the species that she has sampled. So eventually when we build these models, we would over time be able to tell you how changes in the social system are actually impacting the forest ecosystems and vice versa.
We offer unique opportunities for students to affect change all over the world. This winter, students took advantage of three different institutes — two in India and one in Chile.

**1. Santiago, Chile**

**Evidence-Based, Family-Oriented Practice in Health and Social Services in Chile.**

This institute exposed students to the cultural context of Chilean society. Brown School students, Chilean social work students, and family medicine residents work collaboratively to conduct projects in service settings. In addition to classroom instruction, the institute included field work in community health centers and social services agencies in Santiago.

**IN PARTNERSHIP WITH:** Pontificia Universidad Católica de Chile

**BROWN SCHOOL LEADS:** Luis Zayas, PhD
Tonya Edmond, PhD
Lorien Carter, MSW

**2. Mumbai, India**

**Community-Driven System Dynamics for Modeling Urban and Rural Development Problems and Interventions.**

Students participating in this institute learned to use system dynamics modeling and participatory group model-building methods to address key urban and rural development problems in India.

**IN PARTNERSHIP WITH:** The Tata Institute of Social Sciences, School of Habitat Studies

**BROWN SCHOOL LEADS:** Gautam Yadama, PhD
Peter Hovmand, PhD

**3. Mumbai, India**

**Toward Gender-Aware Urban Development**

Developing countries face several axes of discrimination and inequity, particularly gender discrimination. This institute explored the nature of these inequities and ways in which they are addressed in policy responses, municipal systems, and resulting urban development projects. A gender-social relations framework was used to help students understand key concerns such as housing and financial inclusion.

**IN PARTNERSHIP WITH:** The Tata Institute of Social Sciences, School of Habitat Studies

**BROWN SCHOOL LEAD:** Shanta Pandey, PhD

How does one balance short-term concerns — the people need to eat and to burn firewood — against longer-term health and environmental sustainability concerns?

The question for us in the short run is: How do you promote policies that enable people to manage these resources in ways that allow the resource to regenerate but also allow people to construct livelihoods that are dependent on these resources? Of course, in the long run you would like to move everybody out of poverty so they're really not dependent on biomass, so they're not out cutting the wood. But if you're going to do something now about reducing emissions and getting good health outcomes, you probably will have to act on the engineering side — giving them alternative fuels and designing better combusting technologies that are both culturally acceptable and practical. Liquid petroleum gas might solve the problem, but that's not going to happen overnight. So in the meantime you still have to allow them to combust biomass but more efficiently, so that the emissions are reduced. We collected all kinds of emissions data using the latest equipment and now have an emissions index for each household that we will then connect with the household conditions. And we hopefully will be able to look at variability in emissions depending on the kind of social, economic, and cultural drivers that are at play in the household. But the long-term goal here is to add a health dimension where we have medical faculty studying acute respiratory illness that is due to emissions from biomass combustion. So, let's say that we intervene with some low-cost engineering design for stoves that are combusting the biomass more efficiently.
Then we would want to be able to see what the health impacts are, as well as environmental impacts.

This seems extraordinarily complex — difficult to get one's arms around.

Peter Hovmand's Social System Design Lab helps us understand how it all fits together. Peter and I developed a method called Community-Driven System Dynamics to examine these complex processes that are unfolding on the ground. We can't be talking just to "experts" — we have to talk to the real experts, the people who are entrenched in these problems. While it might seem complicated and involved, this method has been very useful and has provided greater clarity in understanding complex and risk-prone poor households. People are giving us the information, and we build the models showing various possible outcomes. And then we take it back to them in the local language to validate the structures that produce complex behaviors.

Why are these people so responsive and eager to participate in this project, which might seem somewhat esoteric to them?

Because we're not just air-dropping into a place and doing it but rather going to villages where our partner FES is working already and where we have very deep connections through them. Our School's good relations with the Foundation for Ecological Security, the Open Society Institute, and other NGOs and enlightened governmental agencies are crucial to the international research and education we conduct. You need an organization like the FES that is scientifically oriented but very focused on using that learning to impact populations in order to get better outcomes not only on ecological restoration but also for poor households. FES is very keen on using Community-Driven System Dynamics to inform their own work. That's why, even though it's very complicated, we've been able to do this, because we have such motivated learning organizations as partners.

One of your research interests is the role of NGOs in development. Your recent experience with these organizations seems to suggest that role is changing.

Unlike the old stereotype of NGOs that always take a stance against government, these are highly sophisticated NGOs that not only work with governments to make certain kinds of development policies work more effectively, but they're also bringing along governments with new information that only they can bring from down in the trenches. And a lot of bureaucrats in districts and other government officials recognize this about many NGOs. Our students also recognize it. If you have an NGO that's merely delivering a service for the government or doing what the government cannot do effectively, it's a good thing, but limited. Ideally you want NGOs that do social advocacy work, that work on how bureaucratic systems can be reoriented in the service of people and all of it based on evidence and not just intuition and good intentions.

In a way you seem to have been bred for this sort of work, in that your father dealt with some of these same issues.

My father was a forester, economist, and botanist, and got a PhD in England. He started out as a forester working in India and then later did international forestry work in forest econometrics in places like Papua New Guinea for the Asian Development Bank. After that, he joined the Food and Agricultural Organization (FAO), doing international forestry work on forest policy and tropical timber, and prepared one of the key documents on forest resources in tropical Asia in 1981 for the FAO, which resulted in a lot of changes. His background certainly influenced the kinds of issues that I began to think about when I was studying in graduate school [at Case Western Reserve University]: How to manage natural-resource-dependent communities — the very poor, who cut wood for fuel? How do they not only manage these resources in sustainable ways, but how are these resources themselves affecting these communities? I've always been keen to understand how do you, in the long run, sustain forest ecosystems that are foundational to the lives of so many billions in this world.
INTERVIEW Q & A with Gloria Steinem

GLORIA STEINEM

An interview on human trafficking, the women's movement, and how to create social change today.

Interview by Ellen Rostand
Photo by Geoff Story
Gloria Steinem’s influence on our culture has been far-reaching.

She has been at the forefront of the women’s rights movement in America for many decades. As a journalist, she created Ms. magazine and was a columnist for New York magazine. She is currently at work on Road to the Heart: America as if Everyone Mattered, a book about her more than 30 years on the road as a feminist organizer.

So when Ms. Steinem came to the Brown School last year, we jumped at the chance to learn about her current advocacy efforts, which have focused on human trafficking, specifically sex trafficking. Here are some excerpts from that conversation.

**Ellen Rostand:**
The issue of human trafficking is not new, but it seems like there is more of a focus on it now. Why this issue, and why at this particular time in our history?

**Gloria Steinem:**
We thought that when slavery was declared illegal that it no longer existed, but actually there always has and continues to be active forms of slavery. Human trafficking has increased for a variety of reasons. For one, travel is easier, which means it is easier to traffic women. And the profiteers have figured out that humans are a renewable resource. If you sell a tank, then you get income from that one-time sale. If you sell a person, they can keep generating money.

There is a perception that human trafficking doesn’t occur in the United States. How do we go about raising awareness that this is also a domestic issue?

Sex trafficking is equal to drug trafficking and arms trafficking, yet it is clearly not receiving the same attention. Less than 1 percent of U.S. foreign aid is going to address this issue. We also need to address the issue of demand. The United States supplies a disproportionate number of the customers.

Finally, we must tell the stories of those affected, similar to the slave narratives told by the abolitionists. We need to listen to the survivors.

How do we get more men involved in this issue?

Men are organizing around the issue. Look at Jimmie Briggs and the Man UP campaign, and of course there is Nick Kristof and his work.

It seems like a strong partnership between law enforcement and social service providers is necessary to stop trafficking.

This is an area where we are lagging. Chicago is the only city where I have seen this type of collaboration, and I only saw it briefly so I don’t know how extensive it is. There was a long period of time when we were collectively trying to educate the police and change procedures about domestic violence. But with human trafficking, we are really just at the beginning of this educational process. That is why storytelling is so important. Police need to hear the stories of survivors.

Is anyone actively researching the issue of human trafficking? What programs are working and not?
Be sure to much as be as free and don't much about fired.

It was clear that there was no incentive for the union to protect women and children and there also was no confirming evidence that the program worked at all. I'm all for research, but I'm also for horse sense.

**So what can we do?**

Long term we need to expose child sexual abuse in the family, and we need to deal with the issue of pedophilia in religion. We must demoralize the purchase of sex and create and ensure economic alternatives for women. The solution is really about addressing demand. Most people don't know that the average age of entry into "voluntary" prostitution is 13. This is really our moment of truth — we need to get their stories out there.

Let's talk about the women's movement today. A lot of women in their early 20s don't see it as relevant to them.

When I was in my 20s, I didn't see it as relevant to me either. But it is. Young women are not as safe on college campuses as men and are probably not as welcome in science and engineering fields. Women are still asking the question: "How can I have both a career and a family?" This is really a question for everyone, not just women.

So it is still very relevant, but you have to experience some of these issues yourself. I shouldn't say this because it is a generality, but the female pattern is to get more radical as you get older, while the male pattern is to get more conservative.

**What pearls of wisdom would you give to teenage girls today?**

I would say remember when you were a little girl of 3 or 4 or 8 and you said to your parents: "It's not fair; you are not the boss of me?" Hang on to that.

**What advice do you have for our social work and public health graduate students who want to go out and create great social change?**

Be sure to listen as much as you talk, be as free as you can, and don't worry too much about getting fired. Find a small group of people who share your values and get together with them at least once a month.

**How do you balance it all?**

Poorly probably. I certainly have a support group at home and a lot of friends. I don't have a job and it is important for movements like this one to have champions who cannot be fired. I feel so lucky that wherever I go I hear amazing stories from incredible people. ☺

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<td>Published her first book, <em>Outrageous Acts and Everyday Rebellions</em>, which includes recollections of her experience as a Playboy bunny.</td>
<td>Co-produced and narrated an Emmy Award-winning documentary for HBO, &quot;Multiple Personalities: The Search for Deadly Memories&quot;.</td>
<td>Received <em>Parenting</em> magazine's Lifetime Achievement Award for her work in promoting girls' self-esteem.</td>
<td>Co-founded the Women's Media Center, which works to raise the voices of women in the media.</td>
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COVER STORY Getting Research into Practice

TOMARKET

going research into practice
But Whose Job Is It?

By Rick Skwiot

Getting research into practice is critical now more than ever, but are researchers really up to the task?

What can we learn from American Idol? The auto industry? Or Big Pharma?

As a result of the inability to see their approaches put into practice, many researchers remain frustrated, according to colleague Matt Kreuter. "We seem to have this perception that magically there will be a great demand for our approaches and people will pick them up and use them right away. But nothing works like that in any other industry or enterprise," says Kreuter. "Cars don't roll off the assembly line and into your driveway."

Like many other social services and health professionals, Paul Shattuck, assistant professor at the Brown School, chose his field in order to help people. However, Shattuck laments a frequent "disconnect" between research meant to do just that and its practice in the real world.

"Just because something gets published in a scientific journal doesn't mean it gets adopted and acted on," says Shattuck, a national autism expert. "I come from a background in the nonprofit sector where impact on society is what it's all about. If years from now when I'm in a rocking chair all I have to show for my work is publication in journals, I'll be somewhat depressed."

Yet, for all their ideals, most social work and public health researchers possess scant know-how on disseminating their knowledge to achieve the desired social impact. "In my doctoral training program," says Shattuck, "there was not a single day devoted to dissemination. It was not a skill on the radar screen."
Lack of a Dealership Network

A car dealership network, advertising, transport trucks, mechanics, salespeople, and repair services all figure in, says Kreuter, founder and director of the Brown School's Health Communication Research Laboratory. "We have none of that. And until we make an investment in that sort of infrastructure, I think we're going to be frustrated by that sort of challenge."

However, unlike new Fords or BMWs, breakthrough social-service interventions aren't high on consumers' wish lists and are not likely to stir the hearts of entrepreneurial capitalists. "If there was money to be made doing this," Kreuter says, "the market would have already done it."

Nonetheless, he maintains that viable markets do exist for social services, with potential institutional customers for evidenced-based interventions residing in most communities. "A lot of our work is focused on the health and welfare needs of low-income populations — needs served by federally certified health centers, public health departments, food-stamp programs, and the United Way," he says.

However, the ultimate consumers of these social services — unlike those of new cars — are usually not the ones paying for them. And the payer — the taxpayer, in most cases — is demanding more return on investment during hard economic times. That increasing pressure as state and federal budgets tighten heightens the need to move workable evidence-based interventions into practice more effectively, Kreuter says.

"Where you have a demonstrable public good — and certainly an evidenced-based public health or social program would qualify as a social good — that's funded by the public via tax dollars, which is where most of our research money comes from, isn't there an obligation to get that into practice? And if the markets can't do that, isn't that what governments do?"
Role for Government

Governments are doing that in some cases. Shattuck cites two governmental panels with which he works to help "market" autism research to providers.

"The Missouri Autism Guidelines Initiative brings doctors, psychologists, educators, parents, and researchers together to look at the outpouring of autism research over the last few years," says Shattuck, "and put that in a set of clinical guidelines, accessible and summarized, that providers like psychologists and family doctors can look to."

Similarly, he has collaborated with the U.S. Department of Health & Human Services' Interagency Autism Coordinating Committee, a panel of federal agency representatives that meets periodically with researchers, parents, and providers, then issues a yearly statement of federal research and funding priorities. That statement, says Shattuck, lays out "where the federal government is going to invest its research dollars for the next several years."

But that sort of governmental attention and those sorts of panels need to be instituted across the social work and public health research continuum, argues Kreuter, who views providers as ill suited to seek out relevant research. "Many organizations are in a survival mode, working hard to deliver basic services with small budgets and modest staff. Strategic planning and identifying needs and how they could be filled is a luxury," he says. "Government should be building the system and infrastructure to fill the sizeable gap between program development and its widespread use and practice."

An "American Idol" Panel for Evidenced-Based Research

Kreuter envisions three main components to that system:

1 - EXPERTS

An American Idol-like panel of experts that narrows down aspiring evidence-based research approaches to a handful of finalists with real potential for success.

2 - MARKETING

A sort of "commercialization" or packaging of those promising products — conducted by experts who know the markets and marketing — that makes their widespread adaptation practical for providers. This work, says Kreuter, answers the question, "How do you take our little science-fair project and make it ready for use across the country?"

3 - SALES

A national core of dissemination "agents," not perhaps unlike pharmaceutical reps, who know the product's applications, advantages, and proper implementation and who can get organizations to embrace effective interventions.

However, he fears that instead of an integrated national system for research dissemination, a fragmented system could develop along vertical product lines — e.g., mental-health, domestic violence, or diabetes interventions — instead of a horizontal, market-based system.

"I think you want to organize a system that can promote similar products to similar audiences," says Kreuter, "segmenting the market on organizational needs, not on health categories."

For example, public schools could be potential customers for tobacco-control, alcohol counseling, or motor-vehicle crash-prevention programs, he maintains. "Even though they come from different funding and research, it doesn't make sense that you approach that type of organization from all these different directions."

Alas, that's not the way the federal government is organized, says Kreuter, who argues for fundamental change in the way it invests taxpayer dollars.

"I think you want to organize a system that can promote similar products to similar audiences," says Kreuter, "segmenting the market on organizational needs, not on health categories."
The Politics of Applying Discoveries

Ross Brownson agrees, at least as to the fiscal and social effectiveness of the current system. “The $30 billion annually spent in health-related research is not reaching where we need it, into practice,” says Brownson, a Brown School public health professor who has written extensively on translating public-health research into practice. “We’re not applying the discoveries we’re making.” But the politics of application generally reside beyond the reach of researchers.

“Policymaking is the least controllable venue,” he says, citing the adage: “There are two things you don’t want to see made, sausage and policy.”

But to effectively influence policy requires building leadership to guide state legislatures and health departments, Brownson asserts. However, that sort of sausage-making know-how exceeds most researchers’ skill sets. “Researchers are not trained to do it and often aren’t good at it. Whose job is it, and do they have the skills?”

The answers to those two questions could lie at the intersection of research, policymaking, and program management. Shattuck and Kreuter both agree that policymakers need to become more aware of new research vectors. Brownson also suggests that researchers and practitioners become savvier about how policy is made and how to influence that discussion. But part of the problem is that researchers, policymakers, and practitioners reside in different cultures that have different incentives and require different skills. However, new approaches could help address this disconnect.
Building a New Kind of Science

"It requires building a new kind of science," says Enola Proctor, director of the Brown School's Center for Mental Health Services Research. "The next frontier is developing evidenced-based strategies for implementing evidenced-based treatment. And then equipping managers, program developers, CEOs, and their organizations, helping them respond to these challenges with proven strategies."

Movement into this new frontier has already begun at the National Institutes of Health (NIH), the Centers for Disease Control and Prevention (CDC), and Washington University in St. Louis.

"The NIH and CDC recognized that their return on investment has not been good," says Proctor, "with billions spent on research and on service delivery programs" but with a disconnect between the two.

To address that, says Proctor, the research community is "on the cusp of building infrastructure" to reduce this disconnect, fueled in part by NIH grants for implementation and dissemination work.

Washington University was awarded a five-year grant, says Proctor, the principal investigator, "to help train the next generation of implementation researchers in the area of mental health," beginning with a first cohort of 11 fellows who will come to the campus for training then, work remotely with faculty mentors.

"We are working with talented people moving into the field of implementation science.

We're helping them craft cutting-edge research proposals to create more knowledge on how we can best get research into practice, including what strategies are needed to overcome organizational barriers to adoption. We're excited about it as a brand-new resource for mental-health researchers across the country.

"We're also one of the first schools to establish a Dissemination and Implementation Research Core (DIRC) within a Clinical and Translational Sciences Award (CTSA). Washington University's DIRC enables a group of us to provide methodological technical assistance to other researchers sort of jump-starting research on dissemination and implementation."

"The next frontier is developing evidenced-based strategies for implementing evidenced-based treatment. And then equipping managers, program developers, CEOs, and their organizations, helping them respond to these challenges with proven strategies."

Other work in this area at the University, says Proctor, includes research led by Dr. Luis Zayas on how to adapt evidence-based research to address the needs of Latino children, youths, and families; a collaboration between Proctor and Charles Glisson of the University of Tennessee to study 14 St. Louis provider-organizations to learn how to help them better deliver effective treatments; and Dr. Patricia Kohl's pioneering work on the use of evidence-based parent training.

Crossing Boundaries

This work crosses traditional academic, governmental, and provider boundaries, says Proctor. "Social work and public health are fields where solutions come together across boundaries. Implementation science is inherently multidisciplinary. We work with organizational experts, economists, communication specialists, anthropologists, and engineers to model solutions for implementation and dissemination, and we engage the research "users" at the front end of the research process — defining the questions and shaping the purpose of the research. And with DIRC at the University's Institute of Clinical and Translational Science, we now have some avenues to craft new solutions. We are poised here at Washington University to lead the field in this area."

However, Kreuter worries that this is not enough to make a significant difference, that the whole question of research dissemination first needs to be elevated politically to get sufficient funding and expertise and to be addressed as a marketing problem.

"The NIH and CDC approach — the move to fund researchers to help do this — is incomplete. You don't expect the engineer who designs a car's aerodynamics to be on the showroom floor selling it. You don't expect that person to be designing the ads and driving the transport truck."
"There's a need for the field to bring into the fold people who have different kinds of skill sets. Tons of people know how to do this. We're just not talking to them."

But Paul Shattuck is — or plans to soon.

"Today when you do research it's hardly the case of the lone scholar — we all collaborate. In my work, when I think of dissemination, I think of that as something accomplished by other people. As my research grows, I'm going to need to hire a staff person to focus on that as part of my research team. We're using taxpayer dollars and have a fiscal and ethical obligation to get the word out. We have to do that and would be remiss if we didn't," says Shattuck.

"Am I going to become an expert in public relations? No. That's not my thing. But I can hire someone who is."

Someone, perhaps, like Mike Greenwell.

Greenwell serves as vice president, health marketing and communications, for Danya International, Inc., a company focused on communicating public health, addiction, and education messages for government and nonprofit clients. Earlier he worked as communications director for two large CDC centers and launched the first-ever CDC national childhood obesity multimedia campaign.

Since the 1990s, says Greenwell, the CDC, other government agencies, and nonprofits have been making a concerted effort to communicate better with the ultimate beneficiaries of health and social-service interventions. This came after notable failures, such as the effort begun in the early 1970s to promote mammography screening for breast cancer, which resulted in only 50 percent compliance after two decades.

"For 20 years we knew something that would save lives, and we weren't doing it," says Greenwell. "The message has to be communicated to the consumers who will ultimately benefit. You have to engage them in the discussion. Communicating to the practitioners isn't enough. It was only when real effort and resources were put behind communicating the importance of mammography that we began to see substantial gains in the percentage of women using mammography."

But effective communication to whatever audiences takes two things, says Greenwell: know-how and money.

"Researchers are not the people trained or equipped to communicate their research findings. Communications is also a discipline and a science. It's not as simple as saying, 'Okay, you've done your research. Now go tell everybody about it.' Just as in research disciplines," says Greenwell, "there are best practices and real science behind effective communications. Communicators are different sorts of people than researchers, and you need both perspectives to make it happen."

You also need funding.

"It's frustrating for us on the communications side to deal with researchers' lack of appreciation for how much skill and resources it takes to do a good job," says Greenwell.
"You can do a lousy job on a shoestring and be wasting your money. You need to put enough resources behind it."

Unfortunately, vital communications decisions are often based on budget, or the lack of it, says Greenwell. "There are lots of deserving programs — which ones do you focus on?"

Absent the American Idol-style panel, as Kreuter suggests, the answer generally is: follow the money.

The CDC’s effective VERB: It’s What You Do childhood obesity program came about only because of substantial financial support, he says. "It came from Congress, which told the CDC very specifically to launch a childhood obesity program."

But those sorts of policy directives and funding usually follow effective advocacy "that works to impact policy and drive money and get interventions into the mainstream. Advocacy is communications work as well," says Greenwell, who himself advocates building communications expertise within organizations, including research institutions.

And building that expertise is exactly what the Brown School aims to do.

"Social workers use the term ‘capacity building,’ and that is really what we are trying to do through the new Implementation Research Institute and the DIRC," says Ellen Rostand, assistant dean for communications at the Brown School, who argues for more investments in the systems that Kreuter proposes.

"We can’t and shouldn’t expect our researchers to do this type of work on their own, but we need to give them an understanding of and an appreciation for what is involved to do it well," she says.

"Investment needs to be made to have that capability in your organization. Expertise in communications is every bit as important as the research itself," Greenwell argues. "If you do the research and no one ever hears about it, you’d be just as well off if you hadn’t done it."

"Since we don’t have a national infrastructure to support this kind of work and agency funding for communications expertise is extremely limited, as a university and a school, we need to find ways to fill that gap."

Greenwell agrees. "Investment needs to be made to have that capability in your organization. Expertise in communications is every bit as important as the research itself," Greenwell argues. "If you do the research and no one ever hears about it, you’d be just as well off if you hadn’t done it."

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President Obama is halfway through his term, and the cumulative series of interventions he, his predecessor George W. Bush, and the Federal Reserve Bank have taken to restore the economy have been under way for more than two years. Still, the country remains in an economic crisis, with unemployment hovering at a stubbornly high level and home foreclosures continuing apace. Other economic indicators have bounced back and forth, not signaling strong upward movement.

What should we do to get the country back on track?

More specifically, in which social and economic policies should we invest our money, time, and expertise to get the greatest return? Are there any lessons we can learn from other countries? From our history?
Social Impact asked five social and economic policy experts, including Brown School faculty, to help put the challenges facing the United States into perspective and help answer the question: What should we do? In the excerpts from those conversations that follow, there is considerable agreement on the most beneficial policies to pursue — despite some differing interpretations of what are the country’s fundamental problems. Yet the actions of the nation’s leaders do not match up well with the best practices recommended.

Where do we go from here?

Steven M. Fazzari

Professor, Department of Economics
College of Arts & Sciences
Washington University in St. Louis

On defining the nation’s challenges:

"We have to find a way to generate enough spending to fully employ our resources. That’s going to be a challenge because for the past 20-plus years we generated much of our demand by households borrowing heavily. The middle class, in some sense, did not have enough income to support its level of consumption. But that level was necessary for businesses to sell all their output. So if the household sector can’t borrow as much, where is that extra demand going to come from?"

"One answer is government. We’ve seen these massive deficits in the last couple of years, and we’ll probably see very significant deficits going forward. That certainly helps maintain demand. Without those deficits, we would be staring into a Great Depression. So I’m glad we’ve done that. In a sense, it’s a necessary treatment for a nasty disease. Whether that is sustainable going forward is an open question.

"So what else can be done? We could have more business investment, and that would be fine — if we have the projects to justify that. Things like green technology look like they may be important over the long term, but we may not have the technologies to ramp it up in the short term. I see a big challenge over the next ten years."

On what Congress may do:

"I don’t think they are going to do too much. Part of this is going to be a head-in-the-sand approach, thinking, ‘Well, the economy’s certainly not falling off a cliff the way it was a year ago. Many people are predicting a robust recovery not too far down the road, so let’s just do small things.’ Maybe they’ll extend unemployment insurance, make some tweaks to mortgages and things like that to help reduce foreclosures. Rebating payroll taxes for employers of someone who has been unemployed 60 days or more is rather a clever policy for a small amount of money. But it’s not going to make a big difference. What I think we are going to do is minor policy changes and with little effect. I expect a pretty stagnant 2010 and probably a stagnant 2011.”
On lessons from other countries:

"We can see in Japan what a long-term stagnation looks like in a developed country. They've kind of muddled along for what was first called 'the lost decade' and now it's getting to be longer than a decade. I think there are many differences between the U.S. and Japan, but the similarity in this context is that the Japanese have had a very hard time generating sufficient demand to grow their economy."

The quality of education varies depending on where you live. That really goes counter to the whole notion of the American Dream.

On specific policy solutions:

"What we should think about are those kinds of policies that invest in people. These are things like investing in education, investing in nutrition programs — we know that for every dollar spent on a nutrition program for children you save three or more dollars down the road. Policies that encourage preventative health care and having good-quality, accessible child care are also essential. I think all of those policies not only address issues of poverty but also make our workforce a better workforce.

"In terms of creating jobs, people have talked about green technology or investing in infrastructure. We should also talk about specific things to increase wages of people, like the earned income tax credit. These are policies that are investing in the people and kids of the United State, and I think you'll see a significant bang for the buck by promoting these types of initiatives."

On lessons from abroad:

"Research over the last five or ten years has shown that actually some of the most robust economies are those that have a welfare state that invests in their people. Countries like the Netherlands or Norway and some of the other European countries have actually done very well economically but have also had a much more humane welfare state. The lesson is that investing in your people in the long run can make you much more competitive in a global economy, as well as improving the quality of life for your citizens."
We need to allow some of the tax cuts to expire and strengthen some of the ones that really help new families and low-income families be able to thrive.

AMY BLOUIN, MSW

that, for the child tax credit, specifically, if you don't make a certain amount of money you won't be eligible for it. We should keep the eligibility threshold as low as possible so that more families can qualify when they're first starting out. Many families may have children still in school. Perhaps somebody is working or finishing their college degree. Or they may be laid off in a time of recession and be working very part time, but they're still going to need

our country back on track?

Amy Blouin

Executive Director
Missouri Budget Project

On the policies to pursue:

"We've seen a growing income gap. One of the ways to address that is through our tax policy structure. There were several tax cuts in the last decade that predominantly benefited a small portion of the population, and, as a result, we haven't been able to address or fund the services and infrastructure that benefit all of us. We need to allow some of the tax cuts to expire and strengthen some of the ones that really help new families and low-income families be able to thrive.

"There are two in particular. The earned income tax credit has had strong bipartisan support for several decades. It really helps families be able to get on their feet before we're asking them to contribute substantially to our tax structure. The other one is the child-care tax credit.

"We are suggesting that the value of them be increased. One of the things that is always disputed is how low the income threshold is to be able to qualify for them. I believe that income threshold has been $3,000, meaning

In 2003, Amy Blouin founded the Missouri Budget Project, a member of the State Fiscal Analysis Initiative network of state organizations facilitated by the well-regarded Center on Budget & Policy Priorities in Washington, D.C. She has worked on tax and fiscal policy issues for 15 years. Previously, she served as the director of advocacy for Catholic Charities of the Archdiocese of St. Louis and on the government relations staff of the United Way of Greater St. Louis. She also has been an adjunct professor of social policy for St. Louis Community College and St. Louis University, from which she received an MSW.

that support to be able to access quality child care and go to work.

"More than half of the states have an earned income tax credit that is modeled after the federal one. It's intended to help defray the cost of taxes on families that are just starting out. We've been encouraging that for several years in Missouri. Now, obviously, because of fiscal pressures in the state, it's probably not going to happen.

"One of the next major issues we'll need to address is how we finance and invest in higher education. The ability to access higher education is becoming more and more difficult as a larger percentage of the population is taking on higher amounts of student loan debt. It just feeds into the cycle of debt. It can be addressed by investment in higher education at the federal level to equalize the cost of public universities throughout the country."

On gleaning lessons from American history:

"One of the things we know is that, in recent history, tax cuts at the high end don't in fact work their way down through the whole of society."
I think from a broad perspective, focusing on things like infrastructure and green energy, which the White House is pushing for, is the right way to go.

JASON Q. PURNELL, PHD

On broad directions for the country:

"It takes me back to a talk I attended on this notion that we are primed for a new progressive era in the United States. One of the tenets of the progressive era was an old concept called thrift. It's possible that this economic downturn has given us the opportunity to reemphasize saving over consumption. I think what the Obama administration is trying to do is steer the economy into a place where we're not in a position where 60 to 70 percent of GDP is based on consumption, but that we're actually a nation that saves and invests. I think from a broad perspective, focusing on things like infrastructure and green energy, which the White House is pushing for, is the right way to go."

On specific policies to pursue:

"I've gotten very interested in this idea of Michael Sherraden's, with a particular focus on the working-class and poor people in the United States, on asset building and asset accumulation. I think the whole IDA [Individual Development Account] concept is compelling for a number of reasons. I think the argument behind them is essentially we already provide subsidies for saving by the non-poor, but we actually erect barriers to saving for poor people, institutional barriers."

"I'm really interested in the effects of asset ownership. One might be that people, particularly low-income people, are more able to focus on preventive health behaviors. The behavior I am interested in right now is smoking cessation."

"There are a whole host of health behaviors that could be related to this. If you've got limited resources, every crisis you encounter is going to deplete those resources, and you're moving from crisis to crisis. If we can help people to accumulate even a small amount of assets that keeps the lights on or pays the rent one month when they're short, then they might be less likely to be experiencing those stressors that keep people from attending to their health."

"We're in the very early stages of testing whether or not pairing asset accumulation or asset building with health is actually a workable concept. For instance, if we're able to show that people who are able to save in an IDA are also more likely to stick with a quit attempt for smoking cessation, I think it has potential to impact health-care spending. We hope to show that there's some economic benefit for every dollar we're matching for saving to encourage healthy behaviors and that spending on the front end is going to cost less than spending when people eventually develop lung cancer and other chronic diseases."
On the best long-term policies:

"Part of what happened last year I would put in the category of short-term fixes. Yet from a longer-term perspective, it was probably not all that helpful or constructive.

On precedents from U.S. history:

"There were a lot of decisions made in the 1930s, the 1940s, and the 1950s that a lot of people didn't like, but just look at some of the big initiatives. For example, in the 1930s, what comes to mind is stabilizing the financial system with deposit insurance and strengthening the Federal Reserve and creating new government agencies like Fannie Mae.

money, time, and expertise?

What kinds of policies provide good longer-term benefits? Things like education and needed infrastructure, such as bridges that really do provide value and need to be replaced. Reducing the budget deficit — that would be a huge long-term benefit. But that's obviously not what anybody is interested in right now — raising taxes or cutting spending. Another thing, which is counter to what the discussion has been about, would be making the healthcare system more efficient. These are win-win situations: They create spending and jobs in the short term, but they also have good long-term payouts.

"I'm disappointed that there's been so much money and so much attention focused on things like 'cash for clunkers,' homeowner's tax credits. The really, really high-return investments — and we've known this for years — are investing in people. So education would be my number one priority. I think that we should be busting the budget spending more on education and skills. Not everybody needs to go get a college degree or a postgraduate degree — but the quality of high school education, improving that is important."

"The really, really high-return investments — and we've known this for years — are investing in people."

On learning from other countries:

"The countries that often get mentioned are the Nordic countries. But, of course, as soon as you say that, it's pretty obvious that we are so different from those countries. The thing that people point out in the cases of those countries: They have been hit by severe economic and financial shocks in the past and they let the initial shocks play out. So there were lots of failures of companies and banks — house prices fell a lot — and large increases in unemployment. But then they got about the business of saying, 'Okay, that's past. That's water under the bridge. Now let's rebuild in a smarter way.'"
Wendy Auslander was lead author of "Psychosocial resources and barriers to self-management in African American adolescents with Type 2 diabetes: a qualitative analysis." Article appeared in the Diabetes Educator.

Monica Matthieu is the lead author of "Does a brief suicide prevention program enhance gatekeeper skills?" The article appeared in Crisis: The Journal of Crisis Intervention and Suicide Prevention. Monica recently spoke on "Advanced social work practice with military personnel, veterans, and their families," at the Council of Social Work Education's annual meeting.

Juan Peña presented the results of a national survey of youth risk behaviors at the Universidad Autónoma de Santo Domingo and to representatives of the Dominican Republic's Ministry of Education. He also co-authored "Familism, parent-adolescent conflict, self-esteem, internalizing behaviors and suicide attempts among adolescent Latinas," which was published in Child Psychiatry and Human Development.

Amy Eyler and colleagues authored "Measuring the impact of public health policy," which appeared in Preventing Chronic Disease.

Nancy Morrow-Howell co-authored "The effect of the Experience Corps® program on student reading outcomes," which appeared in Education and Urban Society. She also authored "Examining the effects of New York Experience Corps® program on young readers," which was published in Literacy Research and Instruction.

Ross Brownson was lead author of "Translating epidemiology into policy to prevent childhood obesity: the case for promoting physical activity in school settings." The article appeared in the Annals of Epidemiology. He also was lead author of "Assembling the puzzle for promoting physical activity in Brazil: a social network analysis." The Journal of Physical Activity and Health published the article.

Debra Haire-Joshu was the lead author of "Surveillance of obesity-related policies in multiple environments: the Missouri Obesity, Nutrition, and Activity Policy Database, 2007-2009." The article appeared in Preventing Chronic Disease. She also authored "The use of mentoring programs to improve energy balance behaviors in high-risk children." The article appeared in Obesity.

with information on best practices for designing and implementing comprehensive tobacco-control programs. The second guide, CDC's Best Practices User Guide: Youth Engagement, was released in May 2010 and focuses on the critical role youth play in advancing policy in a comprehensive tobacco-control program.


Doug and colleagues at the Center for Tobacco Policy Research are collaborating with CDC's Office on Smoking and Health to develop a series of user guides that will provide tobacco-control program staff
Jenine Harris was the lead author of "Connecting discovery and delivery: the need for more evidence on effective smoking cessation strategies for people living with HIV/AIDS." The article appeared in the American Journal of Public Health.


Matt Kreuter was the lead author on "Comparing narrative and informational videos to increase mammography in low-income African American women." The article appeared in Patient Education and Counseling. He also presented "Reframing dissemination: a marketing and distribution perspective" at the 3rd Annual NIH Conference.

Amanda Moore McBride was lead author on "Engaging older adult volunteers in national service." The article will appear in Social Work Research. She was also lead author of "Access to international volunteering," which appeared in Nonprofit Management and Leadership.

Luis Zayas and Enola Proctor spoke at Improving Implementation Research Methods for Behavioral and Social Science, sponsored by the Office of Planning, Research and Evaluation in the Department of Health and Human Services' Administration for Children and Families. Luis also received a conference grant to host "Adapting interventions for diverse ethnocultural families," which will bring together leading scholars in child and adolescent mental health, behavioral sciences, and intervention research.

Vetta Sanders-Thompson was lead author of "Comparing the use of evidence and culture in targeted colorectal cancer communication for African Americans." The article appeared in Patient Education and Counseling. She also authored "African American's self-report patterns using the National Cancer Institute colorectal cancer screening questionnaire." The article can be found in the Journal of Cancer Education. In addition, she presented "Supporting community involvement in health literacy" and "Community engagement in health literacy" at the IHA's Annual Health Literacy Conference.

Tim McBride was appointed to a federal committee that sets policy on Health Profession Shortage Areas and Medically Underserved Areas. Tim also was nominated by Missouri Governor Jay Nixon to the MOHealthNET Oversight Committee for the State of Missouri.

Enola Proctor received a grant to establish a pre-doctoral mental health services research training program that will prepare researchers to investigate a range of issues including access to, organization of, and effectiveness of mental health services.

Amanda Moore McBride was lead author on "Engaging older adult volunteers in national service." The article will appear in Social Work Research. She was also lead author of "Access to international volunteering," which appeared in Nonprofit Management and Leadership.

Amanda recently helped organize Service World: The Impact of International Volunteer Service, a research and policy forum co-sponsored by the Global Economy and Development Program, Brookings Institution, and the Brown School's Center for Social Development.

Tim McBride

The Secretary of Health and Human Services and the Director of the Health Research Services Administration appointed Tim McBride to a federal committee that sets policy on Health Profession Shortage Areas and Medically Underserved Areas. Tim also was nominated by Missouri Governor Jay Nixon to the MOHealthNET Oversight Committee for the State of Missouri.
Enbal Shacham received National Institute of Drug Abuse funding to examine the geographic distribution of illicit drug using behaviors, alcohol consumption, and sexual risk behaviors among individuals with HIV in four U.S. metropolitan areas across seven different HIV clinics.

Sarah Gehlert was appointed to the Board of Scientific Counselors of the National Human Genome Research Institute at NIH. She is also the lead author of "The importance of transdisciplinary collaborations for understanding and resolving health disparities." The article will appear in Social Work and Public Health.

She recently spoke on the topic of genomics, disparities, and prevention at National DNA Day Breast Cancer Symposium hosted by Washington University’s Genome Center. She also authored “Community-academic partnership throughout the life-cycle of a research project: points to consider.” The article appears in the Journal of Empirical Research on Human Research Ethics.

Melissa Jonson-Reid, Brett Drake, and colleagues authored “Children with disabilities in poor households: association with juvenile and adult offending.” The study appeared in Social Work Research. They were also co-authors of “Effects of child maltreatment and inherited liability on antisocial development: an official records study,” which appeared in the Journal of the American Academy of Child and Adolescent Psychiatry.

Ramesh Raghavan was lead author of "Using risk adjustment approaches in child welfare performance measurement: applications and insights from health and mental health settings." The article appeared in Children and Youth Services Review.

He also authored "Collaborative implementation of a sequenced trauma-focused intervention for youth in residential care," which appeared in Residential Treatment for Children and Youth.

Mark Rank and colleagues presented “Causes, consequences, and cures: ending the spiral of poverty” at the Race in America National Conference hosted by the University of Pittsburgh’s School of Social Work and Center on Race and Social Problems.

Michael Sherraden will participate in the expert discussion group for a new Administration for Children and Families initiative, ASSET, to ensure that more families with young children can have access to multiple asset-building services, such as financial education, individual development accounts, and other strategies. Michael and the Center for Social Development also recently received funding from the Levi Strauss Foundation to support CSD’s Global Assets Project: Innovation, Research, and Expansion.

Elizabeth Dodson participated in the Society for Public Health Education’s 2010 State Health Policy Institute.
Lora Iannotti was lead author of "Maternal zinc supplementation reduces diarrheal morbidity in Peruvian infants." The article appeared in *Juvenile Pediatrics*. She recently received funding to evaluate an initiative of KickStart, a nonprofit that provides technologies, expertise, and methods throughout Africa to support programs in agriculture, shelter, water, sanitation, health, and relief.

Carolyn Lesorogol was awarded a grant from the Chronic Poverty Research Center in London to conduct research on inter-generational transmission of poverty among pastoralists in Kenya and the role of education as a pathway out of poverty. She also received a grant from the Center for New Institutional Social Sciences for a project introducing dairy goats in Samburu district in Kenya. The objective of the community-based project is to improve household nutrition and income, as well as support capacity building in the community.

Patricia Kohl recently received funding from the National Institute of Child Health and Human Development to study the Pathways Triple P-Positive Parenting Program. She will assess whether the program is effective when used with families in the child welfare system.


The NIH/HHS Interagency Autism Coordinating Committee recently selected Paul Shattuck's 2009 article on the timing of identification of autism as one of the top 20 autism research advances in 2009.

This summer, scholars, professionals, and government officials interested in gerontology will come together at Peking University in Beijing to advance research that will promote a productive aging society.

Productive engagement of older adults, including paid employment, formal volunteering, and mutual aid, has been shown to strengthen families and communities and promote the health of older adults. This conference will look at a range of approaches and assess how different productive engagement strategies can be adapted across countries and cultures.

Specifically, the conference will explore ways to:

1. Support older caregivers/grandparents
2. Engage older adults as workers and volunteers
3. Provide life-long education and training
4. Encourage social entrepreneurship

The conference is co-sponsored by Brown School's Center for Social Development in collaboration with:

- Hong Kong Tin Ka Ping Foundation
- Hong Kong Polytechnic University – Peking University China Social Work Research Centre
- China Association for Social Work Education
- Renmin University of China
- Columbia University School of Social Work
- Peking University, Department of Sociology
- Social Policy Research Center, National Taiwan University
- University of Hong Kong, Department of Social Work and Social Administration
- Community Foundation for Southeastern Michigan

This is the third conference on productive aging in China that CSD has co-sponsored. Under the leadership of Nancy Morrow-Howell, PhD, the Ralph and Muriel Pumphrey Professor of Social Work at the Brown School, and Gao Jianguo, PhD, professor at Shandong University, CSD and Shandong University organized the first national conference on productive aging in China, which was held in July 2009 in Jinan, the capital of Shandong Province. CSD co-sponsored a similar conference last May in conjunction with Washington University's Harvey A. Friedman Center for Aging titled "Productive Aging: Cross-Cultural Perspectives from China and the U.S."

Learn more about CSD's productive aging work and efforts in Asia at csd.wustl.edu
CAUSAL RELATIONSHIPS

Students from an area high school worked with the SSD Lab to identify and map key issues that were creating tension at the school. This initial model will be used to help identify solutions.
Understanding CHANGE

By Judy Watts

As a hub for research, community partnerships, and teaching based on applying system dynamics to social problems, the new Social System Design (SSD) Laboratory at the Brown School is addressing critical social and educational needs.

An appeal for such efforts sounded in 2007, when Jay W. Forrester, who in 1956 began the development of system dynamics at the MIT School of Industrial Management, essentially challenged the system-dynamics and higher-order tool for working with stakeholders to solve a problem, anticipate the solution's effects and unintended consequences, and build participants' ability to work with the system in the future. The methodology involves determining the causal relationships among the system's myriad components and mapping them using system dynamics diagrams and computer modeling.

Whiteboards, paper, and then computer screens display the full interplay of variables and their causal relationships in the form of arrows with plus and minus signs; balancing and reinforcing causal chains or loops; boxes indicating stocks or levels; delays; and more. Key to developing successful solutions is creating qualitative mental models as well, by understanding the perspectives of the people involved in the system.

The Lab works to understand the role of social determinants at the community level on issues such as domestic violence, childhood obesity, and mental health, and develop the methodology in system dynamics model building and analysis to ask new kinds of questions.

―The Lab has developed a wonderful set of partnerships with clients, including nonprofit organizations, international nongovernmental organizations (NGOs), school systems, state governmental agencies, and companies involved in policy and health evaluation, and new activity is ramping up very quickly,‖ Hovmand says. Currently 38 nonprofit organizations in St. Louis are part of an ongoing National Science Foundation study examining the impact of...
implementing evidence-based practice on organizational performance. Hovmand's group works closely with Transtria, a local company known for its work on social determinants of health and policy evaluation. The SSD Lab and Transtria are collaborating as one of six teams in a comparative modeling network on childhood obesity prevention sponsored by the National Institutes of Health and Robert Wood Johnson Foundation.

Through an interdisciplinary study sponsored by Washington University's International Center for Advanced Renewable Energy and Sustainability (I-CARES), the SSD Lab collaborates with India's Foundation for Ecological Security (FES), an NGO that works in 1,400 villages where household income averages $350 a year. Led by Gautam N. Yadama, associate professor, with co-PIs Hovmand and Tiffany M. Knight, assistant professor of biology, the University-NGO partners are combining community methods, plant biology, and system dynamics to build plant and community models to explore the nexus of energy, poverty, and the environment. (See story on page 8)

"We want to understand rural households' dependence on natural resources and the effect of their energy use on natural resources," says recent MSW graduate Nishesh Chalise, who spent a summer working with the project in the village of Boyapalle. As examples of the extensive training in system dynamics available to MSW, MPH, and PhD students, Chalise has taken a course, assists Hovmand in work with mental-health agencies in St. Louis, and is completing an independent modeling study. "I have gained far deeper insight into the real world," Chalise says. "I used to think in a very superficial way before, but now I'm forced to think, ask more questions, and be specific and accurate about interactions. I'm thinking in at least three or four deeper layers."

Befitting a method that provides a language for talking across disciplines and a systems design laboratory whose work nearly always involves smoothly functioning interdisciplinary teams, Hovmand co-teaches a course with Professor Joseph "Jody" O'Sullivan in electrical and systems engineering. Offered by the Brown School and the School of Engineering & Applied Science to undergraduate and graduate students, it uses system dynamics to design sustainable social policies and programs. Students develop projects that often continue through independent study at the lab and in the field.

Margaret Hower, an MSW/MPH student who took the course, calls it "extremely interesting and very useful." After graduation, she plans to work "at the intersection of community development, designing effective systems in public health areas," where she says the cutting-edge tools of system dynamics will be essential.

Annaliese Calhoun, a recent MSW graduate who concentrated her studies in system dynamics and management, expects to work with nonprofits on capacity-building issues. "Whether you work on the micro-, meso-, or macro-level, you'll work with complex problems," she says. "The people you observe, the organizations you work in, the communities you're embedded in, all will be interacting in challenging ways that are difficult to see and understand. If you want to be effective, it's vital to be able to think in systems."

The social-system conundrums Hovmand, his colleagues, and students address are complex and often emerge with limited historical data to fully define the problem. All require considerable innovation to work out solutions.

"Our ideal customer — whether a community leader, a researcher, a nonprofit organization, or a student — is someone very familiar with a particular problem who wants a new way of thinking about it," Hovmand says.

"Someone who wants to reinvent the way community development is being done, for example, or the way structural racism is being thought about, or the way problems are approached at the intersections of child welfare and domestic violence."

One day, the SSD Lab's research will inform policies that could be developed on a particular issue at the national, regional, or local level. "We are just beginning that work," says Hovmand. "In the long term, it will be a very, very exciting area."
“Dean Lawlor and I wanted to create a new kind of organization to bring together teaching, research, innovation, communities, and potential social impact using system dynamics. Our mission is to advance the field [of system dynamics] within health and human services.”

Peter S. Hovmand, PhD, director of the SSD Lab
Research

Comprehensive tobacco-control policies a key step in reducing Missouri’s high tobacco-use rate

Missouri has one of the highest statewide smoking averages in the country, more than 23 percent. And racial and ethnic minorities, people with lower incomes and education levels, Medicaid recipients, and the LGBT community smoke or experience secondhand smoke at a rate significantly higher than the state average.

These findings are highlighted in a recent report by the Brown School’s Center for Tobacco Policy Research (CTPR). The report, “Who Is Most Affected? Tobacco-Related Disparities in Missouri,” identifies statewide differences related to who is smoking, who is exposed to secondhand smoke, and who is quitting.

The report is based on analysis of the 2007 Missouri County-Level Study of Adult Tobacco Use and Related Chronic Conditions and Practices, the largest special survey ever undertaken by the Missouri Department of Health and Senior Services.

A total of 49,513 Missouri adults were interviewed for the study. The county-level study was supported by a grant from the Missouri Foundation for Health as part of its Tobacco Prevention & Cessation Initiative (TPCI).

CTPR also found that Medicare recipients have the lowest level of confidence in their ability to quit smoking. More than 34 percent of the Medicare recipients who participated in the county-level study do not believe they can successfully stop smoking, a rate much higher than the state average of 20.7 percent.

Douglas Luke, PhD, CTPR director and professor at the Brown School, says the tobacco industry has a long history of targeting at-risk and vulnerable groups with its advertising.

“Addressing these groups as part of our comprehensive tobacco-control efforts in Missouri will help reduce the overall burden from tobacco use, making Missouri a healthier place,” Luke says.

Nancy Mueller, board chair of the statewide Tobacco Free Missouri coalition and associate director of CTPR, says communities across the state are acting to protect the health of their citizens.

“But we see from this report that unless our elected officials in Jefferson City take action, many populations will continue to face disparities in tobacco use and exposure,” Mueller says.

“Comprehensive tobacco-control policies at the state level ensure the inclusion of all Missourians,” she says.

THE NEW DISPARITIES REPORT RECOMMENDS THE FOLLOWING TOBACCO-CONTROL EFFORTS FOR MISSOURI:

1. Implement comprehensive, population-level tobacco-control policies such as increasing the tobacco excise tax and mandating 100 percent clean indoor air policies.

2. Address the need for affordable, accessible and relevant cessation services, particularly for those groups disproportionately affected by tobacco use.

3. Tailor health messages to make sure they are culturally relevant and easily understood by targeted groups.

4. Continue assessing tobacco-related behaviors across the state, and make improvements to future statewide surveys as needed.
New dual degree meets growing demands of health-care sector

Washington University recently launched a dual master's degree program in business administration and public health (MBA/MPH) to meet the growing demand for business-savvy, public-policy-minded health-care managers. The university's Olin Business School and Brown School will administer the program that offers students a uniquely interdisciplinary approach to understanding and managing the complex challenges in the health-care industry.

"The time is right for this degree," says Timothy McBride, associate dean for public health at the Brown School. "Implementing national health reform will be a key priority for many years."

"Now more than ever, all sectors of the health-care industry need to understand how these reforms affect the delivery and financing of medical care," says McBride. "A joint degree in public health and business offers students a rich understanding of business, economics, and policy and gives them the tools needed to help implement health reform now and into the future."

According to the Bureau of Labor Statistics, the U.S. health-care industry will generate more than three million jobs this decade. In addition to doctors and nurses, well-trained managers whose expertise bridges the worlds of business and health-care are vital in the new era of healthcare reform.

Graduates with the dual MBA/MPH degree will have the interdisciplinary functional and critical-thinking skill set needed for distinctive impact and long-run leadership in hospital, pharmaceutical firms, health-care consulting, policy think tanks, public administration, and other management roles across the health-care industry spectrum.

Washington University's MBA/MPH program will combine the foundational courses of graduate-level business and public health degrees, with a total of 87 course hours, and will require two-and-one-half to three years to complete.

Applicants must be accepted into the existing MBA and MPH programs and must apply for the dual degree before the end of their first year of study in either graduate program. 

Science explores random acts of kindness

Fairness and cooperation among strangers depends on more than evolution, according to a new study published in a recent issue of the journal, *Science*. "Historical factors such as religion, commerce, and punishment play a role," says Carolyn Lesorogol, PhD, study co-author and associate professor.

"From a diverse sample of 15 societies around the world, we found that societies that were larger, more integrated into markets, and where people practiced a world religion (Christianity, Islam) exhibited higher levels of fairness in anonymous, one-shot experimental games," says Lesorogol. "They were also more likely to punish unfair offers made by others in the experiments."

According to Lesorogol, this finding suggests that the emergence of institutions like markets and religions have played a role in enabling cooperative interactions among people who do not know each other.

"Such interactions have been fundamental to the development of large-scale, modern societies historically," she says. "Our work supports the idea that the emergence of such norms and institutions (rather than an extension of kinship) has been of fundamental importance in the expansion of social interaction beyond small groups of individuals."

Lesorogol and 14 other authors looked at communities around the world for the study "Markets, Religion, Community Size, and the Evolution of Fairness and Punishment." Lesorogol's research focused on communities in Samburu district, Kenya.

The lead author of this study is Joseph Henrich, associate professor of psychology and economics at the University of British Columbia.
Long-term study reveals asset-building success of Child Development Accounts

CSD continues work on universal child account policy through SEED OK.

A ten-year study on Child Development Accounts (CDAs) has confirmed their viability as a tool for long-term asset building.

Beginning as early as birth, CDAs are investment accounts that allow parents and children to accumulate savings for postsecondary education, homeownership, or business initiatives.

The Brown School’s Center for Social Development (CSD) has been actively involved with the national CDA study, the Saving for Education Entrepreneurship and Downpayment Initiative (SEED), since its beginning.

CSD is continuing the work of SEED with its SEED for Oklahoma Kids (SEED OK) project. As with all of CSD’s research on children’s savings, the goal of this project is to inform and influence a universal and progressive CDA policy in the United States.

SEED OK is a large experiment testing the idea of giving every child a CDA at birth. In 2007-08, 1,360 newborns received an Oklahoma College Savings Plan account containing an initial deposit of $1,000. Research is tracking these children along with 1,347 children who did not receive an account.

CSD researchers are looking at how much families save for their children’s education, the impact of SEED OK on parents’ expectations and behavior, and how much difference SEED OK will make in child development and educational achievement.

“...we have evidence that if there is savings and assets in the household, particularly if the savings are in the child’s name, controlling for other features, that children will do better,” says Michael Sherraden, PhD, the Benjamin E. Youngdahl Professor of Social Development and director of CSD.

“They will have better educational attainment and are more likely to do well in high school, attend college, and graduate from college.”

SEED OK is designed to allow researchers to follow participants over time. Funding is secured to study SEED OK participants from birth until age 7, but CSD hopes that research will continue well into the future.

“We are following the kids with accounts and the kids who don’t have accounts to see how...

Key findings:

1. CDAs appeal broadly to Americans across political and geographic lines.
2. Families of all income levels have saved and built assets for children and youth in SEED.
3. In addition to financial savings, CDAs may have positive attitudinal, behavioral, and social effects.
4. Potential exists for a national CDA policy that is universal, lifelong, progressive, and asset oriented.

seewww.csd.wustl.edu
they do in their early years and into their early schooling,” Sherraden says. “Hopefully, someone will follow them all the way through college.”

Early in SEED OK, one participant commented, “When I was growing up, there was never that encouragement to prepare or think about going to college. I think this SEED money will give parents and children a chance to look at it in a different way. Parents will know the money is there and will talk to their kids about it and encourage them to go to college.”

CSD researchers look forward to learning how SEED OK shapes the future of these now 3-year-old Oklahoma children as they prepare to enter elementary school in the short term and for college and beyond.

Do helping hands forge lasting ties?

An American volunteer who builds a school in Haiti today may help create global goodwill for tomorrow, according to a study by Brown School researchers.

The study, “Perceived Impacts of International Service on Volunteers: Interim Results from a Quasi-Experimental Study,” supported by the Ford Foundation and released this past summer, suggests that even a few weeks of international volunteer service may reap lasting benefits.

International volunteer service is growing worldwide, but there is little substantive research about its impact.

According to Amanda Moore McBride, PhD, assistant professor and research director at the School’s Center for Social Development (CSD), CSD is leading research in this area and is the first organization to accomplish this kind of rigorous quasi-experimental work on the topic.

The study sought to determine the effects of international service on volunteers in four areas: international awareness, intercultural relations, international social capital, and international career intentions. The study demonstrated benefits in all categories except intercultural relations.

An examination of international social capital — the relationship between volunteers and people in the host countries — revealed numerous ways in which these connections flourish long after the volunteer period is over. These connections include volunteers sending money back to host countries, lobbying for policy changes, and linking people and organizations to resources.

“The impact of the experience is not just for the volunteers but perhaps, most importantly, for the host countries as well,” McBride says. “Even beyond the international service experience, those human connections transcend time and space, creating a foundation for global development.”

A grant from a joint academic venture capital fund sponsored by the Brookings Institution in Washington, D.C., and Washington University is supporting a longitudinal follow-up with the volunteers and analysis of host country data, which will better gauge the impact of international service over time.

The grant also supported a June 23 policy forum on the topic, co-sponsored by Global Economy and Development at Brookings and the Center for Social Development.
Molly Tovar appointed director of the Buder Center

Molly Tovar, EdD, former director of leadership for the Bill & Melinda Gates Millennium Scholars Program, has been appointed director of the Kathryn M. Buder Center for American Indian Studies at the Brown School.

“We are excited to have Dr. Tovar join Washington University,” said Edward F. Lawlor, PhD, dean of the Brown School and the William E. Gordon Distinguished Professor. “Her life’s work has been dedicated to American Indians, from advancing educational opportunities and supports for success to bringing leadership on issues related to cultural competency, diversity, and cross-cultural understanding.”

Tovar, both of Native American and Hispanic descent, earned a doctorate in higher education and administration from Oklahoma State University in Stillwater, OK, where she later was the director of student academic services for the graduate college. She is a consultant focusing on developing leadership skills in academic and corporate communications.

As director, Tovar will lead and provide strategic direction for the Buder Center and advance the center’s goals to educate and train health and human services professionals who want to work in Indian Country.

“Tovar also will work to advance a robust research agenda and new knowledge creation to inform practice and policy that impacts Indian Country.

“I am interested in this position because of the opportunity to make an impact at a very distinguished institution,” Tovar said. “To have the opportunity to build on the nationally known programs of the Buder Center is invigorating. It is an honor to create, support, promote, and celebrate Washington University’s success by leading the continued development of the center.”

Tovar also will collaborate on special projects that advance leadership capacity and diversity on campus as they relate to the provost office’s diversity work group findings and recommendations.

“I look forward to having Molly Tovar at Washington University,” said Provost Edward S. Macias, PhD, executive vice chancellor for academic affairs and the Barbara and David Thomas Distinguished Professor of Arts & Sciences. “She has a wonderful set of experiences that will help us in carrying out our plans to diversify all parts of the university.”

Prior to her work with the Bill & Melinda Gates Millennium Scholars Program, Tovar was the chief operating officer for the American Indian Graduate Center and director of the Gates Millennium Scholars Program for American Indian/Alaska Natives in Albuquerque, N.M., from 2001 to 2006. She served as associate vice provost for student services at the University of Oklahoma Health Sciences Center from 1999 to 2001.

Tovar is nationally recognized for her expertise in strategies for ensuring the success of underrepresented students in undergraduate and graduate education. She is a member of a number of state and national committees on education, including the Council of Graduate Schools Advisory Committee on Minorities, and is on the board of directors for the New Mexico Southwest Youth Services Council and on the education committee of the Red Earth Museum in Oklahoma City.

Outside of her work in higher education, Tovar works with the indigenous women in the tropical villages of Panama and is working on a book, The Entrepreneur’s Spirit: American Indian Women Entrepreneurs’ Edition.

She was selected as a Leadership Foundation Fellow of the International Women’s Forum, a National Hispanic Scholar and a recipient of the Outstanding Oklahoma Native American Leadership Award, among many other accolades.
TIME magazine has named Michael Sherraden, PhD, the Benjamin E. Youngdahl Professor of Social Development, to the 2010 TIME 100, the magazine's annual list of the 100 most influential people in the world.

Sherraden, the founder and director of the Brown School's Center for Social Development (CSD), is known for his pioneering work on asset building for low-income people.

"This TIME 100 award belongs to the talented staff, faculty, and graduate students associated with the Center for Social Development," Sherraden says.

In his 1991 book, Assets and the Poor: A New American Welfare Policy, Sherraden proposed establishing individual savings accounts for the poor — also known as Individual Development Accounts (IDAs). His program calls for the government and private sector to match individual contributions to IDAs as a means of encouraging savings and breaking the cycle of poverty. IDAs have been adopted in federal legislation and in more than 40 states.

Research results from the American Dream Demonstration, a large eight-year CSD research project to test IDAs, were instrumental in the design of Universal Savings Accounts, a 1999 proposal by President Bill Clinton that would enable all working people to have a 401(k) retirement plan.

"The TIME 100 recognition is a huge surprise," he says. "So many people could be — and deserve to be — recognized for their creative and productive work, so I feel very fortunate to be selected.

"The work that is being recognized has resulted from the talents and strong commitment of a large team of people at Washington University and relationships with dozens of partner organizations across the country and around the world.

Sherraden's work on assets has influenced policy development in the United Kingdom, Taiwan, Canada, Indonesia, and other countries. In the United Kingdom, as of 2005, all newborns are given an account at birth, with a larger initial deposit into the accounts of children in low-income families.

CSD is now testing universal children's savings accounts in a project known as Saving for Education, Entrepreneurship and Downpayment (SEED). (See story on page 42)

Sherraden has served as an adviser and consultant to the White House, Department of the Treasury, Department of Housing and Urban Development, Department of Health and Human Services, the Carnegie Council, and many other organizations.

In addition to his asset-building research, Sherraden's scholarship focuses on civic service and productive aging.

The TIME 100 list, now in its seventh year, recognizes the activism, innovation, and achievement of the world's most influential individuals.

Says TIME Managing Editor Rick Stengel of the list, "The TIME 100 is not a list of the most powerful people in the world, it's not a list of the smartest people in the world, it's a list of the most influential people in the world. They're scientists, they're thinkers, they're philosophers, they're leaders, they're icons, they're artists, they're visionaries. People who are using their ideas, their visions, their actions to transform the world and have an effect on a multitude of people."
A Day in the Life

Some of us live it every day, but in April, everyone got a window into the day in the life of Brown School students, faculty, and honored graduates at our annual Distinguished Alumni Awards Celebration. Read more about our 2010 awardees below.

1. JACK KIRKLAND, ASSOC. PROFESSOR

He is a nationally known scholar who lectures, consults, and writes on the African-American family. His work is aimed at strengthening and revitalizing distressed and depressed communities. A popular teacher, his goal is to arm students with practical knowledge so they can have an impact on communities, whether it is through having a seat in government, in private enterprise or business, or through community agencies. To that end, Kirkland has developed practicum opportunities in East St. Louis, IL, and is working on similar opportunities with other municipalities.

2. J. PETER ROBERTO, MSW '88

As director of public health and social services for Guam, Roberto's work lies at the intersection of public health and social work. He launched programs, including efforts in smoking cessation, to improve the lives of Guam's residents. Prior to this role, he served as director of the Department of Mental Health and Substance Abuse, also in Guam.

3. REENA HAJAT CARROLL, MSW '05

Through her work as executive director of the Diversity Awareness Partnership, Carroll has inspired dialogue and understanding about diversity in schools, workplaces, and communities throughout the St. Louis region. Her contributions to the community extend beyond the partnership and include memberships on the board of the Living Insights Center and the Children's Hospital Community Advisory Board, among others. Carroll also teaches a course on human diversity and social justice at the Brown School.

DEAN EDWARD F. LAWLOR AND CHANCELLOR MARK WRIGHTON

April 5, 2011

Want to connect with faculty, students, and old friends? Make plans to attend the 2011 Distinguished Alumni Awards Celebration.

AS PART OF THE CELEBRATION, THE SCHOOL DEBUTED THE WINNING VIDEO FROM THE "DAY IN THE LIFE" OF A BROWN SCHOOL STUDENT VIDEO-contest. To see some of the video submissions, visit the student life section of:

brownschool.wustl.edu
Expanding the Tool Kit:

PROFESSIONAL DEVELOPMENT PROGRAMS

By Janet Gillow, MSW '95

When I graduated from the Brown School in 1995, my classroom and field placement experiences had given me the tools needed to launch a successful career. But over time, it was clear that I needed to continue to learn, to continually add more tools to the kit. Enter post-graduate education. These programs are a vital source of information and skills that can help advance careers as well as create new connections with people in the community with like interests.

When the Brown School began to recruit someone to shape the post-graduate experience for people working in social, impact-oriented careers, I jumped at the opportunity.

I joined the School at an exciting time. The School had just completed a 10-year plan that built a solid case for investment in quality, timely, and relevant professional development programs. Specifically, we heard from many of you that you would like to see us take a larger role in providing these opportunities in St. Louis and elsewhere.

We've made great progress in the past couple of years, building off one of our existing professional development programs, which has long been regarded as one of the most respected health and human services workshop series in the region. We have expanded the number and types of offerings available and have aligned the series with our hallmark focus on evidence-based practice.

As our MSW graduates take on a wider range of professional roles, and as we prepare to graduate our first class of Master of Public Health students, we are mindful of the many challenges and opportunities we face in meeting the continuing education needs of individuals with such diverse professional interests.

What's on the horizon?

With so many graduates working around the country and the world, distance learning is high on our list of priorities. We want any member of the community, no matter where they are located, to be able to use technology to return to the Brown School, participating in programs remotely. This past year, we initiated several pilot projects leveraging the web. These included webinars, live streaming video of lectures, audio downloads, and other means through which the rich content available at Brown can be readily accessible to you.

If you have listened to one of the School's Heard@Brown podcasts, then you are already experiencing some of this work.

If you would like to learn more about upcoming opportunities, we've listed some in this issue of the magazine or you can visit:

[link]

We look forward to working more closely with you on this important effort.

WE WANT TO HEAR FROM YOU!

In an effort to provide continuing education that is most relevant to you, we are also making investments in gathering more specific information about the types of lectures and programs that are of interest to you. With the volume and pace of activities at the School, we want to be able to streamline our communications and help you connect with the facets of the school that are most meaningful to your professional growth.

We continue to seek collaboration opportunities with agencies, programs, and individuals who have valuable information, programmatic models, or perspectives to share. And we are eager to learn how we can meet your professional development needs and the needs of your staff. If you have ideas about the future of Brown's Professional Development Program or training needs we may be able to help meet, I encourage you to contact me with your suggestions at jgillow@wustl.edu.
MARK YOUR CALENDAR
Spring 2011 Professional Development Workshops

JANUARY

Developing New Supervisors & Increasing Skills of Current Supervisors (3 CEUs)
Friday, January 14, 2011
8:30 – 11:30 a.m.

Know When to Hold 'Em: A Clinician's Guide to Recognizing Pathological Gambling and What to Do Next (3 CEUs)
Friday, January 21, 2011
8:30 – 11:30 a.m.

Autism Spectrum Disorders: Helping Affected Individuals and Families (3 CEUs)
Friday, January 21, 2011
9:00 – Noon

Federal Grantseeking (2-part series; 6 CEUs)
Friday, January 28, and Friday, February 4, 2011
8:30 – 11:30 a.m., both sessions

Identifying & Developing Leadership Potential (3 CEUs)
Friday, January 28, 2011
8:30 – 11:30 a.m.

FEBRUARY

Researching State Legislation (3 CEUs)
Friday, February 4, 2011
8:30 – 11:30 a.m.

Social Work Ethics in Action (3 CEUs)
Friday, February 11, 2011
8:30 – 11:45 a.m.

Understanding Change: An Introduction to Systems Dynamics & Group Model Building (3 CEUs)
Friday, February 11, 2011
8:30 – 11:30 a.m.

Establishing a Positive Organizational Culture (3 CEUs)
Friday, February 18, 2011
8:30 – 11:30 a.m.

Sexual Addiction: Current Strategies for Assessment and Treatment (3 CEUs)
Friday, February 18, 2011
8:30 – 11:30 a.m.

Introduction to Parent-Child Interaction Therapy (3 CEUs)
Friday, February 25, 2011
8:30 – 11:30 a.m.

MARCH

Cognitive Processing Therapy for Survivors of Trauma Diagnosed with PTSD (2-part series, 12 CEUs)
Thursday, March 10, and Friday, March 11, 2011
8:30 – 4:30 p.m., both sessions

Job Performance Evaluation & Corrective Action (3 CEUs)
Friday, March 11, 2011
8:30 – 11:30 a.m.

Introduction to Child Parent Psychotherapy: Clinical Intervention with Young Children Affected by Trauma and Domestic Violence (7 CEUs)
Thursday, March 17, 2011
8:30 – 4:30 p.m.

Understanding & Using the DSM-IV-TR (3 CEUs)
Friday, March 18, 2011
8:30 – 11:30 a.m.

It's All About the Kids: Removing Barriers in Child Welfare (5-part series, 10 CEUs)
Fridays: March 18, April 1, April 15, April 29, May 13, 2011
9:00 – 11:30 a.m., all sessions
It's All About the Kids: Removing Barriers in Child Welfare (5-part series, 10 CEUs)
Fridays: March 18, April 1, April 15, April 29, May 13, 2011
9:00 – 11:30 a.m., all sessions

Evidence Based Public Health & Social Work: New Tools for the Practitioner (3 CEUs)
Friday, April 1, 2011
8:30 – 11:30 a.m.

Personnel Management for Excellence (3 CEUs)
Friday, April 8, 2011
8:30 – 11:30 a.m.

So Many Theories, So Little Time: What’s a Relationship Therapist to Do? (3 CEUs)
Friday, April 8, 2011
8:30 – 11:30 a.m.

Supporting Our Soldiers: Social Work Training in Behavioral Health and Family Programs for Returning Veterans (7 CEUs)
Friday, April 15, 2011
9:00 – 5:00 p.m.

How to Manage During Times of Crisis (3 CEUs)
Friday, April 29, 2011
8:30 – 11:30 a.m.

Psychopharmacology (6 CEUs)
Thursday, May 5, 2011
8:30 – 3:30 p.m.

Preparation for the Masters/Advanced/Clinical Level Exams in Social Work Practice
Friday, May 6, and Saturday, May 7, 2011
8:00 – 5:00 p.m.

Confidentiality, Dual Relationships and Other Ethical Conundrums (3 CEUs)
Friday, May 13, 2011
8:30 – 11:45 a.m.

We’re committed to providing continuing education opportunities for our community. If you live in the region, or close by, we encourage you to take advantage of our many offerings. For more information and to register for a class, visit: brownschool.wustl.edu/profdev
Before the national trend toward food activism took hold and before Panera Bread, a national bakery-café chain experimented with a non-profit, donations-based restaurant model, there was (and still is) Grounds 4 Change. This student-initiated and managed café integrates it all: social work, social justice, public health, social entrepreneurship, and environmental sustainability.

The café also fills a more fundamental need — providing a place where food, fun, and conversation come together. And if you’ve visited the School in the past couple of years, you will see why this budding idea from 2006 quickly blossomed into one of the defining experiences of the Brown School.

Here’s how it all started.

Something vital was missing — an open, welcoming, and common space where Brown School students, faculty, and staff could stop, mingle, share ideas, and grow relationships with one another over food and beverage.

The realization dawned on MSW students Lisa Harper Chang and Sarah Hunter when they were taking a course called Social Work Practice with Organizations and Communities. Also obvious to them was the solution. So they made a proposal and, with administrative approval and financial backing, opened a donations-based coffee shop in September 2006 on the main floor of Goldfarb Hall.

Housed in a former closet, furnished with just a couple of chairs and a love seat, the coffee shop was a far cry from your neighborhood Starbucks. However, Grounds 4 Change, its play-on-words name, spoke to goals out of all proportion to its tiny size.

Hunter and Chang conceived it as nothing less than a model of social justice, environmental awareness, mindful eating and living, and community building and betterment through dialogue and mutual trust.

“Everything was very principled,” Chang says. To the extent possible, menu items were healthful and procured locally. Wages for student employees were on a par with campus work-study rates. Prices were low, and customers caught temporarily short of funds were allowed to pay later.

G4C, as it has become known, caught on. Barbara Levin, coordinator of the School’s Alliance for Building Capacity and an almost daily customer from the beginning, found it “a wonderful gathering place for the students, the staff, and the community.”
Grounds 4 Change was an education in the "art of managing a staff," teaching employees the ropes, and then trusting them to do their jobs.

For Chang, "it was confirmation of things that Sarah and I had suspected — that something as simple as coffee and food could bring people together."

Having established itself in its first year, G4C moved the next year to Goldfarb's newly renovated main-floor lounge. Here, the former hole-in-the-wall became a whole wall with a counter and stools under bright, white pendant lights — all against the background of a bas-relief map of the globe.

The invitingly casual lounge, with all of its tables and most of the chairs on wheels for easy arranging and rearranging, is a hospitable place for solitary study as well as meet-ups of a variety of sizes.

MSW student Lynn Westbay strolls through G4C several times a week, looking for anyone she might know and possibly grabbing an "everything" bagel, which is also a favorite of MSW student Tonya Dean. Plus, says Dean, "They let me get food on an IOU. They trust me." Levin says she comes mostly for the coffee.

That coffee is shade-grown, fair-trade, and a bargain at the suggested donation of $1 in the customer's container or $1.50 in G4C's own biodegradable paper cup.

All possible waste is either recycled or composted. Vendors, preferably local, are chosen for not just the virtues of their products but also their own sensitivity to environmental and social issues. For all of its bigger, more upscale digs, G4C still operates in strict keeping with its founding principles.

Seeing to that are the students who run it, doing everything from ordering and picking up the supplies to hiring and training the all-student staff. In doing so, they have also picked up some valuable extracurricular lessons in entrepreneurship. Chang says she and Hunter learned that it is "difficult to turn a profit when you're a small business."

For Felicia Li, who co-managed it during the 2009-10 academic year with fellow MSW student Brittanie Gellings, G4C was an education in "the art of managing a staff," teaching employees the ropes, and then trusting them to do their jobs instead of micro-managing them.

Gellings says her G4C experience reinforced her class work by providing her opportunities to work with a variety of people. As she says, "That's what you learn in social work." Both women say their year in charge made them more health- and environment-conscious in their personal lives.

Business looks bright for G4C. The record high enrollment in the MSW program and the School's new Master of Public Health degree program is posing a new challenge for the enterprise — as well as the School overall: managing growth.
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28

Students have participated in PRACTICUM OPPORTUNITIES in 28 different countries.

58

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