

GEORGE WARREN
BROWN
SCHOOL

of Social Work

SOCIAL
IMPACT

Health communications strategist works to eliminate health disparities

8

28

Study shows black newspapers hold promise for helping to eliminate cancer disparities



Explore new ways to stay connected with Brown School and Washington University communities

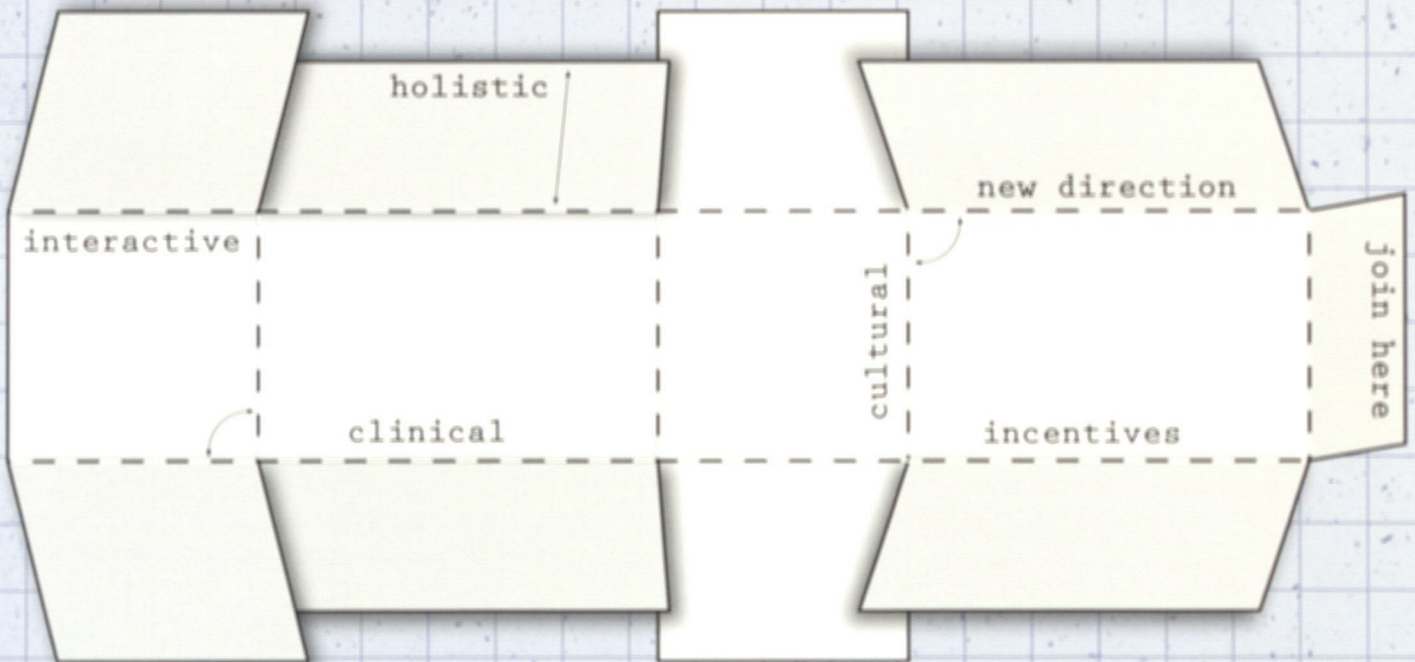
18

30

East St. Louis, Ill., Mayor revitalizes his city with Brown School's help

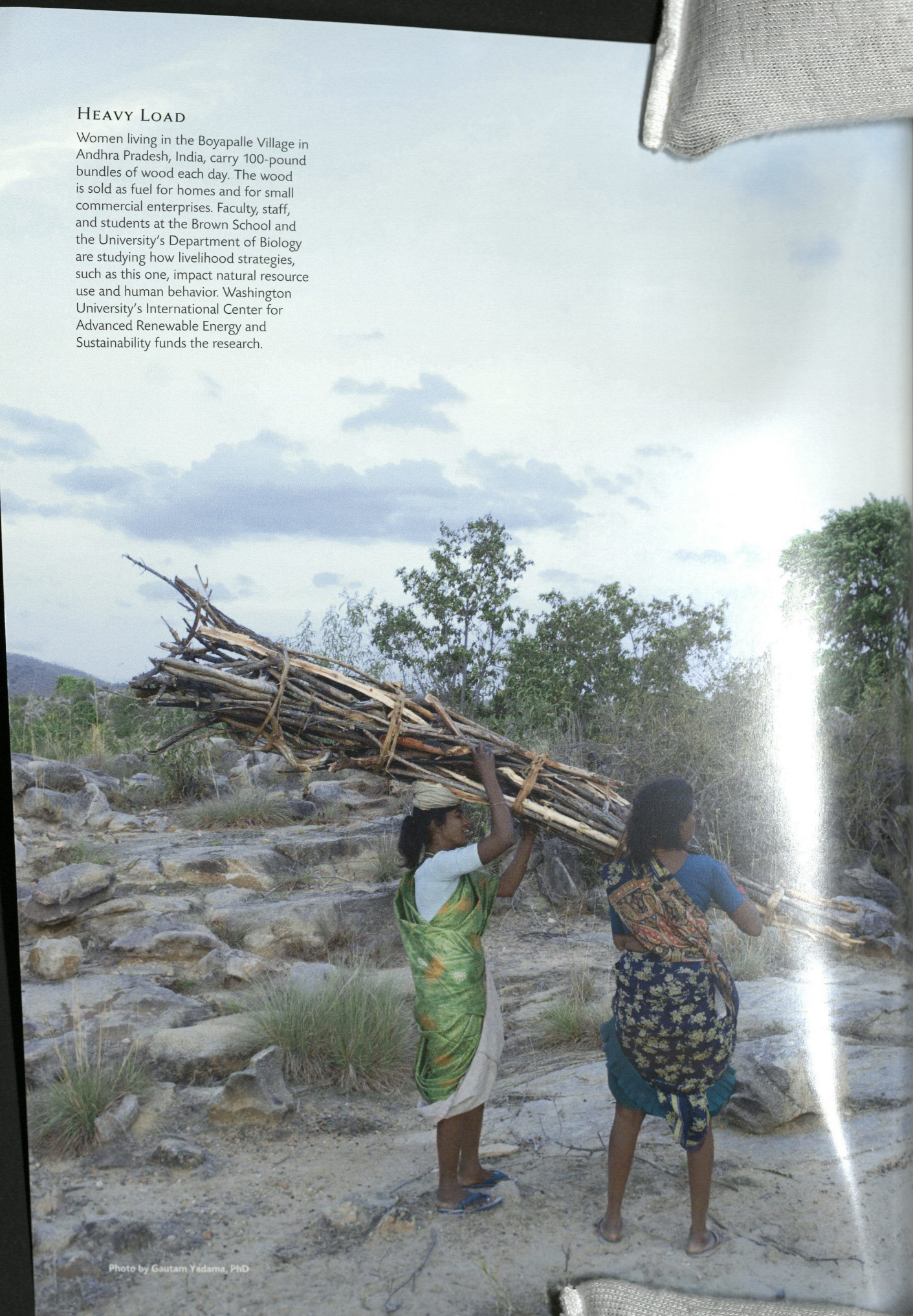
facebook

BUILDING A NEW PARADIGM
TRANSDISCIPLINARY RESEARCH COMES TO THE FOREFRONT



HEAVY LOAD

Women living in the Boyapalle Village in Andhra Pradesh, India, carry 100-pound bundles of wood each day. The wood is sold as fuel for homes and for small commercial enterprises. Faculty, staff, and students at the Brown School and the University's Department of Biology are studying how livelihood strategies, such as this one, impact natural resource use and human behavior. Washington University's International Center for Advanced Renewable Energy and Sustainability funds the research.



In This Issue:

- 2 FROM THE DEAN
- 4 INTERVIEW
- 6 PERSPECTIVES
- 24 NOTEBOOK
- 34 ALUMNI NEWS AND NOTES

DEAN
Edward F. Lawlor

ASSISTANT DEAN FOR
COMMUNICATIONS
Ellen Rostand

COMMUNICATIONS
COORDINATOR
Michelle Kassmann

SENIOR
PUBLICATIONS
EDITOR
Julie Kennedy

DIRECTOR,
NEWS AND
INFORMATION
Jessica Martin

ART DIRECTION
Donna Boyd

WEB CONTENT
MANAGER
AJ Agee

Cover Design:
Andrea Myles
MedPIC
Washington University
School of Medicine

Social Impact is published annually by the Brown School. Unless otherwise noted, all articles may be reprinted without permission with appropriate credit to *Social Impact*, Brown School, and Washington University.

CORRESPONDENCE:
SEND BY MAIL
Office of
Communications
Washington
University in St. Louis
Campus Box 1196
One Brookings Drive
St. Louis, MO 63130

OR BY E-MAIL
socialimpact@
wustl.edu

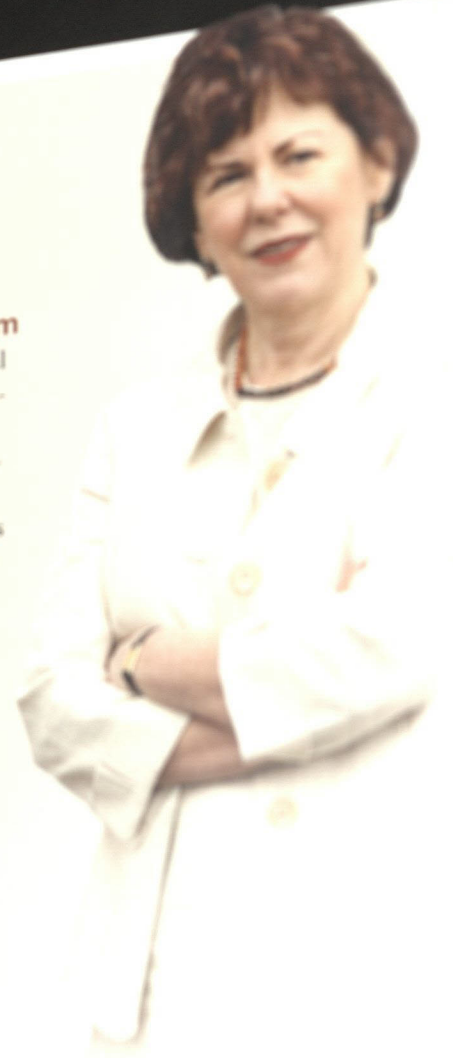
Social Impact is a
trademark of the
Brown School

FEATURES

12

Building a New Research Paradigm

The Institute of Medicine and the National Institutes of Health are calling for transdisciplinary approaches to researching and addressing health problems. What is transdisciplinary research and why is it important? Researchers at the forefront discuss why transdisciplinary research is the paradigm for the times.



18

A Sense of Place

Traditional family-focused social work may do more harm than good, but place-based initiatives offer a way to engage entire communities in order to benefit those most in need. The Brown School is putting this practice to the test in one of America's most troubled cities: East St. Louis, Illinois.



Perspectives Communications & Community Learning

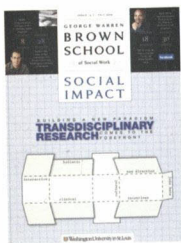
FROM THE DEAN Edward F. Lawlor



Photo by Geoff Stevy

OUR WORK

in this Economy



We welcome your reactions and suggestions.

Please e-mail socialimpact@wustl.edu with your news, comments, or ideas.

LIKE OTHER INSTITUTIONS, we have been affected by the cascade of economic, social, and policy events of the year.

Although much attention has been given to the financial challenges that universities and graduate schools are facing, it is also important to be aware of the other professional, research, and educational implications of the global economic downturn and the change of course in public policy and social programs.

This issue of *Social Impact* reflects a variety of work that confronts the challenges of this environment. In "A Sense of Place," we focus on the work our students, graduates, and faculty are doing to help strengthen communities in East St. Louis, Illinois.

In our cover story we explore transdisciplinary research, an approach that removes researchers from traditional disciplinary silos to create new solutions to health and social problems. The article features Professor Sarah Gehlert, who has

an exceptional track record of bringing the best science across a variety of fields to bear on health disparities with the full engagement of the communities involved.

I cannot remember a time of such energy among our faculty, staff, and students, all of whom are motivated to respond to the new demands of our external environment. This urgency is reflected in the record number of research applications that have been submitted and funded, a historic number of students entering our MSW program, and an impressive inaugural MPH class. We're also seeing significant increases in the number of individuals participating in our professional development programs, as well as unprecedented requests for assistance from

community organizations.

Clearly these times demand new thinking about practice, programs, and policy. And despite the challenges, we will continue to advance the work of our School to produce even greater social impact.

I hope you will keep connected to our work and plans via our annual magazine; *Impact Bulletin*, our quarterly e-newsletter; and a variety of new online resources also featured in this issue.

As always, I am grateful for your interest and support of the work of our great School.

EDWARD F. LAWLOR
Dean and the William E. Gordon
Distinguished Professor
Director, Institute for Public Health



44

Brown School welcomed 44 MPH and dual MPH/MSW students this fall, many of whom were photographed at a recent welcome lunch at the home of Edward and Betsy Lawlor. This inaugural class represents 16 different undergraduate majors and 30 different undergraduate institutions.

Photo by Geoff Story

INTERVIEW with Paul C. Brophy

Q&A with

By Susan C. Thomson

Paul C. Brophy

THE BROWN SCHOOL is in the process of creating a new program in community development. To help shape it, the School has turned to Paul C. Brophy, principal of Brophy & Reilly, a consulting firm based in Columbia, Maryland, and a veteran

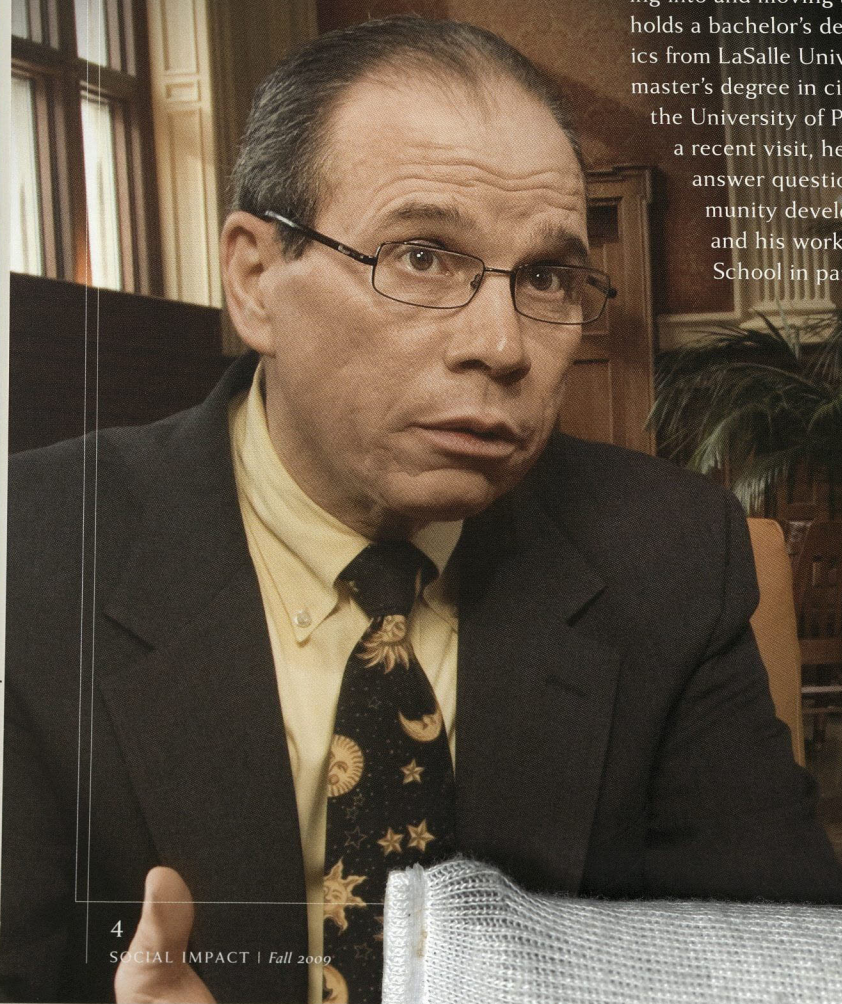
of 40 years in the field, working with universities, banks, foundations, cities, and government agencies on community betterment. He is co-author of *A Guide to Careers in Community Development*, describing the many kinds of jobs available in the field and offering advice on breaking into and moving ahead in it. He holds a bachelor's degree in economics from LaSalle University and a master's degree in city planning from the University of Pennsylvania. On a recent visit, he took time to answer questions about community development in general and his work with the Brown School in particular.

Q. What is community development?

A. It is a profession that involves working at the grassroots level to improve the physical, economic, and social life of deteriorating inner-city neighborhoods, suburbs, small towns, and rural communities through housing and real estate development, job creation, and other kinds of community improvement.

Q. How would you describe your work for the Brown School?

A. I am working with Brown School Dean Edward F. Lawlor to help implement his vision of a new, up-to-date, cross-disciplinary community development program. It will be based in social work but will also engage other departments—finance, architecture, and law, for instance—that will add to students' knowledge and skills in relevant areas. When it is in place, Washington University will be one of the few universities in the country where a school of social work is offering a community development program.



Q. What kinds of jobs are available in community development?

A. There is a wide range. There are entry-level jobs, working directly in neighborhoods with the people who live there. There are chief executive jobs, overseeing whole enterprises. In between are jobs requiring special expertise in fields like finance and real estate. Community development professionals work for faith-based groups, financial institutions, governments, and foundations—organizations from mom-and-pop size to those with several hundred employees.

Q. What are the rewards of community development work?

A. The rewards are many. First, you help people improve their lives and the places where they live and work. A second reward is the satisfaction of working with people in a collaborative way. And third, you can make a reasonably good living doing it—financially.

Q. What are the drawbacks of this work?

A. Community development is very hard work. Improving places that are in decline requires a great effort to overcome the forces that have marginalized these places and sent them into decline in the first place. Those forces include governments that have neglected them and disreputable landlords who have taken advantage of the people in them and the problems of poverty associated with them.

These are formidable forces that community development professionals must deal with in order to help these places improve. This can be very frustrating work.

That's why I advise young people not to consider careers in community development if they are faint-hearted, if they give up easily.

Q. What personal qualities do community development professionals need?

A. Community development professionals need to combine a love of people, commitment to place, determination, and a technical sophistication in areas that might include finance, community organizing, and management. Community development jobs require both depth and breadth of skills and understandings—in a word, versatility.

Q. How might an education based in social work prepare someone for this work?

A. Social work helps a person develop people-oriented skills. These, along with skills in areas such as community organizing, community process, finance, and redevelopment, can equip somebody to work in this profession.

Q. How is the changing economy changing the field?

A. The field is shrinking because it relies on a combination of philanthropic funds and government funds, sometimes directly allocated and sometimes available through tax credits. As the economy shrinks, those sources are shrinking, and it's becoming harder to maintain the level of financial support that community development has enjoyed for the

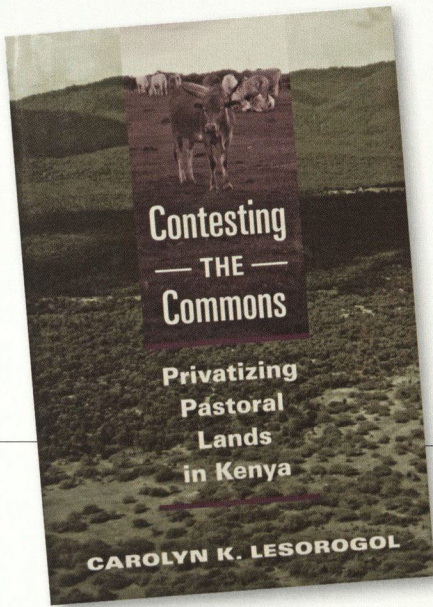
past 20 years. I think, though, that this situation is temporary.

Q. How might someone get started in a community development career?

A. You might start by networking with people in the field, seeking informational interviews. Your initial job might be as a community outreach worker, helping people to identify their needs and working together to meet them, or as a caseworker, helping individuals and families get needed social services. Find a first job as close to the community as you can because working at this level is the best preparation for advancement. Some people in the field began as volunteers with grassroots organizations. Others have entered on the strength of bachelors' degrees in planning, real estate development, business, public administration, or public policy. In the past, there has been no one clear path into community development, and people have also come to it serendipitously from previous experience in teaching, social work, management consulting, real estate, small business ownership, banking, and community activism. I'm one of the few people who planned to be in this field.

Q. And how did that happen?

A. I grew up in a working class neighborhood in Philadelphia. It really was my urban village. By the time I finished my undergraduate work, I realized I wanted to spend my life helping communities be as good as the one I was raised in. ☒



Understanding Assets

Two new books explore the impact of ownership and assets on individuals and communities

By Susan C. Thomson

CONTESTING THE COMMONS: PRIVATIZING PASTORAL LANDS IN KENYA

By Carolyn K. Lesorogol

ON HER FIRST VISIT as a study-abroad undergraduate, Carolyn K. Lesorogol's imagination was so seized by Kenya that the country became her second home, its people and its politics central to her life and work. She returned after graduation to teach high school for two years. Later, she spent seven years working in a development program in Samburu, a semi-arid district in the north-central part of the country. She learned to speak the local language, and she came to know the people very deeply.

By tradition, they were pastoralists—herders of livestock who freely roamed an area where none staked personal claims. Slowly, though, their relationship to the land was evolving. Even before Kenya's 1963 independence from Britain, a few had settled on particular parcels and begun to raise crops. Then, with the goal of hastening the move to private ownership of land nationwide, the new Kenyan government pressed ahead with the painstaking process of "land adjudication."

In her book *Contesting the Commons: Privatizing Pastoral Lands in Kenya* (University of Michigan Press, 2008), Lesorogol, associate professor at the Brown School, tells how adjudication played out in Siambu, a Samburu community of 16,000 acres

and 2,000 people. The process began in 1978, with people who wanted private land applying to a local committee. Four years later, 37 individuals had been assigned their land.

The successful applicants were by and large Siambu's better educated and worldlier men. Bypassed in the land distribution, the community's elders resisted the outcome. After six years of conflict, the federal government nullified the result and ordered a new adjudication. This resulted in all 240 Siambu households getting an equal share of land to call their own and with some of the land being set aside as a group ranch open to all. A compromise, it seemed.

Knowing all of this, Lesorogol wanted to know even more: Did private ownership improve the people's lives economically? How did it affect their sense of community? What were its impacts on the authority of the elders?

She returned to Kenya for a year and a half of fieldwork, not just in Siambu but, for comparison's sake, also in a community where land had not been privatized. She pored over government records and conducted interviews. She devised and had people play games that measured how property rights had changed social bonds.

While documenting a decline of the elders' authority and a weakening of the community's sense of mutual responsibility, Lesorogol refuses to extrapolate from early evidence suggesting the Siambu people are better off as land owners than as pastoralists. In her view, their economic lot may have improved somewhat since privatization but not necessarily because of it. ☒

ASSET BUILDING AND LOW-INCOME FAMILIES
Edited by Michael Sherraden & Signe-Mary McKernan

IN THE MID-1960S, the era of President Lyndon Johnson's "War on Poverty," the federal government came up with a concept of the enemy: It defined poverty strictly in terms of income and the poor at any given time as people earning below a given level deemed just enough for their immediate consumption needs—an amount varying by family size and adjusted periodically for inflation. For more than 40 years, the government has persisted in these calculations, and the idea of poverty as basically a function of income has prevailed.

In the early 1990s, however, scholars began questioning this popular but limited definition of poverty—and the social policies it fostered—and amassing research to back up their critique. "We've organized social policy for poor people around income support," says Michael Sherraden. "This new body of work suggests that poor people also need to accumulate some assets."

Sherraden, the Benjamin E. Youngdahl Professor of Social Development at the Brown School and founder and director of its Center for Social Development, is a leading researcher in this emerging field of "asset poverty." He has published

extensively on the subject and now, with Signe-Mary McKernan, a senior research associate at the Urban Institute in Washington, D.C., has edited *Asset Building and Low-Income Families* (Urban Institute Press, 2008).

The book collects eight papers that together sum up current academic thinking on its subject. The 14 authors include the two editors and Brown School professor Mark R. Rank and Brown assistant professor Yunju Nam, both poverty researchers.

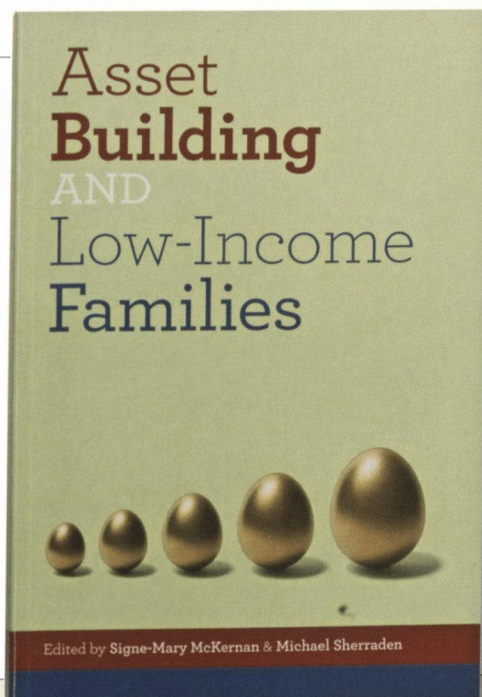
The writers aren't disputing people's need for income. Rather, they're advocating for the often overlooked and complementary importance of assets as contributors to the overall stability, social mobility, and material well-being of individuals, families, and communities.

Among assets, they include financial resources like savings accounts and retirement plans and possessions such as cars and houses. With assets—savings to draw on and a car to drive to interviews after a job loss, for example—people can tide themselves over when their income falls suddenly and briefly short. Longer range, assets are the building blocks by which people can provide for children's educations, secure their own futures, and pass wealth down the generations. Without assets, according to the theory, life transitions become more difficult to navigate, and the poor become more deeply mired in their poverty.

Readers are reminded of tax-favored 401(k) accounts and tax deductions for mortgage interest and real estate taxes—government policies that help the non-poor acquire assets.

It's pointed out, though, that the minority of poorer families that succeed in buying homes often lack enough income to take full advantage of the tax breaks for doing so. What's more, policies such as means tests for food stamps and welfare benefits may discourage the poor from even trying to acquire assets in the first place.

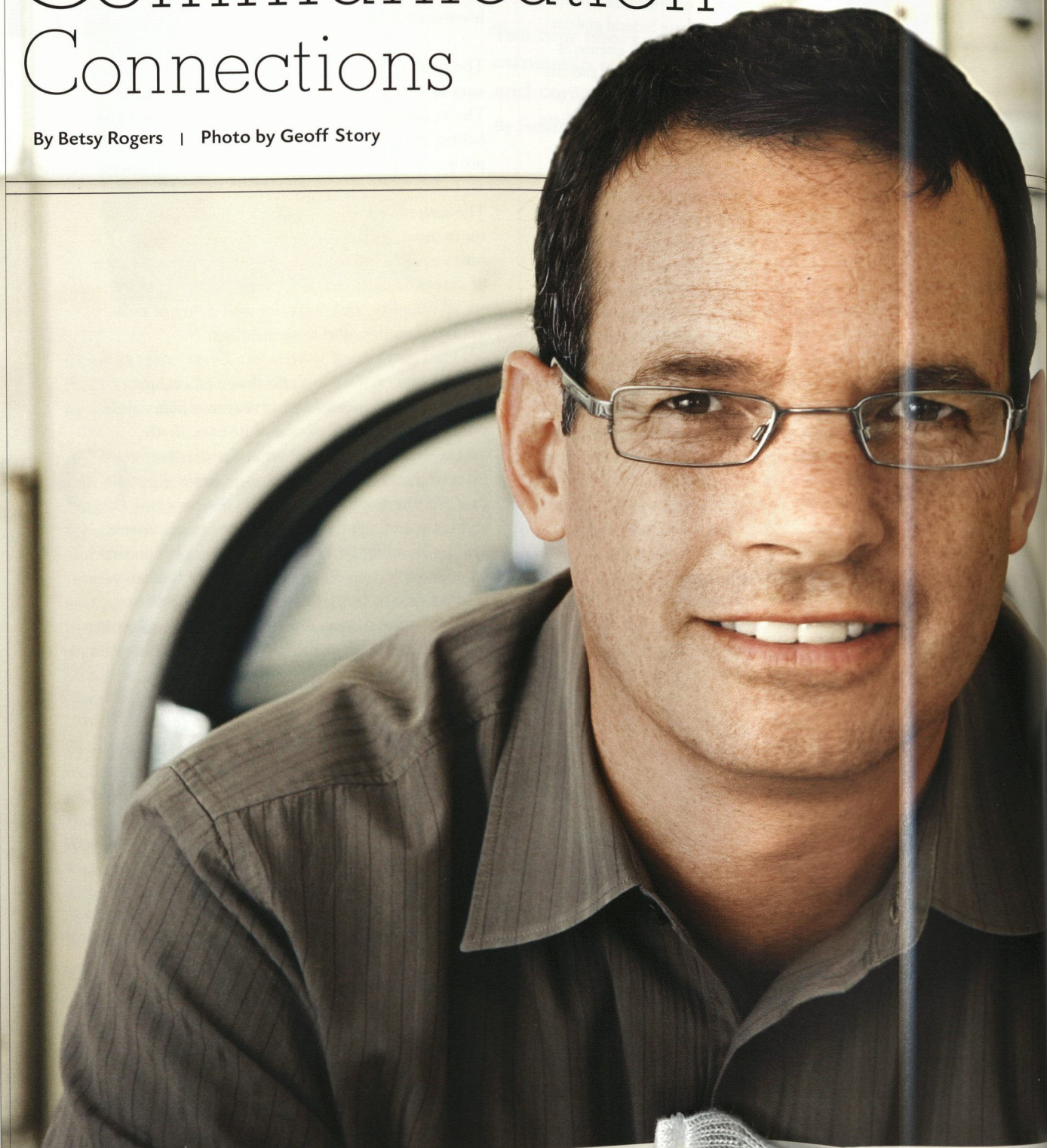
Among the policy remedies, the book proposes tax credits and savings accounts specifically designed for the poor, and it suggests many avenues for further research. ☺




PERSPECTIVES with Matthew Kreuter

Communication Connections

By Betsy Rogers | Photo by Geoff Story



A photograph of a laundry machine, likely a front-loading washer or dryer, with a person's arm visible on the left side. The machine is light-colored with a dark circular door. The background is slightly blurred, showing a control panel with a dial and buttons. The overall scene is set in a laundry facility.

Matthew Kreuter discusses health disparities, health communication, and the role of Laundromats in public health.

MATTHEW KREUTER, PHD, MPH, has a single-minded determination to translate scientific discoveries and knowledge into accessible, on-the-ground services to improve health among the disadvantaged. Director of the Brown School's Health Communication Research Laboratory (HCRL), Kreuter has pioneered ground-breaking approaches to health communications. The second edition of his book *Tailoring Health Messages*, the definitive how-to manual for customizing health information to individual patients, came out this spring. He is also playing a key role in developing the School's new Master of Public Health degree. On all these fronts, his focus is unwavering.

BETSY ROGERS: What drew you to public health and health communications?

MATTHEW KREUTER: I was an English major as an undergraduate, and what I liked most was writing. I found my way into media relations, but I felt like my efforts could be channeled to greater social good, so I started exploring and found something called social marketing. Social marketing is applying what we know about effective communication from consumer products and services to changing social practices and policies. A fundamental challenge in this work is finding ways to make social practices and behaviors more appealing and easier to adopt. In the late 1980s, schools of public health were starting to recognize the value of this approach and that's how I found my way to public health.

BR: In channeling your efforts to greater social good, you've made a mission of addressing health inequalities. How would you describe the reality of health disparities today?

MK: There are vast health disparities. If you're poor and a person of color in this country, the odds are that you'll have worse outcomes than virtually every other person. People who live in poverty have fewer opportunities for healthy living. Poor neighborhoods don't have grocery stores; they have liquor stores. They don't have fitness centers and gymnasiums. Their parks are littered and dangerous. These are not the conditions that allow people the opportunity to be healthy.

BR: What is the role of health communications in helping ameliorate these disparities?

MK: In the work that our center does around disparities, there are three broad goals: increased reach, increased effectiveness, and greater connectedness.

You have to work harder to find ways to reach populations that aren't necessarily well connected through mainstream channels of society. If information is going to make a difference, people have to be exposed to it. Even if you have reach, you have to offer something that is understandable, that's meaningful in the context of their lives.

Even if we've found where to reach people and how to provide information that will motivate action, that won't be enough for many. Economically disadvantaged people often have other challenges that take priority over health issues. That's where the connections come in. We have to do a better job of linking people to specific resources and services. So what can communication do to help address disparities? We can ensure that we reach people with meaningful information and connect them to resources. That alone won't solve disparities, but it will make a contribution.

BR: The HCRL's Reflections of You project, which puts health information kiosks in Laundromats, applies these principles.

How did this project develop?

MK: We knew from a previous study that delivering tailored messages increases women's use of mammography. We needed to find a way to deliver that tailored information not just to study participants but to women throughout the community. We realized we could deliver the program through a kiosk where women could answer questions by touching the computer screen, and that kiosk could create their own tailored magazine, a printout.

Then the question was, where do we put these kiosks to reach women? Six places rose to the top—beauty salons, churches, Laundromats, health centers, social service agencies, and libraries. We put kiosks in almost 100 of those places and left them for a month at each location. Users answered questions about whether they'd ever had a mammogram, if they were up to date on them, if they knew where to go get one. Laundromats really stood out in both their reach and their specificity. We started out placing kiosks there about five years ago.

Now we've begun to build kiosks with phones attached so that if you're 40 or older and answer "no" to the question about having had a mammogram, that phone will ring, and instantly you're talking to a local provider who can provide a free mammogram for you. That person might actually send someone out to get you at the Laundromat. So that's an example of the connections I was talking about.

BR: Who provides these free services?

MK: A network of providers already exists. We just have to link people to them.

BR: What other methods have you developed to increase reach, effectiveness, and connections?

MK: We work with lots of partners. United Way 211 is an example. If you call 211, you get your local United Way information and referral system. People call 211 when they've lost their job, can't pay their bills, their electricity has been cut off, or their kids don't have enough to eat. People calling 211 do not call about health for the most part.

What we observed is the people calling 211 are the same people most likely show up on the short end of health disparity statistics. So we partnered with 211, first to assess the health needs of callers, then to refer them to available services in their community. After people got their usual 211 service, we asked them about use of mammography, Pap tests, colon cancer screening, cigarette smoking, and

whether they had a smoke-free policy for their home. What we found was stunning. Eighty-five percent of callers needed at least one of those services. Fifty-five percent needed two, a third needed three or more. So we made referrals to places where they can get all those things for free.

Now we've entered into a major five-year project with 211 to do this and follow people to see whether making these health referrals makes a difference. Some callers will also get access to a social worker to help them obtain the services and see if that further enhances the likelihood that they act on referrals.

BR: You have a new \$8.6 million National Cancer Institute grant to test cancer communication strategies in low-income populations. What does this project entail?

MK: We're one of five national centers of excellence in cancer communication research. Our Center includes three major, 5-year studies. One is the 211 study. There's another with the Siteman Cancer Center giving African-American women who've just been diagnosed with breast cancer a touch-screen computer to take home with them, loaded with 50 hours of breast cancer survivor stories we have collected from other African-American women. The third is a national study of cancer communication in black newspapers with the American Cancer Society in 36 U.S. cities. We're looking at two things: can we increase the coverage of cancer in black newspapers by customizing cancer stories to each community? For example, when you send a story to Memphis the story is all about blacks in Memphis and when you send the same story to Kansas City, it's about blacks in Kansas City. The study will explore how much customization is needed to make information attractive to newspapers. The second question is, if we increase coverage, what effect does it have on readers?

BR: You're on the planning committee for the new Master of Public Health degree. Is it unusual for an MPH program to reside in a social work school?

MK: I think it is, but it's a terrific cultural fit. The values and priorities of social work and public health are really compatible. We're moving into an era of research and learning where we must think beyond the boundaries of any one discipline to consider instead how many disciplines can work together to identify more effective solutions to serious health and social problems. In that way I think this move is a sign of what's to come.

BR: What will be the strengths and foci of this program?

MK: The goal for this program is to prepare students to solve public health problems that affect disadvantaged

"If an automobile rolls off the assembly line here, and there's a potential buyer over there, but nothing's in between—no dealerships, no repair people, no salespeople—it just wouldn't happen. Yet we expect it to happen in science."

populations in a transdisciplinary way. Those are the ingredients: public health problem solving, a priority on disparities, and a transdisciplinary approach.

BR: What are your best hopes for the impact of your work?

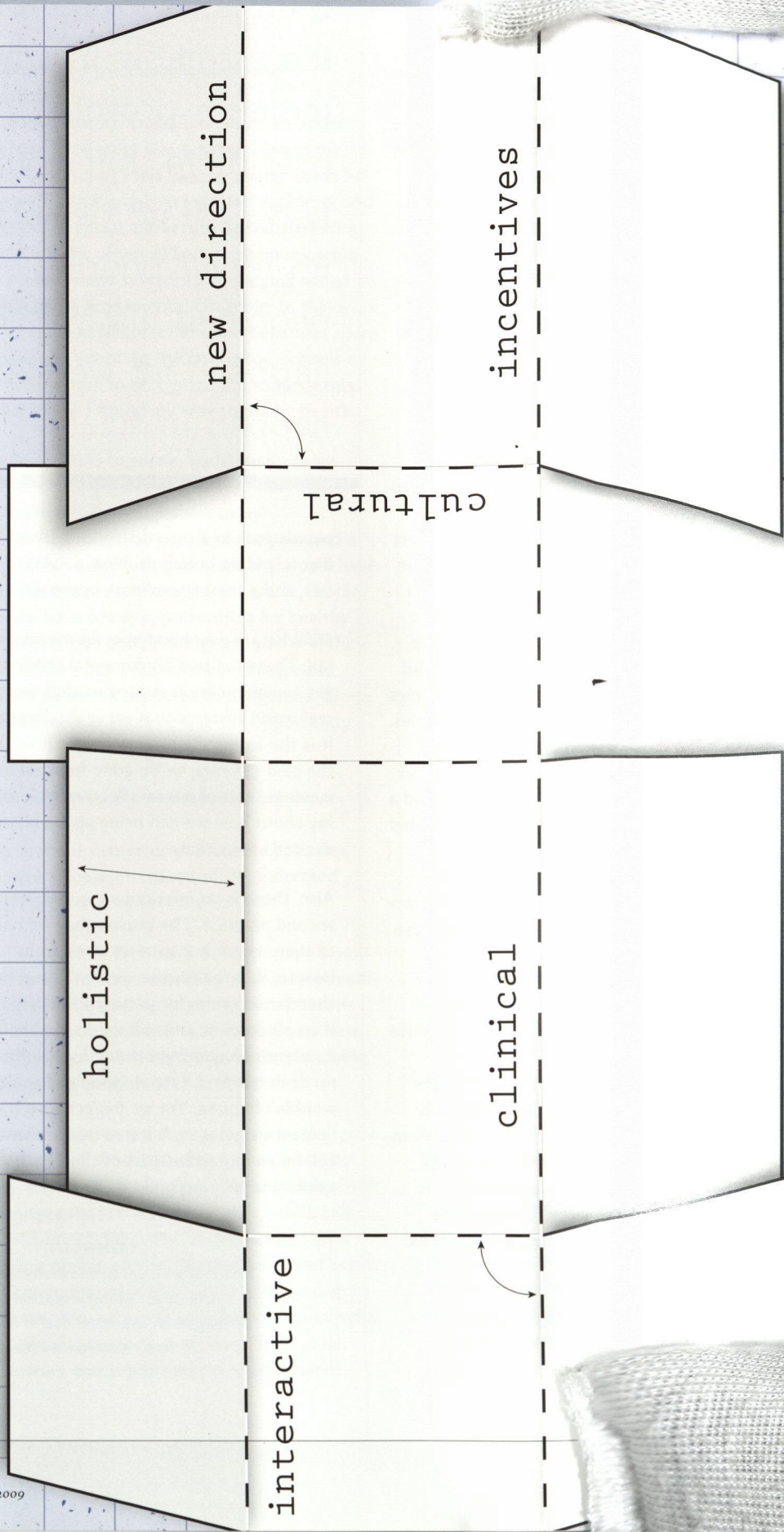
MK: There are two fundamental challenges. How do we get communication strategies that work integrated into real-world systems that serve disadvantaged populations? It is the focus of our center right now. As I look back over the past 13 years, we've gone from asking what's the right message, sort of micro-effectiveness, to much bigger thinking about how we can bring about change in systems. I'm excited about that.

Also, there is an enormous gap between scientific discoveries and practice. The reason that we can't get from here to there is not because we don't want to, or we don't know how to, it isn't because we don't have the will. It's because there's no system for getting from discovery to application. If an automobile rolls off the assembly line here, and there's a potential buyer over there, but nothing's in between—no dealerships, no repair people, no salespeople—it just wouldn't happen. Yet we expect it to happen in science. Someone's going to have to build infrastructure. I think we will be an important part of that, both conceiving how that works and helping build it. ☒

CONNECT:

Heard@Brown: Listen to Professor Kreuter's talk titled "Communication-based Strategies to Eliminate Health Disparities" at: brownschool.wustl.edu





BUILDING A NEW PARADIGM
TRANSDISCIPLINARY
RESEARCH COMES TO THE
FOREFRONT

By Judy H. Watts

DESPITE—AND EVEN BECAUSE OF—steady strides over the past century in reducing rates of disease and improving general health, people across social sectors are acutely aware of grievous needs that remain: effective treatments and cures for intractable and devastating disorders, vastly improved delivery of existing treatments, a solution to the badly fragmented health-care system, and the elimination of disparities in health, quality of care, and access.

To address such formidable problems, the Institute of Medicine (IOM)—one of the four National Academies—and the National Institutes of Health (NIH) have set forth a new research paradigm: transdisciplinary research, which goes beyond—but does not replace—individual, interdisciplinary, multidisciplinary, and translational research. According to an IOM brief published in August 2006, “By breaking out of . . . disciplinary ‘silos’ and embracing a broader systems view, based on the understanding that health outcomes are the result of multiple determinants—social, behavioral, and genetic—that work in concert through complex interactions, the best health outcomes from research may be yet to come.”

Acknowledging confusion in the scholarly community over terminology, Sarah Gehlert, who on January 1, 2009, became the E. Desmond Lee Professor of Racial and Ethnic Diversity at the Brown School, explains three collaborative approaches to health problems as follows. *Multidisciplinary research* in effect puts people from

different disciplines in the same room, where they conduct their inquiries separately according to their disciplinary training but work to integrate their findings later on. *Interdisciplinary research* involves two disciplines such as biopsychology and neuroanatomy; such researchers leave their silos to obtain information from another discipline but take it back to their home discipline for synthesis. *Transdisciplinary research*, on the other hand, always includes more than two disciplines, and researchers remain outside their silos, constantly working together at multiple levels to create new intellectual space.

A fourth term in the lexicon of research models is translational research. Typically conducted in schools of medicine, translational research is geared to moving its findings not only from bench to bedside but also from the bedside into the community. It comprises what some call Translation 1, or T1—the transfer of laboratory knowledge to new diagnostics, treatments, preventive approaches, and human trials—and T2, which the IOM's Clinical Research Roundtable described as “the translation of results from clinical studies into everyday clinical practice and health decision-making”—a feat that many say requires community-based dissemination research.

A Growing Focus

Transdisciplinary research is gaining traction at Washington University, most recently with the launch of the University's new Institute for Public Health, led by Brown School Dean Edward F. Lawlor. The Institute, with its 130 faculty scholars, provides

resources and an infrastructure to help support research aimed at addressing public health problems. The complex nature of these problems, which often involve issues of science, clinical practice, education, communications, economics, environment, and policy, are well suited for a transdisciplinary approach.

Another example is the NIH- and institutionally funded Institute for Clinical and Translational Sciences (ICTS), which Kenneth S. Polonsky directs at Washington University School of Medicine. ICTS brings together through 15 key programs basic research scientists, clinical researchers, and health-care and commercial institutions in a coordinated system to improve patient care and provide training and career development in multiple disciplines.

“Anyone interested in clinical or translational research can become a member,” says Polonsky, the Adolphus Busch Professor of Medicine, chairman of the Department of Medicine, and professor of cell biology and physiology. His own laboratory focuses on the role of the b-cell in the pathophysiology of non-insulin-dependent diabetes mellitus. Speaking of the array of research approaches today, Polonsky says that while “some studies can remain within a discipline, such as the biochemistry of a certain cellular pathway important in diabetes, where the questions call for a translational approach, the Institute makes an excellent infrastructure available.”

A Paradigm for the Times

Among the questions that have animated the evolution of transdisciplinary research is widespread dismay over what is actually delivered



Sarah Gehlert
Washington University Brown School

“The hardest part of transdisciplinary work ... is that it literally involves separate cultures. Disciplines are cultures, and they have their own languages.”

in practice. Says David Chambers, chief of the Dissemination and Implementation Research Program and of the Services Research and Clinical Epidemiology Branch at the National Institute of Mental Health (NIMH), “Today there is a much greater focus on enhancing the impact of research. In light of studies demonstrating the inadequacies of care provided in many parts of the country, the question of how research will improve people's lives is embedded in research at increasingly early stages.”

Earlier questions arose during the Clinton Administration, which had to confront the fact that although President Richard Nixon had declared war on cancer in 1971, the incidence of some cancers was rising. A growing awareness that intense collaboration among many different scientists and scholars was imperative became codified in NIH's 2002 *Roadmap for 21st-Century Medical Research*. The Roadmap detailed themes including research teams of the future, and called for researchers from different disciplines to, in effect, collaborate creatively and integratively to address the enormously complex, minutely interrelated aspects of health problems.

Of the numerous problems beset by transdisciplinary research, perhaps none is more vexing than health disparities among groups. Gehlert, who directs the Center for Population Health and Health Disparities (CPHD), now a joint center between the University of Chicago and Washington University, is addressing cancer outcomes among minority women. (“CPHD [is] a two-institution center, so we can include even more disciplines”

in practice. Says David Chambers, chief of the Dissemination and Implementation Research Program and of the Services Research and Clinical Epidemiology Branch at the National Institute of Mental Health (NIMH): "Today there is a much greater focus on enhancing the impact of research. In light of studies demonstrating the inadequacies of care provided in many parts of the country, the question of how research will improve people's lives is embedded in research at increasingly early stages."

Earlier questions arose during the Clinton Administration, which had to confront the fact that although President Richard Nixon had declared war on cancer in 1971, the incidence of some cancers was rising. A growing awareness that intense collaboration among many different scientists and scholars was imperative became codified in NIH's 2002 *Roadmap for 21st-Century Medical Research*. The Roadmap detailed themes including research teams of the future, and called for researchers from different disciplines to, in effect, collaborate creatively and integratively to address the enormously complex, minutely interrelated aspects of health problems.

Of the numerous problems best served by transdisciplinary research, perhaps none is more vexing than health disparities among groups. Gehlert, who directs the Center for Population Health and Health Disparities (CPHHD), now a joint center between the University of Chicago and Washington University, is addressing cancer outcomes among minority women. ("CPHHD [is] a two-institution center, so we can include even more disciplines!"



Kenneth Polonsky
Washington University School of Medicine

"At the School of Medicine, we view community engagement and community translation as very critical components of research today. This has not been a traditional focus, but we believe that with the involvement and collaboration of faculty from the Brown School that there will be increasing interest in doing that. All this will without question provide vitally important data and in turn raise new questions for science."

she says.) In the course of the research, she and her colleagues present to one another constantly, fine-tune each project together based on new knowledge, and have a shared model and shared questions. "Each person's preliminary findings and questions inform the others. It has changed everybody's science, and it has changed the clinicians' clinical practices."

Anatomy of a Transdisciplinary Study

Using this highly interactive research approach, Gehlert and her colleagues have asked why white women are more likely to develop breast cancer, but black women are 37 percent more likely to die from the disease. The differences persist even when one controls for access to care. In the U.S. military, for example, "there is no indication that care differs by race among enlisted women."

Since 70 to 80 percent of breast cancers are not due to hereditary mutation but rather to spontaneous, or sporadic, acquired mutations in breast-cancer genes, Gehlert, as a social scientist, and her research colleagues, including a geneticist and a behavioral scientist, examined the influence of the social environment on genes. "We devised a model in which race did not equal biology; it more equals social circumstances. If in the United States you are black, you are more likely to live in certain places, be of certain socioeconomic statuses, and perceive that you are being discriminated against."

The team enrolled women at the point of diagnosis and then, four to six weeks later, followed them in their homes for a year and a half. In the course of 18 hours of face-to-face

interviews, the researchers identified the women's social contacts, determined whether depression was present, and, for example, "even asked whether they had washing machines." Armed too with public data on crime and housing safety, the researchers mapped the area around each woman's home.

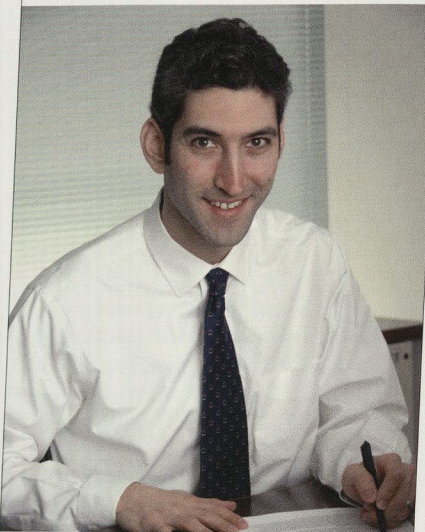
In the lab, they manipulated animal models' social conditions, isolating some to observe the effect on behavior and biology. "The rats grew big, whopping mammary tumors," Gehlert reports. Then, when the investigators learned that 68 percent of the African-American women on Chicago's South Side had moved within the last 10 years, they documented how the lab animals coped when they were moved.

"The research process was completely iterative," Gehlert says. "The approach has changed people's science. For the first time, the head of the high-risk breast clinic began asking about the women's social lives—and the chair of surgical pathology was on the edge of his seat when I presented about the neighborhoods. He said what we had learned enriched his work and made him even more committed.

"We social scientists often throw the word stress around fairly loosely," she adds. "But when I discovered what stress is like biologically and the relationship between reported stress and both life and biological events, my own work changed."

The Challenges and the Incentives

While researchers' ability to tease out complex causes and consequences, and to work beyond the boundaries of their own disciplines, is part



David Chambers
National Institute of Mental Health

"In recent years, NIH has encouraged multiple lead investigators on each study. That will pay dividends for transdisciplinary research because shared leadership among disciplines will be appropriately credited."

of the promise of transdisciplinary research, it is so new that many research teams have not yet realized the ideal.

"The hardest part of transdisciplinary work in general is that it literally involves separate cultures," Gehlert says. "Disciplines are cultures, and they have their own languages. My favorite example is a half-day meeting that just wasn't going well until we finally discovered that we each defined the term *sustainability* in different ways. For neuroradiologists, sustainability means two seconds, but for social scientists, it means months or years."

Equally important—and a significant challenge—is achieving the holistic research perspective essential to pursuing the multiscale, multifactorial, polydisciplinary questions translational research can address. Individual temperaments and research habits must be reconciled in order to create a team of equals—leaders who follow multiple research paths, regularly present findings to the group, have informed themselves about their colleagues' areas, and make changes or adjustments in their direction based on one another's discoveries and insights.

In addition, as Polonsky points out, "the ideal approach is to conduct animal and human studies in parallel and answer questions and move back and forth, depending on what the results show." The effort and time involved are considerable. "It just gives you a headache to go back and forth from the animals to people and back again," says Gehlert, who found the process invaluable in her research on women with cancer.

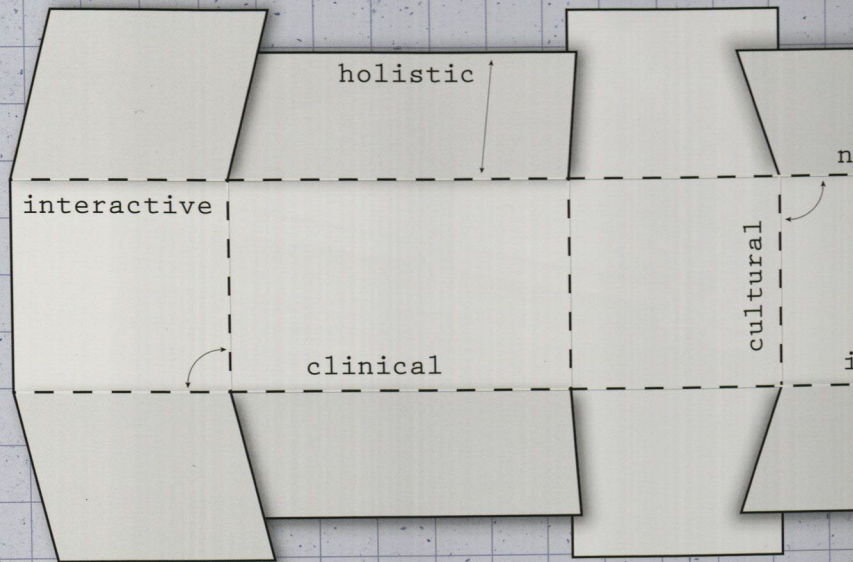
Such research makes necessary demands on institutions as well as

the individuals and groups involved. Many university administrations are having difficulty implementing the IOM's recommendation that the institutionalized system of rewards be changed from recognizing only single- or first-authored work to valuing multiple-authored publications, so that junior faculty are not penalized for research collaborations.

Although review committees at funding agencies such as the National Institute of Mental Health are already constructed to reflect different disciplines, Chambers echoes the IOM's observation that among reviewers, a culture needs to be created that values transdisciplinary research so that applications can be fairly reviewed. "Such reviewers will be more likely to see the importance of these complex proposals," he says.

Despite the challenges, the appeal of transdisciplinary research is growing quickly. First, of course, is the overarching promise of desperately needed interventions that will be effective, durable, and democratic. In addition, the funding process itself carries new incentives. "In recent years, NIH has encouraged multiple lead investigators on each study," says Chambers. "That will pay dividends for transdisciplinary research because shared leadership among disciplines will be appropriately credited." He adds that funding opportunities based on collaboration among social, behavioral, and genetic scientists are increasing.

At more-progressive universities, such research is rewarded because of its potential widespread impact and may appear in a widely read publication such as *JAMA* or the *American Journal of Public Health*, Gehlert notes.



Transdisciplinary Research in Social Work

While the new paradigm has obvious immediate applications to health problems, "it is quite important in the context of social work," says Chambers. "Because transdisciplinary research encompasses not only health science but the social context, important research questions about health, organizational, cultural, financial, and many other aspects of society all fall inside the school. Social work can be particularly helpful not only for thinking about the social determinants of health but also about other major factors, influences, and systems in people's lives."

"We in social work have always looked at things holistically," says Gehlert, "and now, others have discovered it. I've been working with communities where the best people

are doing that, and social workers are valuable in these efforts. They have always realized, for instance, that in families good education interacts with employment interacts with mental health interacts with health interacts with family functioning."

"At the School of Medicine, we view community engagement and community translation as very critical components of research today," says Polonsky. "This has not been a traditional focus, but we believe that with the involvement and collaboration of faculty from the Brown School that there will be increasing interest in doing that.

"All this," he adds, "will without question provide vitally important data and in turn raise new questions for science." ☞

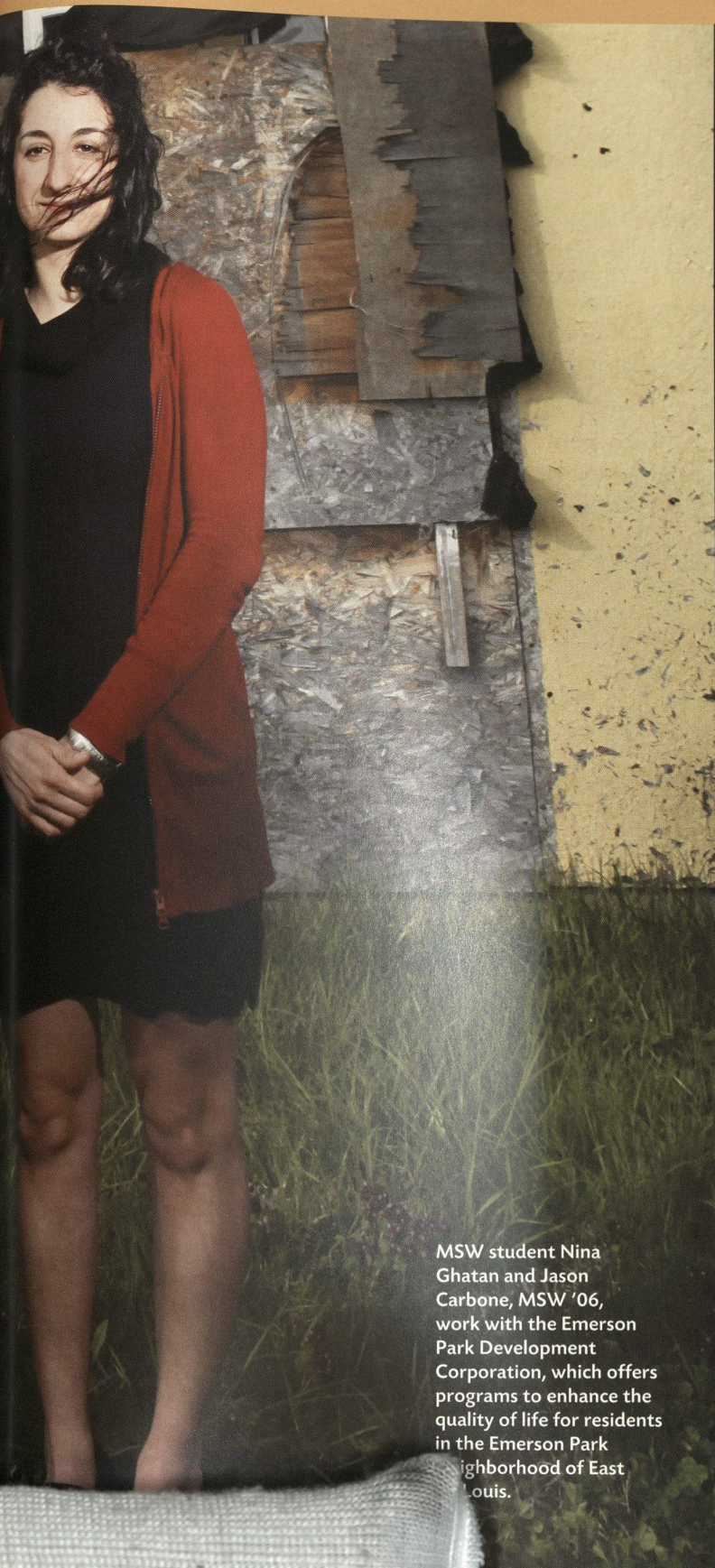
CONNECT:
ICTS.wustl.edu
publichealth.wustl.edu



A Sense of Place:

Place-Based Initiatives
Help Communities and Students

By Rick Skwiot | Photos by Geoff Story



MSW student Nina Ghatan and Jason Carbone, MSW '06, work with the Emerson Park Development Corporation, which offers programs to enhance the quality of life for residents in the Emerson Park neighborhood of East St. Louis.

ALTHOUGH JACK KIRKLAND attempts to couch it diplomatically, he nonetheless contends that traditional family-focused social work often does more harm than good—at least as far as urban communities are concerned.

“You can help families move up and out, but as they go, one or two other families move in that are more needy and with a lesser ability to provide for themselves,” says Kirkland, associate professor at the Brown School. “Instead of uplifting the community, the community is lowered in its capacity to function and deprived of its strengths.”

To counter that, Kirkland has been advocating and teaching “place-based” social work for some 30 years under the rubric “social and economic development.”

“Social work has to have a broader perspective than working with families in traditional ways. How do you strengthen the whole community so people take pride in the community and utilize its resources to grow emotionally and psychologically and enhance economic well being?” asks Kirkland.

He thinks he has the answer and is putting it to the test in one of America’s poorest and most troubled cities: East St. Louis, Illinois.

A Rent Womb

"The community is a womb," says Kirkland. "As it is strengthened so are the families within it. You can't save families unless you're saving the community."

In the case of East St. Louis, that womb is less than nurturing for many of its people. Situated across the Mississippi River from the Gateway Arch, it claims an estimated 29,000 residents—a fraction of its 82,000 peak some 50 years ago, when it was named an All-American City by the National Civic League. Its median home value now stands below \$69,000, a third the state average. Its people, 98 percent African-American, have an annual household income of \$25,000—less than half that of Illinois. ("We are always in recession,"

claims one city official.) In 2007 it was home to 29 homicides—one per 1,000 residents.

A rust-belt town with a history of racial strife, white flight, gang violence, blight, and corruption, it now serves as a model of American urban decline, which, says Kirkland, has weakened communities nationwide.

"We grew up in heterogeneous communities with reinforcing role models and adults who could use their authority to influence our good behavior," he says. But school integration contributed to whites fleeing to the suburbs, followed by waves of blacks, "leaving behind lesser and lesser strength," says Kirkland, and fewer good role models, as well as social and economic malaise.

Thus the city becomes less a sustaining womb and more a cauldron for failure. However, place-based social work can counter that, Kirkland contends, with interventions that "reach and pick up the community so everyone in the community can benefit" and that deal more with institutions and infrastructure than individuals.

Elevating Place to Lift People

Place-based social work encompasses and supersedes what used to be called "community organizing," says Barbara Levin, coordinator of the Brown School's Alliance for Building Capacity. She's working with Kirkland to develop graduate-student practicums in municipal governments and agencies in East St. Louis and across the United States.

"They're learning what it takes and what a social worker can accomplish in municipal government," says Levin.

Levin has placed Master of Social Work (MSW) students in various East St. Louis agencies—at city hall, homeless shelters, community development organizations, senior services providers, and housing development institutions. But that's not all. Since last August the students have been working together in a graduate seminar led by Kirkland and Levin, examining how the city's problems interrelate, coordinating efforts, and effecting change.

"We're trying to bring all the agencies to the table—some that have never talked before—to create opportunities for community organizations to collaborate in ways they never have," says Levin. "We're identifying big community issues we can help the community tackle and making this a sustainable, holistic approach to community building. In this case, Jack is making his vision real."

STUDENT DEMAND DRIVING PLACE-BASED INSTRUCTION

STUDENT DEMAND for strategies that address poverty is driving increased emphasis on place-based social work, says Tonya Edmond, associate dean for academic affairs.

"We're recruiting a sizeable number of MSW students—perhaps 20 percent—with some kind of social-work learning background—Teach for America, the Peace Corps, or other organizations. And 20 percent come from outside the U.S. They're interested in macro-level work, strategies to eliminate poverty," says Edmond, and that can be applied in international community-development and in U.S. urban environments.

"Our place-based work is expanding opportunities for pertinent practicums and internships," she says. "Rather than send a student out to a community organization, we like to send teams of students to the community who are partnering with the community and developing long-term relationships."

Also, clinical social work students seeking to learn more about social and economic development are energizing place-based social work at the School, according to Edmond.

"Those interested in clinical casework see how poverty impacts, say, mental health and mental health care. They're looking at social and economic development," says Edmond, "not to become engaged in community development but to know the role poverty is playing in their work."

"These practicums give students a perspective that their input is part of a whole that can make the community more viable."

Jack Kirkland, associate professor

Kirkland's vision is focused on broadening the perspective of social workers.

"These practicums give students a perspective that their input is part of a whole that can make the community more viable," says Kirkland. "They see how it benefits unseen populations—future populations and those with whom they have no direct contact. They learn how to be creative and make cities functional and responsive."

Kirkland concedes that such work once lay in the province of politicians—when well-oiled political machines ran cities and, for better or worse, made things happen. But urban decline has left a vacuum that social workers are best suited to fill, he argues.

"Social workers have a better view of the needs and the people," says Kirkland, and, with the proper training, the tools to promote economic and social development. "Social workers can be the bridge between municipal governments and residents, to make the city responsible, and to fix that bridge where it is broken and needs repair."

The Best Social Program: Jobs

East St. Louis Mayor Alvin L. Parks, Jr. agrees. Parks, elected in 2007,



Mayor Alvin L. Parks, Jr. hopes to revitalize East St. Louis with the help of Brown School.

hopes to revitalize his town with the help of Kirkland and Brown School graduate students working to coordinate community development efforts.

"They can provide the academic and professional expertise in community development, and intellectual capital in getting things organized," he says. The School currently has some 12 MSW students doing

research and practicums in East St. Louis—a "win-win for all involved," according to the mayor.

"We don't have the money to hire people with the expertise that Professor Kirkland's people are giving us," says Parks, while the MSW students get a "first-rate education" in dealing with entrenched urban decline.

However, Parks has his own view on how to deal with that decline: "Jobs. It's the best social program I know of."

The continuing lack of commerce and jobs in East St. Louis—despite its seemingly prime industrial location at the intersection of interstate highways, railroad lines, and the Mississippi River—

leads to ongoing social ills.

"We have too many people barely making it or not making it," says Parks. "With not enough good paying jobs, the younger men here have nothing to do. They turn to selling drugs, carjacking, or stealing copper or air conditioners to have some piece of economic power—but at everyone else's expense."

Brown School MSW student Nina Ghatan is among those working to address the need for jobs. Ghatan, who first served in the city's community development office, is now conducting research at the Emerson Park Development Corporation (EPDC) to help identify new business opportunities that could employ Youth Build graduates in East St. Louis.

"I'm gaining a better understanding of some of the challenges residents face in communicating their vision for the city to their elected officials," says Ghatan—including communicating with city hall. "Residents often have a completely different vision than city officials, but it's not very often that those ideas are heard. It's important for those voices to be heard."

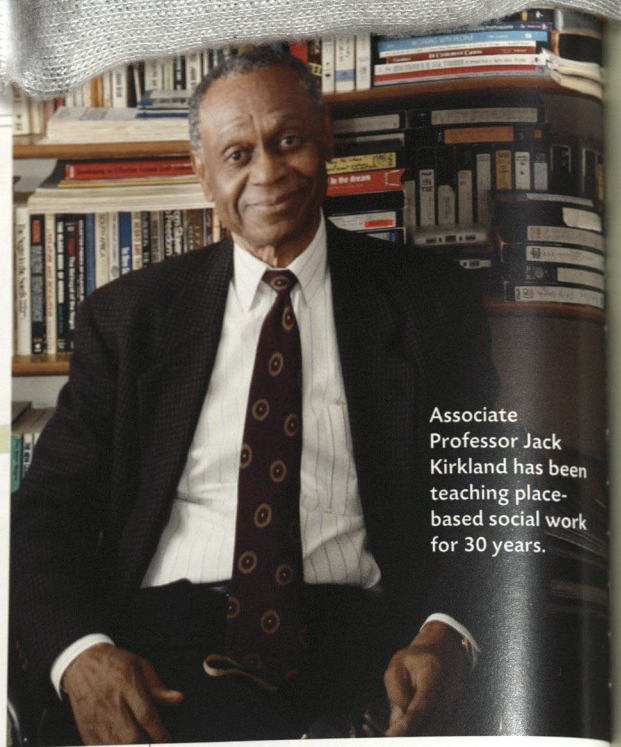
Jason Carbone, who earned his MSW from the Brown School in 2006 and now works as EPDC's housing and economic development manager, agrees.

"The community's wants and desires must be made known so social workers can provide residents with the tools and techniques to achieve their goals," says Carbone. "Residents must take ownership of a project or the project will fail."

That sort of ownership, he believes, differentiates place-based social work such as the EPDC practices from interventions devised by distant bureaucracies. Their work addresses fundamental community issues, such as "rebuilding population and infrastructure" in East St. Louis, says Carbone. "With many vacant lots and weeds everywhere, we're providing bricks and mortar to stabilize and revitalize the community. But we're also building human capital with a charter school and youth job-training program."

Charter schools—which Kirkland has long advocated and fought for—remain a key in his community revitalization vision. "Education is crucial," says Kirkland. "Progress will be built around charter schools. You have to have good schools to attract new population."

While it is "way too early to tell," according to Carbone, whether Kirkland's plan to uplift East St. Louis will ultimately succeed or fail, already new infrastructure, partnerships, and progress are resulting from the attention and expertise the Brown School place-based advocates are focusing



Associate Professor Jack Kirkland has been teaching place-based social work for 30 years.

there. But the effort is also incubating a new breed of social workers focused on the bigger picture rather than on individual families.

"There's a lot of work to be done in East St. Louis," says Carbone—which makes it an excellent place for practicum. "There are a lot of opportunities to obtain real-life experience, opportunities to take the ball and run with it and more freedom to explore, to see firsthand and learn about extensive social and economic issues the people face every day."

Mayor Parks is confident that—with the Brown School's help—East St. Louis will successfully address those issues.

"We're going to do it," he promises, basing his optimism not only on the city's strategic location but also on the strength of its people.

"They are resilient beyond compare. After what they've been through...I know they have the strength and the will." ❧

MAKING ALL THE PIECES FIT

ACROSS THE MISSISSIPPI in Pagedale, Missouri, holistic, place-based social work has an adherent and practitioner in Chris Krehmeyer. "If we're going to attack poverty, this is the kind of approach that has to work," he says.

But the task remains daunting, says Krehmeyer, president and CEO of Beyond Housing, a leading St. Louis-area provider of housing and support services for low-income families:

"It's complex. All the pieces need to work together if we're going to have an impact and push successfully toward place-based work."

Nonetheless, Beyond Housing is having a measurable impact in Pagedale, an older St. Louis suburb that was experiencing significant housing and economic decline in 2000, when it asked Krehmeyer's nonprofit organization to build homes in the community.

"We told them we were happy to build homes," says Krehmeyer, "but were interested in broader issues in the community"—issues such as economic development, education, individual asset building, and social entrepreneurship.

In 2001 the city and Beyond Housing developed a place-based strategic plan that included fixing the housing stock (marked by widespread decay and some abandonment), providing community services, and helping Pagedale build individual and institutional capacity to make its economic and social advancement sustainable and home-grown.

"We built 90 new homes, rehabbed 12, and upgraded 100, bringing in volunteers to work on existing homes in massive events," says Krehmeyer.

Although Beyond Housing touched just 20 percent of the housing stock, surveys showed that the number of homes in "good condition" rose from just 47 percent in 2001 to 80 percent in 2007.

Krehmeyer attributes the improvement to "a little bit us" but predominately "a whole lot of other folks. Our work stimulated others," he says. "It was the cascading effect we were hoping for."

Beyond Housing also established the Pagedale Family Support Center in the former city hall, home to after-school programs, a computer lab, senior services, and more. In addition, it devel-

oped athletic fields, built a grocery store, and is looking for social entrepreneurship opportunities.

"I want profits to funnel back to the community, not to a builder or for-profit from outside," says Krehmeyer, "to meet the needs of the community so we can control our own destiny." That is, he wants to create wealth.

"Place-based asset-building is the difference maker," says Krehmeyer, "and keeps assets in the community. But the community is going to fail if asset poor."

Michael Sherraden, director of the Brown School's Center for Social Development, has been working with Beyond Housing and Pagedale to build individual assets. MSW students doing practicums in Pagedale worked in data gathering and program delivery. Further, a recent federal government grant is funding both individual development accounts and child development accounts there—a significant departure from historic income support, or "welfare."

"Income support is not sufficient," says Sherraden. "Income support is essential, but people also have to build assets so they can afford to get an education, buy homes, create stable families, and raise their children successfully." ☪



Photo courtesy of Beyond Housing

Research

Tutoring Produces Big Gains in Student Learning

TUTORING CHILDREN IN AND AFTER SCHOOL isn't new, but how much does it really help in critical areas like reading? New research shows significant gains from a national service program that trains experienced Americans to help low-income children one-on-one in urban public schools.

The central finding: Over a single school year, students with Experience Corps tutors made over 60 percent more progress in learning two critical reading skills—sounding out new words and reading comprehension—than similar students not served by the program.

Researchers conducted a randomized, control-group study of Experience Corps, a national program that engages Americans over 55 in helping struggling students learn to read, to assess its effectiveness. The two-year, \$2 million study, funded by The Atlantic Philanthropies, is one of the largest of its kind, involving more than 800 first-, second-, and third-graders (half with Experience Corps tutors, half without) at 23 elementary schools in three cities.

"The difference in reading ability between kids who worked with Experience Corps tutors and those who did not is substantial and statistically significant," said Nancy Morrow-Howell, the lead researcher, professor at the Brown School, and faculty scholar at the University's Institute for Public Health.

Other key findings:

- Experience Corps tutors were able to improve young students' reading comprehension, one of the toughest skills to improve for struggling readers. Few other studies of tutoring interventions for beginning readers have demonstrated improvement in reading comprehension, a critical building block for literacy development.
- As an intervention, Experience Corps compares to smaller class size. Students with Experience Corps tutors get a boost in reading skills equivalent to the boost they would get from being assigned to a classroom with 40 percent fewer children.
- Experience Corps works for all students, including those farthest behind. Experience Corps tutors delivered similarly significant results for students regardless of gender, ethnicity, grade, classroom behavior, or English proficiency (25 percent of tutored children use English as a second language). Half of all students referred to Experience Corps tutors struggle so much with reading that they are at or below the 16th percentile nationwide.
- Teachers welcome Experience Corps. Teachers overwhelmingly rate Experience Corps as beneficial to students, while reporting that it represents little or no burden to them.
- Experience Corps is beneficial for the older adults themselves. Experience Corps members perceive that the program has a positive impact on students and on their relationship with students, an important ingredient as research shows that better student-tutor relationships are associated with better reading outcomes. In addition, studies by researchers at Washington University and Johns Hopkins have shown that working with young students improves the health and well-being of the adults themselves. ☒



Free Exercise and Nutrition Program in Brazil Could Serve as Model in United States

WHAT IF FREE EXERCISE CLASSES WERE OFFERED in public spaces such as parks, beaches, and recreation centers? When a city government in Brazil tried such a program, it greatly increased physical activity among community members. A group of health researchers who studied the program believes it could also work in U.S. cities with warm climates.

"This is the first thorough evaluation of a program of its kind and highlights the importance of renewing public spaces and providing physical activity classes," says Ross C. Brownson, senior author of the study and a professor at the Brown School. "This program could serve as a public health model in the United States, particularly across Sun Belt states."

In Recife, the fifth largest city in Brazil, an initiative developed and managed by the city encourages physical activity in 21 public spaces. Physical education instructors teach free calisthenic and dance classes, lead walking groups, and provide nutrition information. These activities are offered free of charge each day from 5 – 9 a.m. and again from 5 – 9 p.m.

Since 2002, the program, called the Academia de Cidade program (ACP), has enrolled more than 10,000 residents per year and taught 888,000 exercise classes. In the study of the program, researchers found that current and past participants were three times as likely to exercise than residents who had never participated.

The findings are published in the January 2009 issue of the *American Journal of Public Health*. The study was a collaboration of Washington University, the U.S. Centers for Disease Control and Prevention (CDC), Brazil's Health Ministry, the Universidade Federal de São Paulo, and other Brazilian partners.



©istockphoto, Inc.

Researchers randomly surveyed 2,046 Recife residents by phone about leisure-time physical activity and walking or biking to destinations. They also observed participation and level of physical activity at ACP exercise sites. Additionally, researchers evaluated factors related to exposure to one of the exercise sites, such as living near a site, hearing about or seeing the exercise activities, and participating in activities. Rates of moderate- to high-level leisure-time physical activity were 19 percent overall, 26 percent among men and 14 percent among women.

"We think this project is an effective strategy to stimulate life-long exercise," says Eduardo J. Simoes, MD, first author of the paper and director of the CDC's Prevention Research Centers Program. "Coupled with healthy eating, physical activity can help prevent and control diabetes, hypertension, and heart disease, resulting in improved quality of life and health."

Brownson, also a faculty scholar at Washington University's Institute for Public Health and a professor at the School of Medicine, says he hopes local governments in the United States will someday consider similar programs. "We've seen that providing free, accessible exercise and nutrition programs in an urban setting can benefit thousands of people," he says. "We could take related steps to increase exercise and improve Americans' overall health." ❧

Research

A Growing Problem for Veterans— Domestic Violence

THE INCREASING NUMBER OF VETERANS with posttraumatic stress disorder (PTSD) raises the risk of domestic violence and its consequences on families and children in communities across the United States,” says Monica Matthieu, an expert on veteran mental health and a research assistant professor.

“Treatments for domestic violence are very different than those for PTSD. The Department of Veterans Affairs (VA) has mental health services and treatments for PTSD, yet these services need to be combined with the specialized domestic violence intervention programs offered by community agencies for those veterans engaging in battering behavior against intimate partners and families.”

Matthieu and Peter Hovmand, domestic violence expert and director of the Brown School’s new Social System Design Laboratory are merging their research interests and are working to design community prevention strategies to address this emerging public health problem.

“The increasing prevalence of traumatic brain injury and substance use disorders along with PTSD among veterans poses some unique challenges to existing community responses to domestic violence,” says Hovmand.

“Community responses to domestic violence must be adapted to respond to the increasing number of veterans with PTSD. This includes veterans with young families and older veterans with chronic mental health issues.”

Even as the demographic of the veteran population changes as World War II veterans reach their 80s and 90s and young veterans complete tours of duty in Iraq and Afghanistan, the numbers of living veterans who have served in the United States military is staggering. Current estimates indicate that there are 23,816,000 veterans.

Matthieu says there are evidence-based psychological treatment programs that can be a great resource for clinicians to learn how to identify and treat PTSD symptoms. However, identifying battering behaviors among veterans with active



PTSD symptoms may be difficult and may require consultation and referral to domestic violence experts.

Research in the VA shows that male veterans with PTSD are two to three times more likely than veterans without PTSD to engage in intimate partner violence and more likely to be involved in the legal system.

“Community violence prevention agencies and services need to be included in a veteran’s treatment plan to address the battering behaviors,” says Hovmand.

Hovmand and Matthieu both say that veterans need to have multiple providers coordinating the care that is available to them, with each provider working on one treatment goal. Coordinated community response efforts such as this bring together law enforcement, the courts, social service agencies, community activists, and advocates for women to address the problem of domestic violence. These efforts increase victim safety and offender accountability by encouraging interorganizational exchanges and communication. ☒

Message of Service Drives Surge in Peace Corps Applications

SINCE THE PRESIDENTIAL inauguration, the Peace Corps has seen a 175 percent increase in the number of applicants compared to last year this time, according to Josephine Olsen, acting director of the Peace Corps, who delivered the Brown School's annual Benjamin E. Youngdahl Lecture in Social Policy.

Josephine Olsen has had a long and distinguished career with the Peace Corps, beginning as a volunteer in Tunisia. She has served as country director in Togo as well as regional director, chief of staff, and deputy director for the agency. President Barack Obama's transition team named Olsen acting director of the Peace Corps on Jan. 20, 2009.

Olsen's talk, "International volunteering and service in the 21st century: Toward peace and development," examined trends in volunteering, changing opinions of the communities being served, and understanding the effect volunteering has on the volunteer.

Although the Peace Corps is not a research institution, they are often asked to provide some results from the field. One of their recent studies illustrates the host communities' positive change in opinion of Americans after a Corps volunteer has served in their locale. "The most common perceptions of Americans before we arrived in these communities are that they are 'cold, mean, and unscrupulous,'" said Olsen.

After the two years of service at the volunteer site, 52 percent of the hosts' opinions had changed for the better. Views were transformed from "cold, mean, and unscrupulous" to "thorough, sincere, and intellectual."

While the Peace Corps works to promote a better understanding of Americans, the reverse is also true. The other part of their mission is to foster a better understanding of other cultures among Americans.

Corps volunteers do this by keeping diaries and blogs of their experiences that they share with both the Peace Corps and their families and friends, creating a trickle-down effect that generates a better understanding of how they are serving and can help others decide to volunteer.

The diaries and blogs of volunteers are often rich in qualitative data, but little is known about the effect



Photo by Mary Butkus

Josephine Olsen

volunteering has on the individual volunteer and their host community.

"International volunteering is increasing in scope and significance around the world, yet it is the least studied form of civic service," says Amanda Moore McBride, assistant professor at the Brown School, research director at the Center for Social Development and director at the Gephardt Institute for Public Service.

McBride and her colleagues are conducting an impact study to learn what effect international service organizations have both abroad and at home. Funded by the Ford Foundation, this is the most rigorous study of international volunteering ever conducted.

Field research is still being completed, but so far, there does not seem to be a correlation between time spent volunteering and impact on the volunteer.

"You can stay a month or you can stay a year, but ultimately you're still going to have a transformational experience," she says.

Results are also suggestive that international volunteers continue to be connected to their host organizations and communities for years after service and that they continue to contribute to international causes in other ways.



CONNECT:

Heard@Brown: Listen to Josephine Olsen's talk at: brownschool.wustl.edu

Research

Black Newspapers Used as Cancer Education Tool in African-American Communities

BLACK NEWSPAPERS HOLD PROMISE for helping to eliminate cancer disparities, according to a study at the Brown School's Health Communication Research Laboratory. That's because black newspapers publish more cancer stories per issue than general audience newspapers, and their stories are more likely to contain local information, include calls to action for readers, and refer their audience to cancer information resources, says Charlene A. Caburnay, first author of the study, Brown School research assistant professor, and scholar at Washington University's Institute for Public Health.

"African Americans suffer from cancer at a higher rate than other groups," Caburnay says. "Based on our findings, black newspapers seem to be well-positioned to help eliminate these disparities by increasing cancer awareness, prevention, and screening among African Americans."

The study was published in a recent issue of *Ethnicity & Disease*. Conducted along with researchers at the University of Kentucky and the University of Missouri-Columbia, the study examined how black newspapers report cancer information and how their readers perceive the coverage. It is the first national study of its kind.

The researchers reviewed all health and cancer-related stories published in 24 black weekly newspapers and 12 community-matched general audience daily newspapers for two years.

Health-related stories were those pertaining to health promotion, wellness, disease prevention, well-being, lifestyle, and any mental, physical, or spiritual aspects of health. Cancer-related stories contained cancer key words such as cancer, tumor, and lump in the headline or first two paragraphs.

Reviewers read a total of 2,190 weekly black newspaper issues and 4,364 daily general audience newspapers. Of these, 63.5 percent of black newspaper issues contained at least one health story, compared to 29.8 percent of general audience newspaper issues.


©Shutterstock, Inc.

Black newspapers contained a total of 4,158 health stories, and general audience newspapers contained 4,352 health stories. Of these, 14.4 percent of those in black newspapers were cancer-related compared to 10.4 percent of stories in general audience newspapers.

Cancer stories in black newspapers were significantly longer than those in general audience newspapers and more likely to have a local angle. There were no differences by newspaper type in story location or presence of a visual.

In addition, cancer stories in black newspapers were more likely to include information on racial disparities, personal mobilization, and community mobilization. They also were more likely to address prevention, screening, and early detection, and to refer readers to resources.

Breast and prostate cancers were the leading cancers covered in both types of newspapers, with prostate cancer as the most prevalent of all cancer stories in black newspapers.

Researchers also determined that black newspapers are trusted more in black communities than general audience newspapers or other media sources. And after doctors or other health care professionals, black newspapers were the most frequently cited media source respondents reported turning to for health or medical information.

"Findings from this study suggest black newspapers may be an important way to deliver cancer information to African American populations," says co-author Matthew Kreuter, professor at the Brown School and a scholar at the Institute for Public Health. ☒

Partnerships

Indian Immersion: 22-day Exchange Offers Insights into Mental Health and Poverty

LAST WINTER MARKED the inaugural Winter Institute between the Brown School and Tata Institute of Social Sciences (TISS). Led by faculty Gautam Yadama and Patricia Kohl, seven Brown School students joined 17 students and instructors from TISS to embark on a 22-day exchange to study mental health and poverty.

The Institute focused on the impact of lack of access to adequate and affordable mental health services on the poor and other disadvantaged populations. Beginning in Chennai, India, the Institute presented the connections and interactions between mental health and poverty, with special attention to particularly vulnerable groups such as women, children, the elderly, and socially marginalized groups and ethnicities.

The Institute began with a seven-day visit to the Banyan in Chennai, India. The Banyan is a trust that provides mental health services to the marginalized populations of Southern India. Students and faculty observed the different projects and models of practice implemented by the Banyan.

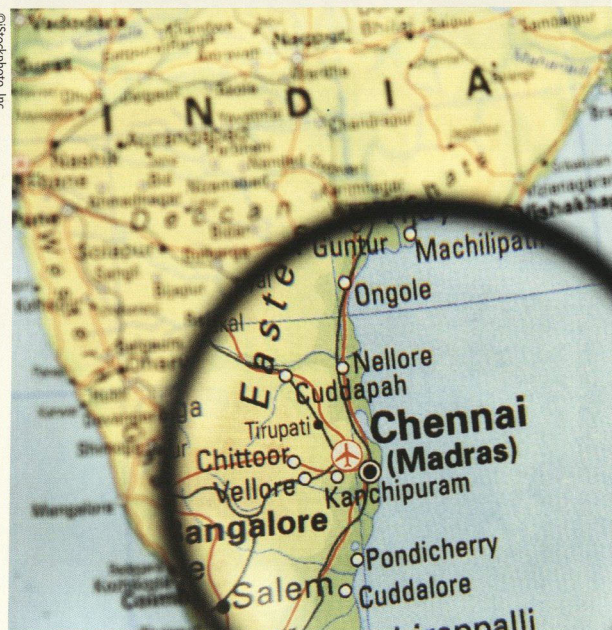
One such project, the Adaikalam (a Tamil word meaning "home") is a long-term transitional program that provides care and rehabilitation for women. Originally a rented three-bedroom building, Adaikalam has since evolved into a 24,000-square-foot space that currently houses 380 residents. In addition to shelter, the transit house provides vocational classes, medical services, and recreational therapy.

"Our students brought important skills and knowledge to this experience, but they received so much more. They got a unique perspective on poverty, mental health, and marginalization," said Brown School Assistant Professor Patricia Kohl.

"It's one thing to talk about the problems in other countries in our classrooms, but it's another to immerse oneself in another nation's challenges and culture."

Leaving Chennai, the participants took a 28-hour train ride to Mumbai, where faculty from both schools conducted lectures, seminars, and site visits.

In addition to the Winter Institute, the Brown School also participates in a China Summer Institute in partnership with Hong Kong Polytechnic University and Peking University. The China Summer Institute examines various social issues in China. Past themes of the Institute have included Mental Health in China and the U.S. (2008), Social Development: Poverty and Social Inclusion (2007), and Aging in China (2006). ☒



©iStockphoto, Inc.

Creating Community

NEW ONLINE RESOURCES

OVER THE PAST YEAR, we have expanded our presence on the Internet and made many new resources available so members of our community—near and far—can stay connected with Brown. Below are some of our recent additions available to you.

iPhone image © Stockphoto, Inc.




Subscribe to Our RSS News Feed




If you search the Internet regularly, you have probably seen the RSS graphic. RSS stands for Really Simple Syndication. With millions of items appearing on the Web each day, RSS feeds provide an easy way for you to keep track of news from different sources in an automated way. To subscribe to one or more RSS feeds, you need an RSS reader, which can be applied to your computer or to a mobile device. Google Reader and NewsGator are two popular RSS readers. All Brown School faculty, staff, and students have access to a personal RSS reader via the School's Intranet, Inside Brown.

Follow Us on Twitter

Twitter is a popular social networking site that enables its users to send  and read other users' updates known as tweets. Tweets are text-based posts of up to 140 characters in length, which are displayed on the user's profile page and delivered to other users who have subscribed to them (known as followers). These postings are passed along to others for re-posting (or re-tweeting) on other Twitter sites. Think of each post as a very short e-mail that is forwarded and re-forwarded to people with like interests. Follow us at <http://twitter.com/BrownSchool>.

Become a Fan on Facebook

We now have an official page on Facebook, one of the most popular social networking sites. Prospective students, newly admitted students, current students, alumni, and others who have an interest in what we do can become "fans" of 

the School, opting into our larger online community. New students and alumni are already organizing themselves on Facebook, getting to know each other prior to starting class and keeping up to date after graduation. If you are on Facebook, consider becoming a Brown School Fan and spread the word to others.

Search for Jobs and Talent via Symplicity



Need to hire top talent? Thinking about a career transition? If so, you will want to register with Symplicity, our new online career management resource available to Brown School students, graduates, and prospective employers. Symplicity is free, but registration is required. In April, this service replaced our long-running Jobs Online database.

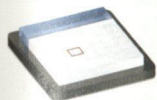
Access Journal Articles Online through SocINDEX

If you are a Brown School graduate, you can receive free online access to SocINDEX for Alumni. Through this resource you can receive comprehensive coverage of sociology and a range of related areas of study including demography, ethnic and racial studies, social development, substance abuse, and more. Account activation is required.



Receive Events@Brown

Each month we send a summary of some of our upcoming lectures, round-table discussions, and social events. If



we have your current e-mail address, you should automatically receive this monthly communication.

Listen to Heard@Brown

Missed one of our thought-provoking lectures? We have compiled an online audio library of more than 20 lectures and faculty colloquia from the past year, and we're adding more each month. You can stream the lecture on your computer or download an MP3 file so you can listen on the go.



Subscribe to Impact Bulletin

In March we launched *Impact Bulletin*, a quarterly e-newsletter that complements our award-winning magazine, *Social Impact*. *Impact Bulletin* contains research news, profiles of faculty and students, and new resources that are available to you.



Access Field Instructor Resources

If you are a field instructor for our MSW or MPH program, we have a range of online tools available to you, including a special evidence-based practice resource area. You can also access the latest issue of *Nexus*, our practicum newsletter.



THIS YEAR WE LAUNCHED NEW WEBSITES for four of our research centers: Center for Social Development, Kathryn M. Buder Center for America Indian Studies, Center for Latino Family Research, and Center for Mental Health Services Research. Learn more about the important work of these centers by visiting:

- csd.wustl.edu
- buder.wustl.edu
- clfr.wustl.edu
- cmhsr.wustl.edu

All of these resources are accessible via brownschool.wustl.edu. Also, help us save time, money, and paper by making sure your e-mail address is up to date. Contact us at socialimpact@wustl.edu with your preferred e-mail address. ☒

QUESTIONS?
Contact A.J. Agee
aagee@wustl.edu



Debra Haire-Joshu

Debra Haire-Joshu is contributing to the development of the National Institute of Diabetes and Digestive and Kidney Diseases' strategic plan for diabetes research. The plan will help NIH and other federal agencies identify themes and priorities for future diabetes research.

The trio also authored "Could Bias Explain the Overrepresentation of the Poor in Child Welfare Caseloads?" which appears in an issue of *Children & Youth Services Review*.

Matthew Kreuter presented current health communication research as part of the NIH Congressional Exhibition on "Improving the Nation's Health Through Behavioral and Social Sciences Research."



Matthew Kreuter

Juan Peña, Monica Matthieu, and Luis Zayas "Immigration Generation Status and its Association with Suicide Attempts, Substance Use, and Depressive Symptoms among Latino Adolescents in the USA" was published in *Prevention Science*. Peña and Matthieu also co-authored a paper "Accelerating Research Productivity in Social Work Programs: Perspectives on NIH's Postdoctoral Research Training Mechanism," which appeared in *Social Work Research*.



Juan Peña



Melissa Jonson-Reid

Brett Drake and **Melissa Jonson-Reid** co-authored "Race and Child Maltreatment Reporting: Are Blacks Overrepresented?" in *Children & Youth Services Review*. Jonson-Reid and Drake, along with **Patricia Kohl**, also authored "Time to Leave Substantiation Behind: Findings from a National Probability Study." The article appears in *Child Maltreatment*, 14, 17-26.



Tim McBride

Tim McBride was selected to become a part of the State Health Research and Policy (SHRP) Interest Group Executive Committee. He also participated in a briefing titled "Health Reform 2009" given to the Senate Rural Health Caucus in the U.S. Capitol.

Doug Luke co-authored "Seeing the Forest and the Trees: Using Network Analysis to Develop an Organizational Blueprint of State Tobacco Control Systems," which appeared in the *Social Science and Medicine*.



Doug Luke

The Institute of Medicine commissioned **Ramesh Raghavan** to write a background paper on how risk-adjustment approaches developed in health and mental health can inform the national policy debate around performance measurement within child welfare systems. In addition, he and **Curtis McMillen**

authored two articles in the *Journal of Adolescent Health*: "Pediatric to Adult Mental Health Service Use of Young People Leaving the Foster Care System" and "Health Insurance Discontinuities among Adolescents Leaving Foster Care."



Ramesh Raghavan

Paul Shattuck co-authored "Receipt of Professional Care Coordination Among Families Raising Children with Special Health Care Needs: A Multilevel Analysis of State Policy Needs" which appears in the latest issue of the *Children and Youth Services Review*. "Timing of Identification Among Children with an Autism Spectrum Disorder: Findings From a Population-Based Surveillance Study" was published in the *Journal of the American Academy of Child and Adolescent Psychiatry*.



Paul Shattuck

Ross Brownson co-authored "Cost Effectiveness of Community-based Physical Activity Interventions," which appears in the *American Journal of Public Health*. He also authored "Worksite Policies and Environments Supporting Physical Activity in Midwestern Communities" in the *American Journal of Health Promotion*.



Ross Brownson

"Towards DSM-V: Considering Other Withdrawal-like Symptoms of Pathological Gambling Disorder," authored by **Renee Cunningham-Williams** was published in the *International Journal of Methods in Psychiatric Research*. Cunningham-Williams and colleagues also published "An Empirical Typology of Lifetime and Current Gambling Behaviors: Association with Health Status of Older Adults" in a March issue of *Aging and Mental Health*.



Renee Cunningham-Williams



Sarah Gehlert

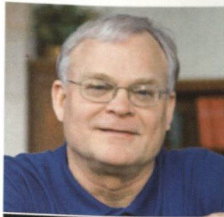
Sarah Gehlert's *Handbook for Health Social Work* is being translated into Mandarin. Gehlert also served as lead author for "The Prevalence of Premenstrual Dysphoric Disorder," which appeared in the latest issue of *Psychological Medicine*. Adelphi University School of Social Work recently honored her as its 2009 Richard Lodge Prize recipient.



Amanda Moore McBride

Amanda Moore McBride and colleagues authored "Effects of International Volunteering and Service: Individual and Institutional Predictors," which was published in *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations*. The team also presented "Measuring the Impacts of International

Volunteering and Service" at the Association for Research on Nonprofit Organizations and Voluntary Action meeting in Philadelphia.



Michael Sherraden

Michael Sherraden delivered "Social Work, Global Poverty, and Development" at the 26th Annual Social Work Day at the United Nations. He also gave a lecture on "Assets and the Poor amidst Economic Turmoil: Challenges and Possibilities" at Hong Kong Polytechnic University.



Clifton Emery

The Journal of Family Violence published "The Incidence and Impact of Family Violence on Mental Health Among South Korean Women: Results of a National Survey." **Clifton Emery** co-authored the paper.



Carolyn Lesorogol

In a recent issue of *Social Work in Public Health*, **Carolyn Lesorogol** authored "Asset Building Through Community Participation: Restocking Pastoralists Following Drought in Northern Kenya."

Arlene Stiffman is the editor of the newly released book, *The Field Research Survival Guide*.



Arlene Stiffman

Gautam Yadama co-authored "Theoretical and Practical Models of Community Governance," which appeared in *NGOs and Community Development*.



Gautam Yadama

Brown School Home to New Injury Control Research Center

The Centers for Disease Control and Prevention (CDC) has designated the Center for Violence and Injury Prevention at Washington University's Brown School as one of its newest Injury Control Research Centers.

Preventing child maltreatment, intimate partner violence, sexual violence, suicide, and related injuries through community-based research and educational outreach is the goal of the new Center for Violence and Injury Prevention. These forms of violence have varied and serious consequences across the lifespan and represent a significant cost to individuals and society. They also are widespread sources of immediate and longer-term injury during early childhood and young adulthood. The center will emphasize work that impacts families with young children and youth as they transition to young adulthood.

Associate Professor Melissa Jonson-Reid will lead the new Center. John Constantino, M.D., the Blanche F. Ittleson Professor of Psychiatry and Pediatrics at the Washington University School of Medicine, serves as co-director.

CDC's Injury Control Research Centers are located at 11 academic health centers throughout the United States. At each center, scientists from a wide spectrum of disciplines focus upon discovering how to prevent and control injuries more effectively. They also work to identify critical knowledge gaps in injury risk and protection and conduct research to address these gaps. In addition, this network of centers provides assistance to injury prevention and control programs within their geographic region.

"We are honored to be the first school of social work selected to host one of the CDC's Injury Control Research Centers," said Jonson-Reid. "We are excited by this opportunity to advance evidence-based primary prevention of violence among young families, as well as intervention that can reduce harmful consequences such as a child victim's increased risk of later perpetration of violence toward themselves or others." ❧

Distinguished Alumni Awards

Stand Out. Stand Apart:
Brown School Honors Graduates and Faculty

IN APRIL, THE BROWN SCHOOL honored five distinguished individuals for outstanding service to their profession during its annual Alumni Awards celebration. This year's award recipients included:

Rita Montgomery Hollie (BA '69, MSW, JD '73). Looking for the most effective way to be a change agent for the poor, Hollie applied to the Brown School and enrolled as the first student in the School's MSW/JD dual-degree program.

She started her career in the Missouri attorney general's office, where she applied consumer protection legislation to the problem of lead-based paint. She also helped form the adoption agency Friends of African-American Families and Children Service Center.

Hollie has taught law courses and served as a St. Louis municipal judge, where her primary focus was on adoptions, guardianships, and

child advocacy. She is a founder and partner of Montgomery Hollie & Associates LLC, a St. Louis-based law firm specializing in all aspects of adoption and family law.

Barth A. Holohan III (MSW, MBA '01). Holohan is committed to ensuring a greater quality of life for older adults. In addition to being the co-founder and co-owner of Family Partners Adult Day Services, Holohan is the founder and president of St. Louis-based Continuum, a company that provides private-duty home care, nursing, retirement community programs, personal emergency medical response systems, and geriatric care management.

Holohan serves on many boards and was a 2005 Ernst & Young Entrepreneur of the Year finalist. In 2007, he was awarded the *St. Louis Business Journal* 40 under 40 Award and the SSM Health Care Stewardship Award.

Sudha Nair, PhD (MSW '91). Nair has provided leadership in creating, testing, and improving many of Singapore's community-based social services and public policies. She has been a leader in addressing the problem of domestic violence, serving as the founding director of the Centre for Promoting Alternatives to Violence, the primary organization in Singapore focused on this issue.

Nair also is a leading scholar studying problem gambling in Singapore. Among her many recognitions, Nair has been named Social Worker of the Year in her country. She is a member of the faculty and deputy head of the Department of Social Work at the National University of Singapore. She also directs the Centre for Social Development, Asia—the sister to Brown School's Center for Social Development.

F. Brett Drake, PhD, and Melissa Jonson-Reid, PhD. Jonson-Reid and Drake, both associate professors, bring a shared passion for child welfare and evidence-based practice to their research and teaching at the Brown School.

Their latest venture—a new book titled *Social Work Research Methods: From Conception to Dissemination*—provides students with a practical guide for conducting social science research projects from start to finish.

They are collaborating on research that extends their work in child welfare to address issues facing young adults. The research, which is funded by the Centers for Disease Control and Prevention (CDC), represents the first direct CDC grant to the Brown School. Although clearly a powerful pair, each has made great individual contributions to the field and to the Brown School.

Drake's research has focused on early intervention cases of child

neglect and the connections between socio-environmental conditions and child neglect.

Jonson-Reid studies outcomes associated with child adolescent abuse and neglect, with a specific interest in policy and professional development in the area of school social work. She also recently received a CDC grant to start the Brown School's new Center for Violence and Injury Prevention. ☒



DISTINGUISHED ALUMNI AND FACULTY

(Left to right)

F. Brett Drake, PhD

Melissa Jonson-Reid, PhD

Sudha Nair, PhD (MSW '91)

Barth A. Holohan III, MSW,
MBA '01

Rita Montgomery Hollie,
MSW, JD '73

YELLOW ARROW

Ashley Guo, a first year MSW student, helps St. Elizabeth's Academy spruce up its aging parking area as part of the Brown School's Community Service Day. Ashley was one of more than 250 faculty, staff, and students who participated in this annual event.

Photo by Whitney Curtis



SELECT ADMINISTRATIVE DEPARTMENTS:

Admissions and Recruitment (MSW and MPH)

314.935.6676

Toll free: 877.321.2426

Alumni and Development

314.935.4780

Career Services

314.935.4245

Professional Development

314.935.7573

Doctoral Program

314.935.6605

Field Education

314.935.6602

Library Services

314.935.6633

Research Office

314.935.8675

RESEARCH CENTERS:

Center for Latino Family Research

Conducts research on Latino social, health, mental health, and community development issues in the U.S. and Latin America.

Center for Mental Health Services Research

Works with community agencies to develop and test interventions designed to improve the quality of mental health care.

Center for Obesity Prevention and Policy Research

Develops and disseminates new knowledge to inform the development and implementation of programs and policies designed to prevent obesity.

Center for Social Development

The leading academic center of theory and research on building assets of individuals and families so they can break the cycle of poverty. CSD's research agenda also encompasses civic engagement and productive aging.

Center for Tobacco Policy Research

Researches and evaluates tobacco control programs and policies in Missouri and across the country.

***NEW* Center for Violence and Injury Prevention**

Advances prevention science and develops evidence-based, real-world strategies for preventing child maltreatment, intimate partner violence, sexual violence, and suicide attempts.

Health Communication Research Laboratory

One of the leading centers in the U.S. dedicated to the research, development, and dissemination of health communication programs that enhance the health of individuals and populations.

Kathryn M. Buder Center for American Indian Studies

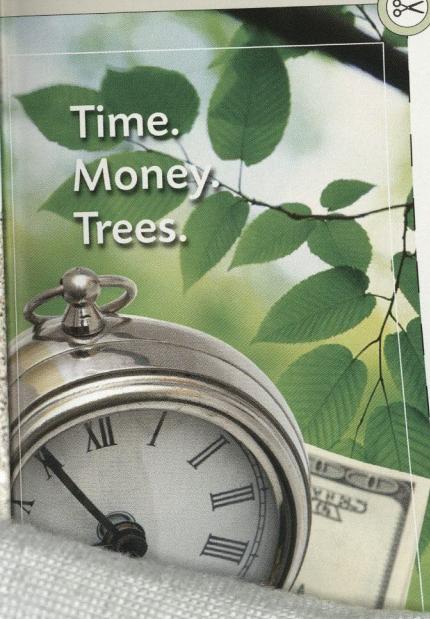
One of the most respected centers in the nation for academic advancement and study of American Indian issues related to social work.

Martha N. Ozawa Center for Social Policy Studies

Provides research and analysis to assist Asian governments and communities in making more informed policy decisions.

Prevention Research Center

A major CDC-funded center, jointly led by Washington University and Saint Louis University, that develops innovative approaches to chronic disease prevention.



Help us save all three. Send us your preferred e-mail address so you can receive Brown School news in a timely, economical, and environmentally friendly way.

Complete and return this card with your preferred contact information.

Name: _____

Organization: _____

Preferred Mailing Address: Home Work

City/State/Zip: _____

Preferred e-mail: Home Work

I am a Brown School Graduate

Please return this card to the following address:

Brown School
Communications
Washington University
in St. Louis
Campus Box 1196
One Brookings Drive
St. Louis, MO 63130

Visit **brownschool.wustl.edu** to keep current on news and events, learn more about resources available to graduates, and listen to recent Brown School lectures.



Washington University in St. Louis

GEORGE WARREN BROWN SCHOOL OF SOCIAL WORK

Office of Communications
Campus Box 1196
One Brookings Drive
St. Louis, Missouri 63130-4899

NON-PROFIT ORG.
U.S. POSTAGE
PAID
ST. LOUIS, MO
PERMIT NO. 3714



Nominations Needed:

Do you know a Brown School graduate who deserves an award for professional achievement, service to our School or University, or service to society at large? If yes, we are now taking nominations for our 2010 Distinguished Alumni Awards.

Visit the alumni section of brownschool.wustl.edu to print a nomination form.

