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ICHAD Annual Report

Capacity Building is one of ICHAD’s (the International Center for Child Health and Development) four focus areas. To learn more about ICHAD’s complete scope of accomplishments in 2020, please view the ICHAD Annual Report available at http://ichad.wustl.edu/wp-content/uploads/2021/01/2020-ICHAD-Annual-Report.pdf.

Capacity Building Partners

The Capacity Building Training Programs are supported by the following institutions committed to the advancement of researchers from diverse backgrounds.
ICHAD Capacity Building Overview

Poverty and other related barriers result in a number of children and adolescents in resource-constrained communities missing out on education, and being more likely to engage in risk-taking behavior. If unaddressed, the mutually reinforcing crises of youth poverty and disease threaten youth developmental outcomes, portending devastating consequences for children and families over the next generation. The International Center for Child Health and Development (ICHAD) at the Brown School at Washington University in St. Louis (WashU) recognizes that structural/contextual factors, including family and community level resources, are often important determinants of youth outcomes.

Against this backdrop, ICHAD’s mission is to contribute to the reduction of poverty and improvement of public health outcomes for children, adolescents and families in low-resource communities, particularly those in Sub-Saharan Africa (SSA) and other low-resource communities. ICHAD advances its mission through four focus areas:

- Innovative applied intervention research
- Raising public awareness and support for economic empowerment interventions
- Informing public policy and programming
- Capacity building opportunities for a new generation of scholars

ICHAD builds upon a 15+ year solid foundation of basic and applied innovative field research conducted by the ICHAD Research Team across SSA. To the best of our knowledge, ICHAD constitutes one of the first university-based interdisciplinary centers focusing both on child and adolescent health and economic empowerment in SSA.

With capacity building as one of ICHAD’s primary focus areas, we develop and implement contextually-relevant evidence-based interventions to support children, families, and communities in addressing the unique challenges they experience. ICHAD also provides opportunities and fellowships to students, team members, and scholars across the globe. By leveraging our global research studies, university affiliations, and institutional partnerships, ICHAD promotes bi-directional learning between the United States and SSA, and beyond. We encourage capacity building through trainings and workshops, our annual Junior Scholar Travel Award program, and most recently through NIH-funded training programs: Researcher Resilience Training Program (RRT), LEAD Global Training Program (LEAD), and CHILD-Global Research Fellowship (CHILD-GRF).

Each training program is funded by an NIH institute, with the fundamental aim to provide early-career scientists from underrepresented backgrounds with the mentorship, skills, and hands-on experiences needed to become principal investigators (PIs) on externally funded intervention studies and to lead multi-disciplinary, collaborative research teams. Each program centers on mentorship and a unique in-person summer training component. Our trainees’ research interests span a variety of topics in both the U.S. and global settings including health disparities, mental health, child and adolescent health, economic development, and HIV/AIDS in resource-constrained communities.

A rich experience. I feel more knowledgeable about several topic areas and I’m glad to now have resources I can return to when needed. – 2020 Trainee
2020 was our first year implementing all three training programs simultaneously, and the COVID-19 pandemic brought significant challenges and unanticipated opportunities. Due to travel restrictions, we were unable to host our 25 trainees and fellows at WashU and to send LEAD trainees to field sites in SSA as planned. In order to provide a high-quality training experience in a virtual format, our team streamlined the three distinct summer curricula and leveraged our substantial institutional resources by combining all three of our training programs. This resulted in additional networking opportunities, peer feedback, support from a larger cohort of trainees and faculty mentors, and greater variety in training topics and skills gained.

The summer training curriculum featured over 30 webinars, panel discussions, trainings, and networking and professional development opportunities, all on the virtual meeting platform Zoom. We hosted experts on a wide range of topics both from within WashU and from partner institutions across the United States and the globe. In addition, each trainee worked with a mentor from WashU, Makerere University in Kampala, Uganda, or a partner institution. Trainees worked closely with their mentors to develop a research project, analyze data, draft a manuscript, or apply for their own research funding.

This report provides highlights of the RRT, LEAD, and CHILD-GRF training programs for the 2020 training period, including the summer intensive training component, and shares the accomplishments of our 25 trainees and fellows who participated in the program this year. Under difficult pandemic circumstances, our trainees, faculty mentors, presenters, and staff worked together with flexibility, dedication, and resilience to elevate and advance the work of early career researchers from underrepresented backgrounds.
Summer Training Curriculum Overview

The summer training schedule was adapted to combine all three training program cohorts into a unified ten-week virtual program. Trainees attended approximately 30 training webinars offered by faculty and staff from ICHAD/Brown School, WashU School of Medicine, and partner institutions. The program consisted of the following components:

- **Program meetings** - Trainees met regularly with their program cohort and directors to touch base, share their progress, and address any issues or questions that needed attention.
- **Mentor meetings** - Trainees and mentors maintained regular contact and collaboration on a research project, guided by each trainee’s Individual Development Plan.
- **Weekly check-in meetings** - Facilitated by a program director, the meetings included a formal career development presentation and time to discuss the topics and themes, and to network within and across each program.
- **Final presentations** - In the final week, trainees gave final presentations to the full group of trainees, directors, and mentors on the work accomplished during the summer and next steps planned to further advance their research.
- **Peer review** - A small group of RRT trainees were eligible for an internal pilot grant award. An important component of this application process included a peer review that mirrors the NIH review process. All trainees participated as observers and peer reviewers, submitting a score for each of the candidates, gaining valuable insight into the NIH application and review process.

**Mentorship**

Mentorship is the cornerstone of our training programs. Trainees were matched with a faculty mentor conducting research in their field. Trainees and mentors met via Zoom at least weekly. They worked together to create an Individual Development Plan (IDP) at the beginning of the training appointment. They used the IDP as a dynamic guiding document to define and monitor progress towards their research, training, and professional development goals.

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The program introduced me to collaborative and implementation research. Friendly faculty members and mentors were more than ready to guide us. – 2020 Trainee

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**Working with your mentor**

1. Work with your mentor to develop a research project, agree on set of goals and timeline (publication manuscript/grant proposal).
2. Develop an Individual Development Plan (IDP) and review with your mentor.
3. Set up regular calls with your mentor (monthly at minimum).
4. Attend calls with CHILD-GRF program leadership/mentors/trainees to discuss any questions/issues.
5. Start working on your research question, develop your hypothesis and research outline.

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Mentors and trainees work together to develop IDPs.
Training and Webinars

Trainees attended approximately 30 training webinars facilitated by faculty and staff from ICHAD/Brown School, WashU School of Medicine, and partner institutions. Moving the training to an online format afforded us the opportunity to invite guest lecturers from partner institutions all over the U.S. and Uganda, resulting in a wider range of topics and perspectives. The online, extended ten-week training format also enabled us to be responsive to feedback from the trainees, incorporating more research methods and data management content, and additional opportunities to discuss current event topics such as the COVID-19 pandemic and issues surrounding racial justice, for example.

Trainees engaged with faculty researchers from WashU, Makerere University in Uganda, and partner institutions:

Recordings and presentation slides for all webinars, meetings, and events hosted by ICHAD/SMART Africa were captured and edited, and remain available on a password-protected site to all trainees, fellows, and program alumni. The following is a complete list of required webinars, training sessions, and meetings.
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<thead>
<tr>
<th>Title</th>
<th>Presenter</th>
<th>Affiliation</th>
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<td><strong>Research Methods</strong></td>
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<tr>
<td>The Importance of Adaptive and Tailored Approaches to Implementation</td>
<td>Byron Powell</td>
<td>Brown School, WashU</td>
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<tr>
<td>in Addressing Dynamic Challenges</td>
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<td>Agent-Based Modeling</td>
<td>Ross Hammond</td>
<td>Brown School, WashU</td>
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<td>Applications of Qualitative Methods in Research</td>
<td>Janet Nakigudde</td>
<td>College of Health Sciences, Makerere University</td>
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<td>Community Based System Dynamics</td>
<td>Ellis Ballard</td>
<td>Social System Design Lab, Brown School, WashU</td>
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<td>Evaluation Planning</td>
<td>Nancy Mueller</td>
<td>Evaluation Center, Brown School, WashU</td>
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<td><strong>Global Research Topics</strong></td>
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<td>Domestic and Global Health Disparities</td>
<td>Patricia Cavazos-Rehg, Elvin Geng</td>
<td>School of Medicine, WashU</td>
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<td>Research Challenges, Opportunities in Sub-Saharan Africa during COVID-</td>
<td>Emmanuel Asampong, Joshua Kiyangi, Anne Mbwayo, Muthoni Mathai</td>
<td>ICHAD &amp; Open Classroom, WashU</td>
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<tr>
<td>Systemic Racism and Mental Health</td>
<td>Sean Joe, Laura Abrams, David T. Takeuchi, Sarah Gehlert</td>
<td>Open Classroom, WashU</td>
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<td>Global Mental Health, Parts I &amp; II</td>
<td>Parul Bakhshi, Clement Bayetti</td>
<td>Brown School, WashU</td>
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<td><strong>Data Collection, Management, &amp; Dissemination</strong></td>
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<tr>
<td>Categorical Data Methods and Logistic Regression</td>
<td>Jacob Borodovsky</td>
<td>School of Medicine, WashU</td>
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<td>Utilization &amp; Dissemination of Results</td>
<td>Nicole Doughtery</td>
<td>Evaluation Center, Brown School, WashU</td>
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<td>Cost Effectiveness</td>
<td>Yesim Tozan</td>
<td>New York University</td>
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<td>Propensity Score Analysis: An Overview &amp; Latest Debates</td>
<td>Shenyang Guo</td>
<td>Brown School, WashU</td>
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<td>Administrative Data Management and Analysis</td>
<td>Brett Drake</td>
<td>Brown School, WashU</td>
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<td><strong>Career Development</strong></td>
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<tr>
<td>Manuscript Development</td>
<td>Jay Piccirillo</td>
<td>School of Medicine, WashU</td>
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<td>Community Collaboration in Research Webinar Series</td>
<td>Mary McKay</td>
<td>Brown School, WashU</td>
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<td>NIMHD Mission and Funding Opportunities</td>
<td>Rick Berzon</td>
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<td>Leaky Pipeline</td>
<td>Patricia Cavazos</td>
<td>School of Medicine, WashU</td>
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<tr>
<td>Research to Eliminate Neglected Tropical Diseases</td>
<td>Gary Weil</td>
<td>School of Medicine, WashU</td>
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<tr>
<td>HIV and Global Mental Health Priorities &amp; Funding Opportunities &amp; Guidance</td>
<td>Susannah Allison, Holly Campbell-Rosen</td>
<td>NIH/NIMH</td>
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<td>Research Career Talk</td>
<td>Noeline Nakasujja</td>
<td>College of Health Sciences, Makerere University</td>
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<tr>
<td>How to Give a Presentation</td>
<td>Jay Piccirillo</td>
<td>School of Medicine, WashU</td>
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<td>More Than Spoken Words: Race and Racism and the Implications for Scientific Methods and Researcher Resiliency</td>
<td>Sean Joe</td>
<td>Brown School, WashU</td>
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<tr>
<td>The Psychology of Mindset and Resilience</td>
<td>Tim Bono</td>
<td>College of Arts &amp; Sciences, WashU</td>
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<td>Responsible Conduct of Research Workshop</td>
<td>Betsy Abente, Laura Peer</td>
<td>Brown School, WashU</td>
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<tr>
<td>A Clinical Research Career</td>
<td>Brian Gage</td>
<td>School of Medicine, WashU</td>
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<tr>
<td>The Potential of Economic Strengthening Interventions in the Care and Support of Children and Adolescents Impacted by HIV/AIDS: Lessons from Fifteen Years of Research in Sub-Saharan Africa</td>
<td>Fred Ssewamala</td>
<td>Brown School, WashU</td>
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<tr>
<td>Career Panel and Closing Session</td>
<td>Ozge Sensoy Bahar, Proscovia Nabunya, James Mugisha and Latoya Small (Moderated by Mary McKay)</td>
<td>Brown School, WashU, Kyambogo University, UCLA</td>
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Program Satisfaction and Outcomes

Given the dynamic nature of implementing a training program during a global pandemic and because the training curriculum was adjusted to ten weeks of virtual trainings and webinars, we evaluated training component satisfaction on an ongoing basis throughout the summer in order to be responsive to trainee feedback and to make adjustments as needed. Despite the unpredictable nature of the training period due to the COVID-19 pandemic, trainees were overall very satisfied with their experience and report renewed commitment to pursuing independent research.

Thank you for the investment in supporting scholars of color in conducting global research. I sincerely appreciate all who were involved in making this happen, from the program coordinators to the faculty mentors.

– 2020 Trainee

Trainees discuss “Domestic and Global Health Disparities” with Drs. Patricia Cavazos and Elvin Geng
Funded by the National Institute of Mental Health, the Researcher Resilience Training (RRT) Program (R25MH118935) is designed to provide advanced doctoral students and early career investigators of African descent interested in child and adolescent behavioral health with the necessary research skills to address the significant challenges that exist within resource-constrained settings. These include obstacles related to: 1) Retention of poverty-impacted, highly mobile youth and families; 2) Collaboration with youth, families and providers experiencing high levels of stress and nested within overburdened communities and systems; and 3) Building and maintaining community, provider, and academic partnerships.

Our second cohort of nine RRT fellows is working closely with their mentors on projects based in the United States and in SSA. Fellows have published a total 22 papers during the training period. In addition, two RRT fellows, William Byansi and Thembekile Shato, submitted successful proposals for a $3,000 pilot grant award provided by the RRT program.

The following profiles provide a detailed description of the 2020 RRT fellows’ accomplishments.

Leslie Adams, MPH, PhD
Assistant Professor, John Hopkins Bloomberg School of Public Health, Department of Mental Health

Mentor
Sean Joe, PhD

Biography
Leslie Adams’ research examines relationships between discrimination, depressive symptoms, and health services utilization using a mixed methods and community-engaged approach. Particularly, Dr. Adams explores the intersections between masculinity, racial identity, and mental health service disparities among Black men. Her research agenda also focuses on comparative, cross-cultural mental health research among individuals of African descent with an emphasis on those residing in the United States and South Africa.
**Publications**


**Grants**

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**Enoch Azasu, MSW, MBA**  
PhD Student, Brown School at Washington University in St. Louis

**Mentor**  
Sean Joe, PhD

**Biography**  
Enoch Kordjo Azasu earned an MBA in Total Quality Management from the University of Professional Studies in Ghana and graduated in 2016. In 2017, Enoch was awarded as the McDonnell Academy Scholar for Ghana with the Brown School at Washington University in St Louis. He completed the MSW program in 2019 with a Mental Health concentration and Research specialization. Enoch’s area of interest is in mental health, specifically suicide prevention.

**Accomplishments**  
Enoch currently works with the Race and Opportunity Lab as a Graduate Research Assistant on the HomeGrown STL project as well as the Missouri Suicide Prevention Network. He is the founder of STAY Ghana, a nonprofit organization that focuses on suicide prevention among Ghanaian youth.

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**Donte Bernard, MA, PhD**  
Postdoctoral Fellow, Institute of Psychiatry, Medical University of South Carolina

**Mentor**  
Sean Joe, PhD

**Biography**  
Donte Bernard is a second year Postdoctoral Fellow at the Medical University of South Carolina’s National Crime Victims Research and Treatment Center. His research broadly seeks to examine how culturally relevant risk and protective factors moderate the association between racism-related
stress and Black youths’ academic, social, and mental health outcomes. A primary goal of his research has been to identify and explicate how racism-related stress may influence the development and/or maintenance of impostor phenomenon, or cognitions of intellectual incompetence, and the unique cultural factors that may shape this interplay. As a postdoctoral fellow, Dr. Bernard has extended his research program to investigate how childhood and early adolescent experiences of racism can be conceptualized through a traumatic stress perspective.

**Publications**


**Presentations**


Bernard, D. L. (2020). *Still, we rise: Navigating racial and religious identity in the academy* [online discussion panel]. National Center for Institutional Diversity, University of Michigan.


**Other Accomplishments**

Dr. Bernard was awarded a Child Intervention, Prevention, and Services (CHIP) Research Training fellowship through NIMH and attended the virtual training in September, 2020. He also submitted an application to receive a Mentored Patient-Oriented Research Career Development Award (K23) from the National Institute of Mental Health Disparities. Additionally, he will be applying for the Clinical and Translational Science Awards (CTSA) Program Diversity Supplement offered through the National Center for Advancing Translational Sciences.

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**Rachel Brathwaite, MSc, PhD**

Postdoctoral Research Associate, International Center for Child Health and Development, Brown School at Washington University in St. Louis

**Mentor**

Fred Ssewamala, PhD

**Biography**

Rachel Braithwaite has a PhD in Epidemiology and Population Health from the London School of Hygiene and Tropical Medicine, and an MSc in Applied Epidemiology from the University of Nottingham, United Kingdom. Her PhD involved investigating the risk and protective factors for smoking among migrant and ethnic minority groups living in European locations. Prior to joining ICHAD, she was a postdoctoral research associate at King’s College London, U.K. where she worked on analyzing two adolescent cohorts from Nigeria and Nepal to externally validate a risk score designed to predict the individualized risk of depression in the late adolescent period for the ‘Identifying Depression Early in Adolescence Project.’ Dr. Braithwaite’s research interests include mental health; adolescent health; prediction modeling; epidemiology; non-communicable diseases; longitudinal studies; advanced statistical techniques; risk-taking behavior; smoking; drug addiction; harm reduction; and preventive research.
Publications


Grants
Co-investigator, (submitted), *A Comparative Study of Child Development Programs in Uganda and Israel.* (MPIs: Ssewamala, F. M., Opobo, T., Grinstein-Weiss, M., Kondratjeva, O.)

Other Accomplishments
Dr. Rachel Brathwaite is coordinating the Suubi+Adherence-R2 study for the International Center for Child Health and Development (ICHAD). She is also an MPI with Dr. Proscovia Nabunya on the D43 supplement grant, “Assessing the Implementation of the Makerere University’s Policy and Regulations against Sexual Misconduct and Harassment (APRASH).”

William Byansi, MSW
PhD Candidate, Brown School at Washington University in St. Louis

Mentor
Fred Ssewamala, PhD

Biography
William Byansi’s research interest is in child and adolescent behavioral health services and community development in Sub-Saharan Africa. He also works as a Senior Research Associate for the International Center for Child Health and Development (ICHAD), supporting NIH-funded Suubi4Her and Suubi+Adherence studies. In December, Mr. Byansi successfully defended his dissertation, “Utilization of community based mental health services among school-going adolescent girls in southwestern Uganda.”

Publications


Presentations


Grants
Mr. Byansi was awarded one of two RRT Program pilot grant awards of $3000 for his project proposal, The Impact of COVID-19 and Related Response Measures on the Mental Health Functioning of School-Going Adolescents in Uganda.

Husain Lateef, PhD
Assistant Professor, Brown School, Washington University in St. Louis

Mentor
Sean Joe, PhD

Biography
Husain Lateef’s research focuses on the role African-centered approaches may have in improving outcomes of youth prevention programs for African American youth. While a doctoral student, he began authoring theory-driven publications to advance knowledge in social work about culturally responsive practice with African American youth. He is currently examining the relationship between African-centered constructs and indicators of positive youth development among African American youth.

Publications

Presentations

Moses Okumu, PhD
Postdoctoral Fellow, School of Social Work, University of North Carolina - Chapel Hill

Mentor
Fred Ssewamala, PhD

Biography
Moses Okumu’s program of research aims to develop, implement, and rigorously evaluate interventions that advance the sexual and mental health of youth facing multiple forms of adversity, including poverty, forced displacement, and HIV. He is particularly interested in exploring future applications of digital interventions for improving the social determinants of sexual and mental health outcomes of
vulnerable youth in Black communities. His current research focuses on developing and evaluating digital health interventions that further HIV prevention cascades and prevent sexual and gender-based violence among forcibly displaced youth in Uganda. This research is driving current efforts to adapt and validate new measurement tools and digital delivery strategies for communities in Sub-Saharan Africa and to translate research findings into evidence-based programs, interventions and policies at local, national, and global levels.

**Publications**


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**Thembekile Shato, MPH, PhD**

*Postdoctoral Research Associate, Implementation Science Center for Cancer Control, Brown School, Washington University*

**Mentor**

Fred Ssewamala, PhD

**Biography**

Thembekile Shato’s interests include sexual and reproductive health with a specific focus on health-seeking behavior, access to preventive healthcare as well as intervention development and implementation. She is also interested in understanding the influence of mobile health strategies and social networks in improving adolescent and women’s health outcomes.

**Publications**


**Grants**

Dr. Shato was awarded one of two RRT Program pilot grant awards of $3,000 for her project proposal, *Rethinking Promotion of Youth-Friendly Services Using Youth Participatory Research Approaches*.

**Other Accomplishments**

In June 2020, Dr. Shato successfully defended her dissertation for her PhD in Public Health with a concentration in Behavioral Science and Health Education at St. Louis University College of Public Health and Social Justice. Her dissertation was entitled, “Examining the Utilization of and Preferences for Cervical Cancer Screening in Urban Zimbabwe: Multi-Stakeholder Perspectives.” Dr. Shato attended a workshop titled Dissemination and Implementation Research: An Introductory Workshop for Investigators in Clinical Research Training Center through the Washington University of St. Louis School of Medicine.

Latoya Small, MSW, PhD
Assistant Professor, Luskin School of Public Affairs, University of California, Los Angeles

**Mentor**

Mary McKay, PhD

**Biography**

Latoya Small’s research focuses on health disparities, specifically, the intersection of mental health, treatment adherence, and HIV among women and children in the U.S. and Sub-Saharan Africa. Her global research addresses the urgent need for theory-driven, empirically-informed, and sustainable psychosocial HIV treatment approaches for perinatally HIV-infected youth in South Africa. In the U.S., Dr. Small examines how poverty-related stress, parenting, and mental health interact and relatedly impact adherence in HIV medical services among Black and Latina mothers in urban communities.

**Publications**


LEAD Global Training Program

Program Co-Directors
Patricia Cavazos, PhD
Professor of Psychiatry, School of Medicine, Washington University in St. Louis

Fred Ssewamala, PhD
William E. Gordon Distinguished Professor, Social Work and Public Health; Professor, School of Medicine; Director of ICHAD and SMART Africa; Washington University in St. Louis

Mentors
Theresa Betancourt, PhD
Professor, Social Work, Global Practice, Boston College

Patricia Cavazos, PhD
Professor of Psychiatry, School of Medicine, Washington University in St. Louis

Thomas Crea, PhD
Associate Professor, Assistant Dean, Global Programs, Boston College

Mary McKay, PhD
Neidorff Family and Centene Corporation Dean of the Brown School, Washington University in St. Louis

Janet Nakigudde, PhD
Behavioral Scientist and Lecturer, Psychiatry, College of Health Sciences, Makerere University

Proscovia Nabunya, PhD
Co-Investigator – LEAD and CHILD-GRF;
Research Assistant Professor, Social Work, Washington University in St. Louis

Von Nebbitt, PhD
Associate Professor, Social Work, Washington University in St. Louis

Ozge Sensoy Bahar, PhD
Co-Investigator – LEAD and CHILD-GRF
Research Assistant Professor, Social Work, Washington University in St. Louis

Fred Ssewamala, PhD
William E. Gordon Distinguished Professor, Social Work and Public Health, Washington University in St. Louis

LEAD is supported by the Institute of Minority Health and Health Disparities (T37MD014218) and is designed for predoctoral students and postdoctoral trainees from underrepresented groups in the United States committed to conducting health disparities research with a specific focus on global mental health prevention, intervention, services, and implementation research within resource-constrained settings. This program equips trainees with foundational global research skills and knowledge through experiential learning, mentoring, hands-on immersion in domestic and international mental health studies, individualized consultation, goal setting and monitoring, and web-based support across time. LEAD features a short-term summer intensive option as well as up to two twelve-month postdoctoral fellowships with the potential for a second twelve-month appointment.

The first cohort of LEAD trainees was comprised of nine highly qualified predoctoral and postdoctoral early career researchers from underrepresented minority groups with an interest in global mental health disparities in resource-constrained settings. From institutions across the United States, they worked with their mentors on research projects focused on communities in the United States, Sub-Saharan Africa, and Central Asia. During the training period, trainees developed or published 16 papers and gave three presentations. The training period has concluded, but our trainees continue to collaborate on projects initiated with their mentors.
The following profiles provide a detailed description of each LEAD trainee’s accomplishments.

Saltanat Childress, MSW, PhD  
Assistant Professor, Social Work, University of Texas-Arlington  

Mentor  
Mary McKay, PhD  

Biography  
Saltanat Childress is an Assistant Professor at the University of Texas-Arlington. Her research is focused on family well-being, economic empowerment, and improving the responses of criminal justice, public health, and social service systems. She is dedicated to improving long-term health and social outcomes through developing, adapting, and evaluating interventions focusing on healthy family functioning and prevention of family violence.

Publications  

Grants  
Dr. Childress is developing a Research Career Development (K) Award grant with her mentor, Dean Mary McKay.

Other Accomplishments  
Dr. Saltanat Childress attended the National Institute of Health (NIH) Virtual Seminar on Program Funding and Grants Administration. She also joined the Learning Collaborative at the Center for Innovation in Child Maltreatment Policy, Research, and Training.

Tyriesa Howell, LMSW, PhD  
Assistant Professor, Brown School, Washington University in St. Louis  

Mentors  
Fred Ssewamala, PhD  
Mary McKay, PhD  

Biography  
Tyriesa Howell’s research focuses on examining and understanding social and cultural determinants of sexual and reproductive health among adolescents and women. This includes socio-behavioral interventions using mixed-methods to examine the use of interactive video game and life simulation technology to encourage HIV treatment adherence and routinized HIV testing among adolescents living with and affected by HIV. Dr. Howell is particularly interested in the development of mHealth technology as an innovative approach to promoting sexuality health education for youth. Her emerging research also seeks to address maternal health disparities, specifically the disproportionality of maternal-related morbidity and mortality experienced by Black women living in the U.S.

Publications  

Presentations


Other Accomplishments
Dr. Howell will be participating in the Building Up Study, an intervention designed to understand factors that contribute to career success for people who are underrepresented in the biomedical workforce. In addition, she served as co-chair of the African Americans and the African Diaspora track for the CSWE 66th Annual Program Meetings in November.

Lojine Kamel, MD
Psychiatry Resident, School of Medicine at Washington University in St. Louis

Mentors
Patricia Cavazos, PhD
Fred Ssewamala, PhD

Biography
Lojine Kamel is a psychiatry resident at Washington University of St. Louis. After growing up in Chicago, she spent nearly a decade of her adult life in Beirut, Lebanon, where she completed her undergraduate education and medical school. There, she discovered a passion for mental health and women’s health, leading to her ongoing research in interventional and reproductive psychiatry.

Publications

Accomplishments
Dr. Lojine Kamel completed a course titled “Program Sustainability: Assessment Tools & Planning Strategies” offered at the Brown School, Washington University in St. Louis.

Lesleigh Lee, MSW, MPH
PhD Student, Health Promotion Community Health Sciences, Texas Agricultural and Mechanical University

Mentor
Thomas Crea, PhD

Biography
Lesleigh Lee is a doctoral student at Texas Agricultural and Mechanical University in the department of Health Promotion and Community Health Sciences. Ms. Lee’s research focuses on community based participatory research in underserved communities. Her research interest includes adolescent mental health and adolescence resiliency. She received both her bachelor’s in biology and Master of Public Health in Environmental Epidemiology from Florida Agricultural and Mechanical University. Ms. Lee received her Master in Social Work from the University of South Carolina.

Poster Presentation
Accomplishments
Ms. Lee is a Texas A&M Health Opioid Task Force 2020-2021 Ambassador.

Massy Mutumba, MPH, PhD
Assistant Professor, Health and Biological Sciences, University of Michigan

Mentor
Fred Ssewamala, PhD

Biography
Massy Mutumba is an assistant professor in the Department of Health Behavior and Biological Sciences at the University of Michigan School of Nursing. Her research focuses on HIV among adolescents and young adults, with the goal of developing interventions to improve self-management of HIV, measurement and promotion of mental wellbeing (including prevention of substance use), and improving access to mental health services in resource-limited settings.

Publications
Mutumba, M. (In preparation). *Gender differences in school satisfaction and association with subject wellbeing among adolescents*. Department of Health Behavior and Biological Sciences, School of Nursing, University of Michigan School of Nursing.

Mutumba, M. (In preparation). *Gender and parental influences on sexual risk communication among adolescents in Southern Uganda*. Department of Health Behavior and Biological Sciences, School of Nursing, University of Michigan School of Nursing.


Grants

Tyrone Parchment, LCSW, PhD
Assistant Professor, Boston College School of Social Work

Mentor
Theresa Betancourt, PhD

Biography
Tyrone Parchment is an Assistant Professor at Boston College School of Social Work. His academic training and research experience provided him with an excellent background in rigorous methodological, conceptual, and statistical research training in social science and social work practice that can be applied at the domestic and international levels. Dr. Parchment’s research program is informed by a decade of direct practice and
research experience that focuses on family behavioral health with an emphasis on male caregiving/fathers among racially and ethnically marginalized communities both in the U.S. and internationally.

**Publications**


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**Simone Schriger, MA**

PhD Student, Clinical Psychology, University of Pennsylvania

**Mentor**

Fred Ssewamala, PhD

Janet Nakigudde, PhD

**Biography**

Simone Schriger is a doctoral student in clinical psychology at the University of Pennsylvania. She is dedicated to a career focused on closing the mental health treatment gap, particularly in resource-limited environments within and outside of the U.S. Simone graduated cum laude from Bates College in 2014 and later carried out research in Malawi, South Africa, and in India as a Thomas J. Watson fellow. She also worked in Rwanda as a Davis Fellow for Peace and in Uganda as a research coordinator. Simone carried out her master’s thesis on community mental health in Philadelphia. She has particular interests in using implementation science and community-based participatory research to increase the sustainment and scalability of evidence-based practices in community settings. Simone is also interested in better understanding the principles of ethical and equitable global health partnerships and seeks to approach her research through a social justice lens.

**Publications**


**Accomplishments**

Simone Schriger successfully defended the first of her two qualifying exams. She continues her qualitative research with her LEAD Program mentor on the Kyaterekera project.

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**Nhial Tutlam, MPH, PhD**

Chronic Disease Epidemiology Manager, St. Louis County Department of Public Health

**Mentors**

Fred Ssewamala, PhD

Theresa Betancourt, PhD
Biography
Nhial Tutlam earned his Bachelor of Science degree in biology from Tennessee State University and both his Master of Public Health (MPH) and PhD degrees from Saint Louis University. Dr. Tutlam is the Chronic Disease Epidemiology Program manager in the Division of Health Promotion and Public Health Research at Saint Louis County Department of Public Health (DPH), where he oversees chronic diseases and mental health surveillance. Dr. Tutlam is also the Project Director for Project RESTORE, a four-year, $1.7 million minority youth violence prevention project funded by the Office of Minority Health in the U.S. Department of Health and Human Services. Dr. Tutlam’s research interest include chronic diseases, maternal and child health, and intergenerational impact of war trauma of South Sudanese.

Other Accomplishments
Dr. Tutlam is an adjunct instructor of epidemiology at the Brown School at Washington University in St. Louis and teaches a chronic disease prevention course at Lindenwood University. He is the current treasurer for the Tumaini African Association. He is a board member with Pan African Organization for Health, Education and Research, and is a board member and director of health programs with the Dr. Timothy T. Tutlam Foundation.

Melissa Villodas, MSW, LMSW
PhD Student, School of Social Work, University of North Carolina at Chapel Hill

Mentor
Von Nebbitt, PhD

Biography
Melissa Villodas is a third-year doctoral student at the University of North Carolina-Chapel Hill School of Social Work. She received her MSW in 2015 from New York University and her BA in English writing from Nyack College in 2012. Ms. Villodas’ clinical training is in trauma-informed evidence-based practices for children, youth, and young adults with mental health challenges. Her research interests are in community connection and positive youth development. Ms. Villodas is committed to investigating how young people decide who they want to be, what values matter to them, and how community connections influence youth development. She is also interested in investigating how a positive sense of community impacts health behavior and mental health in marginalized groups both globally and domestically.

Publications

CHILD-Global Research Fellowship

Co-Directors
Mary McKay, PhD
Neidorff Family and Centene Corporation
Dean of the Brown School, Washington University in St. Louis
Noeline Nakasujja, MBChB, PhD
Associate Professor of Psychiatry Chair, College of Health Sciences, Makerere University
Fred Ssewamala, PhD
William E. Gordon Distinguished Professor, Social Work and Public Health; Professor, School of Medicine; Director of ICHAD and SMART Africa; Washington University in St. Louis

Mentors
Dickens H. Akena, PhD
Senior Lecturer, Psychiatry, College of Health Sciences, Makerere University
Paul Bukuluki, PhD
Lecturer, Social Work & Social Administration, School of Social Sciences, Makerere University
David Kaawa-Mafigi, PhD
Lecturer, Social Work & Social Administration, School of Social Sciences, Makerere University
Barbara Mukasa, MBChB, MPH
Executive Director, Mildmay Uganda
James Mugisha, PhD
Senior Lecturer, Mental Health Systems Research & Development Specialist, Kyambogo University & Butabika National Referral and Teaching Hospital
Fredrick Makumbi, PhD
Senior Lecturer and Departmental Chair, Epidemiology and Biostatistics, College of Health Sciences, Makerere University
Janet Nakigudde, PhD
Clinical Psychologist and Lecturer, Psychiatry, College of Health Sciences, Makerere University

CHILD-GRF is supported by the Eunice Kennedy Shriver National Institute of Child Health & Human Development (NICHD) and Fogarty International Center (FIC) (D43TW011541). The program provides state-of-the-art methods training, mentoring, and hands-on research experience to promising early career researchers from Ugandan institutions committed to research that addresses HIV prevention and the serious burden of child and adolescent mental health in the context of HIV/AIDS. CHILD-GRF’s aim is to increase, strengthen, and sustain the capacity of research institutions in Uganda, a SSA country heavily affected by HIV/AIDS.

The first CHILD-GRF cohort consists of seven highly qualified fellows with an interest in combination HIV prevention addressing persistent poverty, co-occurring child and adolescent mental health problems, and HIV care and prevention in HIV-impacted communities.

Fogarty International Center D3 Supplemental Grant
The CHILD-GRF program received a supplement to support our program partner Makerere University in developing sustainable policies to address sexual misconduct and harassment, and provide a safe work environment at the institution. Led by multiple principal investigators Proscovia Nabunya, Rachel Brathwaite, and Noeline Nakasujja, Assessing the Implementation of the Makerere University’s Policy and Regulations Against Sexual Misconduct and Harassment (APRASH) builds on Makerere University’s investigative committee on sexual misconduct and harassment, to assess the implementation of the current policy and regulations against sexual harassment as well as the committee’s policy recommendations, and to develop a policy evaluation and monitoring framework to guide ongoing and future policy implementation.
The following fellow profiles provide a detailed description of each CHILD-GRF fellows’ accomplishments.

**Rachel Alinaitwe, MBChB, MMed**  
Psychiatrist, College of Health Sciences, Makerere University  

**Mentor**  
Dickens H. Akena, PhD  

**Biography**  
Rachel Alinaitwe is a qualified medical doctor with specialization in Psychiatry. She is passionate about mental health for children and adolescents. Dr. Alinaitwe is currently working on a project titled “Detection of Depression Among HIV Positive Adolescents in Care in Uganda” which aims to determine the magnitude of depression and associated factors among HIV positive adolescents in Uganda. The study will be carried out at an HIV care center for children and adolescents in Uganda. She will administer a sociodemographic questionnaire and a MINI-KID (depression and suicidality modules) to approximately 236 HIV positive adolescents. Dr. Alinaitwe is creating the study protocol and developing her skills in research methods, grant development, and manuscript writing.

**Accomplishments**  
Dr. Rachel Alinaitwe participated in two Fogarty International Center (FIC) research training and networking workshops. She is currently enrolled in a course on conducting responsible research. Dr. Alinaitwe continues to make progress on her research study, “Detection and referral of depression among HIV-positive adolescents in care in Uganda.”

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**Anita Arinda, MBChB, MMed**  
Psychiatrist, Mildmay Uganda Hospital  

**Mentor**  
James Mugisha, PhD  

**Biography**  
Anita Arinda is a trained psychiatrist who studied at Makerere University in Kampala, Uganda. She is passionate about child and adolescent mental health research in low-resource settings, specifically she is interested in neurodevelopmental disorders especially Autism Spectrum Disorder (ASD). Throughout her research career, she hopes to build on the existing yet limited knowledge of neurodevelopmental disorders in low-income settings as well as develop cost-effective and feasible intervention programs for children with these disorders and their families.

**Accomplishments**  
Dr. Arinda is currently designing a project titled “Life Skills Training to Increase HIV Knowledge among Adolescents with Intellectual Disabilities in Kampala, Uganda” which will focus on life skills and sex education for adolescents with mid-to-moderate intellectual disabilities. She is currently enrolled in trainings on epidemiology and biostatistics as part of the Global Initiative for Neuropsychiatric Education in Research (GINGER) Fellowship. She is also coordinating the CHILD-GRF Administrative Supplement at Makerere University, “Assessing the Implementation of the Makerere University’s Policy and Regulations Against Sexual Misconduct And Harassment (APRASH)”, which will assess the implementation of Makerere University’s current policy and regulations against sexual harassment, and facilitate the development of a policy evaluation and monitoring framework to guide ongoing and future policy implementation.
**Agatha Kafuko, MA**  
PhD Student, Makerere University

**Mentor**  
Paul Bukuluki, PhD

**Biography**  
Agatha Kafuko’s research seeks to identify and examine the nature and prevalence of mental health problems among older children and adolescents in post conflict and resource constrained communities, with perinatal HIV exposure, including those who are HIV-infected and those who were perinatally exposed to HIV but remain uninfected. Using mixed methods, the study seeks to compare the impact of HIV infection on the two categories of HIV affected children and adolescents and to delineate social and environmental risk factors associated with mental health functioning among these children. This research is intended to generate evidence that can contribute to informing the development of appropriate intervention strategies for improving mental health functioning among the HIV affected children in low resource and post conflict settings of Uganda.

**Grants**  
Ms. Kafuko was awarded a research fellowship from Together for Girls which will last from September 2020 to May 2021.

**Accomplishments**  
Ms. Kafuko participated in a Scientific Writing Training, and she attended a STATA 16 Training to further her data analysis skills.

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**Apollo Kivumbi, MBChB, MPH**  
Master of Medicine in Psychiatry Student, College of Health Sciences, Makerere University

**Mentor**  
Fredrick Makumbi, PhD

**Biography**  
Apollo Kivumbi is currently Master of Medicine in Psychiatry student at the College of Health Sciences, Makerere University. Dr. Apollo has a strong interest in child and adolescent mental health. Specifically, his research interests lie in optimizing functioning among children and adolescents diagnosed with neurodevelopmental disorders, which disproportionately affect HIV infected individuals. He also studies the use of technology to improve mental health outcomes among children and adolescents and their families after a diagnosis of a mental illness.

**Accomplishments**  
Dr. Apollo Kivumbi was appointed an Early Career Researcher through the Global Initiative in Neuropsychiatric Ethics based at the University of Oxford. He also completed courses for his Master of Medicine residency program and a course on the role of ICTs in achieving sustainable development goals provided by edX.
**Violette Nabatte, MBChB**  
Head of Pediatric and Adolescent Services, Mildmay Uganda Hospital

**Mentor**  
Barbara Mukasa, MBChB, MPH

**Biography**  
Violette Nabatte is the current head of Pediatric and Adolescent Services at Mildmay Uganda Hospital in Kampala, Uganda. Dr. Violette holds a Master of Medicine in Pediatrics and Child Health from Makerere University. Her research interests include academic performance of adolescents living with HIV and caregiver perceptions of adolescent academic performance.

**Presentations**  


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**Justine Diana Namuli, MBChB, MMed**  
Psychiatrist, Lecturer, Makerere University

**Mentor**  
Janet Nakigudde, PhD

**Biography**  
Justine Diana Namuli is a child and adolescent psychiatrist who currently works in the Department of Psychiatry College of Health Sciences, Makerere University. She is also a lecturer for the College of Health Sciences, Makerere University. She is interested in HIV/AIDS stigma research, more specifically, if stigma is associated with sociodemographic factors and clinical retention characteristics in children affected by HIV/AIDS in Uganda.

**Publications**  


**Presentations**  
Dr. Namuli presented at a webinar on mental health awareness and self-care during COVID-19 organized by the nonprofit organization Phenomenal Women Global.

**Other Accomplishments**  
Dr. Namuli has participated in a wide variety of virtual professional development workshops and webinars including the HIV-Related Intersectional Stigma Research Advances and Opportunities workshop hosted by the National Institute of Health (NIH) and Office of AIDS Research (OAR), Consortium of Universities for Global Health webinar, and a webinar on Psychotherapy for PTSD during a Pandemic.
Esther Nanfuka, MA, PhD
Assistant Lecturer, Department of Social Work and Social Administration, Makerere University

Mentor
David Kaawa-Mafigiri, PhD

Biography
Esther Nanfuka is a trained social worker who has 10 years of experience as an Assistant Lecturer in the Department of Social Work and Social Administration at Makerere University. She recently completed her PhD in Social Work and successfully defended her dissertation that examined how people living with HIV in Uganda mobilize resources for the day to day management of HIV/AIDS under conditions of precariousness. Her dissertation focused on risk and resilience. Her research interests include child protection, resilience among people living with HIV and other chronic illnesses, and gender-based violence.

Publications

Other Accomplishments
Dr. Ester Nanfuka participated in the HIV-Related Intersectional Stigma Research Advances and the Opportunities Virtual Workshop and the Ethics in Child Protection: A Nursing Perspective virtual conference hosted by the International Society for the Prevention of Child Abuse and Neglect (ISPCAN).
Capacity Building Leadership

Executive Steering Committee

Fred Ssewamala, PhD
Co-Director – CHILD-GRF, LEAD, and RRT
William E. Gordon Distinguished Professor; Director of ICHAD and SMART Africa Centers; Brown School, Washington University in St. Louis
Professor of Medicine, Washington University School of Medicine

Dr. Ssewamala is the Founding Director of ICHAD and the Director of the SMART Africa Center. His global research, funded by a consortium of institutions including the U.S. government through NIMH and NICHD, focuses on improving health/mental health and developmental outcomes for vulnerable children and adolescents and creating innovative combination interventions for communities affected by poverty and HIV/AIDS.

Mary McKay, PhD
Co-Director – CHILD-GRF and RRT
Neidorff Family and Centene Corporation Dean of the Brown School, Washington University in St. Louis

Dean McKay has received substantial federal funding for research focused on meeting the mental health and health prevention needs of youth and families impacted by poverty. She has significant expertise in child mental health services and implementation research methods, as well as over 20 years of experience conducting HIV prevention and care-oriented studies, supported by the NIH. She has been the PI on studies set in Sub-Saharan Africa since 2000.

Patricia Cavazos, PhD
Co-Director, LEAD
Professor, Psychiatry, Washington University School of Medicine

Dr. Cavazos is a clinically trained licensed psychologist who has been involved in biomedical research for over ten years. Her research is funded by the NIH and involves studying the most efficacious policies that will reduce substance use involvement while accounting for today's new media-saturated environment. She is a member of an underrepresented minority group (Hispanic/Latina), and understands the importance of enhancing diversity in the workforce.

Sean Joe, PhD
Co-Director, RRT
Benjamin E. Youngdahl Professor of Social Development; Associate Dean for Faculty and Research; Director, Race and Opportunity Lab; Brown School, Washington University in St. Louis

Dr. Joe is a nationally recognized authority on suicidal behavior among African Americans. His research focuses on Black adolescents’ mental health service use patterns, the role of religion in Black suicidal behavior (NIMH), salivary biomarkers for suicidal behavior, and development of father-focused, family-based interventions to prevent urban African American adolescent males from engaging in multiple forms of self-destructive behaviors.
Noeline Nakasujja, PhD  
Co-Director – CHILD GRF  
Associate Professor, Psychiatry, Makerere University in Uganda

Dr. Nakasujja’s research focuses on mental health, in particular, evaluating special populations of HIV positive individuals. She is currently a Principal Investigator on a study evaluating the stress and caregiver burden of individuals looking after patients with Alzheimer’s disease in the community. She has an impressive record as a department chair and mentor, serves on several international associations and has received numerous recognitions and honors for her scientific achievements.

Proscovia Nabunya, PhD  
Co-Investigator – LEAD and CHILD-GRF  
Research Assistant Professor, Social Work, Washington University in St. Louis

Dr. Nabunya’s research focuses on HIV-stigma reduction interventions, family and community-based support systems as protective factors for the development and well-being of children and families impacted by HIV/AIDS. She has research expertise in poverty-reduction strategies that utilize asset-based interventions and their impact on the social, economic and health well-being of children and families in HIV-impacted communities in sub-Saharan Africa.

Ozge Sensoy Bahar, PhD  
Co-Investigator – LEAD and CHILD-GRF  
Research Assistant Professor, Social Work, Washington University in St. Louis

Dr. Sensoy Bahar’s research focuses on child and family well-being in global contexts characterized by poverty and associated stressors. Her current research program focuses on youth experiences of child work and labor, as well as the individual, family, and contextual factors leading to child labor in two country contexts, Turkey and Ghana. The goal of her work is to develop culturally and contextually relevant interventions to reduce risk factors associated with child labor.

Acknowledgment

ICHAD’s capacity building team would like to thank our funders: The National Institute of Child Health and Human Development, the National Institute for Mental Health, the National Institute on Minority Health and Health Disparities, and Fogarty International Center.

We would also like to express our deepest appreciation to the experts who shared their work at our Summer Training events. They include Susannah Allison, Parul Bakhshi, Ellis Ballard, Clement Bayetti, Rick Berzon, Tim Bono, Jacob Borodovsky, Holly Campbell-Rosen, Patricia Cavazos-Rehg, Brett Drake, Elvin Geng, Shenyang Guo, Nikole Lobb Doughtery, Sean Joe, Mary McKay, Nancy Mueller, James Mugisha, Proscovia Nabunya, Noeline Nakasujja, Janet Nakigudde, Byron Powell, Ozge Sensoy Bahar, Latoya Small, Fred Ssewamala, and Yesim Tozan.
Training Advisory Committee

**Theresa Betancourt, ScD**
Professor, School of Social Work, Boston College

Dr. Betancourt’s research interest include developmental and psychosocial consequences of concentrated adversity on children, youth and families; resilience and protective processes in child and adolescent mental health and child development; refugee families; and applied cross-cultural mental health research. She is Principal Investigator of an intergenerational study of war/prospective longitudinal study of war-affected youth in Sierra Leone (LSWAY).

**Arvin Bhana, PhD**
Associate Professor of Psychology, University of KwaZulu-Natal Durban

Dr. Bhana’s research focuses on understanding risk and resilience, adolescent risk-taking behavior (including HIV/AIDS), and substance abuse and mental health. He has been the Principal Investigator or Co-Investigator of several NIH-funded research projects in South Africa supporting Perinatally HIV-infected Youth. His recent publications examine the role of family protective factors in improving mental health and behavioral outcomes and reducing the risk for STIs among children and youth.

**Mario Castro, MD**
Division Chief, Pulmonary/Critical Care, University of Missouri-Kansas City School of Medicine

Dr. Castro serves as the principal investigator for the Kansas City site of the American Lung Association Asthma Clinical Research Centers (ACRC) and Chairs the Protocol Committee for ACRC. He is studying what makes severe asthma different from milder forms in the Severe Asthma Research Program (SARP). He is also studying potentially new treatments and biomarkers for severe asthma in the Precision Interventions for Severe and Exacerbation-prone asthma (PrecISE) study.

**Tonya Edmond, PhD**
Associate Dean, Social Work, Washington University in St. Louis

Dr. Edmond serves as the Brown School’s associate dean for social work, and is a faculty fellow in the Office of the Provost working on women faculty leadership development and other diversity and inclusion initiatives. As a faculty affiliate with the Center for Violence and Injury Prevention and the Center for Mental Health Services Research, she focuses her research on testing the effectiveness of interventions for survivors of childhood sexual abuse, sexual assault, sex trafficking and intimate partner violence.
Keng-Yen Huang, PhD  
Associate Professor, Population Health, New York University School of Medicine

Dr. Huang’s research interests include child development, psychiatric epidemiology, prevention, implementation, and global public health research. She is the principal and co-investigator on numerous NIH and Foundation funded child development and mental health implementation research projects in international contexts. Her current research efforts focus on child mental/behavioral health implementation and epidemiological research both in low-and middle-income countries (LMICs) and in the US.

Godfrey Kigozi, MBChB, MPH  
Director of Research, Rakai Health Sciences Program, Uganda

A medical doctor by training, Dr. Kigozi has overseen a number of complex RHSP studies, including the effects of STD control on maternal and infant health. He served as the medical officer for the "Trial of Male Circumcision" studies and achieved compliance and follow-up rates of over 90 percent. For over 10 years, he has been a medical consultant on several of Dr. Ssewamala and Dean McKay’s NIH funded studies.

Abel Mwebembezi, PhD  
Executive Director, Reach the Youth – Uganda

Dr. Mwebembezi has worked to implement reproductive health and HIV/AIDS projects and managed multiple child sponsorship education programs. He has served as a Planning Officer with the UN Peace Keeping Mission at the UN African Union Mission in Darfur and has been an implementation partner on several NIH-funded research projects (PI, Dr. Fred Ssewamala) testing asset-based economic empowerment interventions for youth impacted by poverty and HIV/AIDS.

Timothy Opobo, MSC  
Executive Director, AfriChild Centre

Mr. Opobo has ten years of development practice experience. He previously served as Acting Executive Director of the AfriChild Centre and also worked with the African Network for the Prevention and Protection against Child Abuse and Neglect in Uganda and Liberia. His primary interests are social challenges affecting children and young people in Sub-Saharan Africa.

Lourdes Soto de Laurido, EdD  
Associate Dean, Academic Affairs, University of Puerto Rico

Dean Soto de Laurido’s special interests are the implications of research and health promotion programs design that empower global agreements, services collaboration, mentoring, coaching and research coaching. She is furthering the need for rigorous research methods for clinical and translational research, community base participatory research (CBPR), health promotion program design and statistical indicators for risk behaviors and resilience consider non-communicable diseases risk factors.