

T E A C H I N G · R E S E A R C H · O U T R E A C H

SYNERGIES

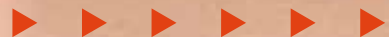
COLLEGE OF PUBLIC HEALTH AND HUMAN SCIENCES
Spring 2020

Can you teach happiness?

New courses help students discover their best selves



Oregon State
University



What's OUT THERE



When it comes to the environment and human health, everything is connected, from microbes and megafauna to pathogens and people. Discussing these connections are, pictured left to right, CEOAS Associate Professor George Waldbusser, CPHHS Associate Professor Perry Hystad, and CEOAS Assistant Professor Maria Kavanaugh.

CONNECTION. It's the theme of this issue and a key pillar of how we approach student success and all that we do to create a healthy, prosperous and more sustainable future. Consistent with OSU's commitment to inclusive excellence, the CPHHS offers students mentoring and experiential opportunities to better prepare the next generation of leaders in public health, human development, kinesiology and nutritional sciences.

In this issue, you will learn about our work toward addressing complex issues affecting the well-being of diverse populations. This includes innovative participatory programs to improve the mental health of LGBTQ+ Latinx youth, as well as partnerships and outreach efforts to improve mental health and the food environment in communities across Oregon.

This issue also highlights research programs on a broad range of topics, including marijuana legalization, potential health problems associated with virtual reality headsets, and the effect of federal standards for arsenic on the public water supply.

And speaking of connections, the interdependence of human health and the health of the planet is a renewed area of focus for CPHHS and OSU. Last fall, Dean Roberta Marinelli, of the College of Earth, Ocean and Atmospheric Sciences (CEOAS), joined me and faculty of both colleges to discuss the interrelationships of natural systems and human health. You can see a photo from the event above and look for more collaborations in the future.

F. Javier Nieto, MD, PhD, MPH
Dean, College of Public Health and Human Sciences
Oregon State University

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Students are taking over!

INSTAGRAM TAKEOVERS SHOW WHAT IT'S LIKE TO BE A CPHHS STUDENT

Check out our Instagram account for regular undergrad and graduate student takeovers.

Sydelle Harrison, BS '16, MPH '18, took over the account for a week in 2019. She is pursuing a PhD in health promotion and health behavior, is a mom of three and a small business owner.

Visit [@CPHHS on Instagram](#) for regular student takeovers.



Join the CPHHS community



@cphhs

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Real-world problems need real-world solutions

COLLEGE, EXTENSION FACULTY TAKE TWO OF RURAL OREGON'S BIGGEST HEALTH CHALLENGES TO THE CAPITOL

BY KATHRYN STROPPEL

Angelee Calder, a first-generation OSU student from Baker City who plans to graduate this year, thinks she knows Oregon pretty well, having lived in eight different small towns across the state. Proud of how far she's come in breaking the cycle of poverty by obtaining her degree, she also has firsthand knowledge of two key areas impacting Oregonians' health: mental health and substance abuse.

The college is rolling both into a new initiative, From Coast to Forest: Building on Community Strengths to Promote Mental Health and Reduce Opioid Abuse in Rural Oregon. Angelee, along with CPHHS Dean Javier Nieto and OSU Center for Health Innovation (OCHI) Director Allison Myers, offered testimony of its key components and goals to the Oregon Senate Interim Committee on Mental Health in November 2020.

Angelee shared her experiences of watching friends turn to drugs and die by suicide and overdose, as well as the complex feelings that resulted. She says that's why she is passionate about the project and the education and hope it could offer.

"They need love and compassion and to know that the world isn't bleak and hopeless," she says. "[This program] shines light on these forgotten people of these forgotten towns. It promotes community education and shows them they have options, they have value, and there is hope."

HELP WANTED: MENTAL HEALTH AWARENESS, SUBSTANCE ABUSE PREVENTION

Coast to Forest, which seeks to reduce opioid misuse and abuse and improve mental health and well-being, is funded as part of the Rural Health and Safety Education program of the National Institute of Food and Agriculture at the U.S. Department

of Agriculture. This is the first year of a two-year, \$288,000 pilot led by OCHI and OSU Extension Family and Community Health faculty.

Rather than offering mental health services or treatment, the program moves upstream — leveraging evidence-based interventions that build on existing community strengths to mitigate problems

"They need love and compassion and to know that the world isn't bleak and hopeless ..."

Angelee Calder
OSU Student

before they become dire. A host of community partners offered letters of support for the grant application: Adventist Health, Eastern Oregon Coordinated Care Organization, Oregon Health Authority, Oregon Mental Health First Aid, Association of Community Mental Health Providers, and the Newport Police Department.

The project spans from Tillamook and Lincoln counties on the coast to Union and Baker counties in the east, areas that Business Oregon classifies as economically distressed and that have a higher-than-average number of jobs in health care, agriculture, forestry and fishing — jobs that can be physically demanding and that can lead to pain and opioid use. In addition, the Oregon Health Authority and prescription drug monitoring data has shown higher-than-average opioid prescribing rates in these areas.



PHOTO: ALAN CALVERT

Pictured is student Angelee Calder.

Sen. Arnie Roblan, who chairs the interim committee on mental health, commended college leaders for the initiative and in partnering with Extension, which he said has credibility in every Oregon county. Other committee members included Sen. Denyc Boles, vice-chair; Sen. Sara Gelser; Sen. Dallas Heard; and Sen. Laurie Monnes Anderson.

"This is just the beginning in terms of leveraging the power of Family and Community Health Extension to convene and organize folks in the local area who care about the problem and want to come together for solutions," Allison says. ▲

To watch the testimony and presentations by faculty on mental health — and to learn more about the college's youth and family mental health initiative, including Coast to Forest — visit health.oregonstate.edu/mental-health.

To find out how you can play a role, contact Allison Myers at allison.myers@oregonstate.edu or Heather Brust at the OSU Foundation at heather.brust@osufoundation.org.

COAST TO FOREST OUTCOMES

Knowledge, awareness and understanding

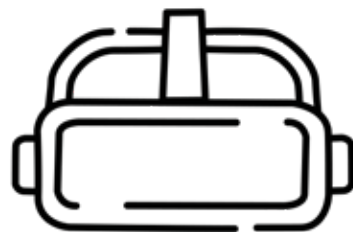
- Increased knowledge and awareness about mental health, substance abuse and available resources
- Decreased stigma related to substance abuse and mental health
- Increased skills and confidence for helping community members in distress
- Increased helping behaviors and referrals for mental health and substance abuse
- Increased use of mental health and substance abuse services
- Greater community efficacy to address local needs through community changes
- Community-driven plans to promote mental health and prevent substance abuse



insights



REAL HEALTH CONCERNS WITH VIRTUAL REALITY



Do common virtual reality (VR) movements contribute to muscle strain and discomfort? Assistant Professor **Jay Kim** set out to answer this question in an effort to ensure future user safety with this fast-growing technology.

He found that prolonged use of VR may lead to major health problems such as gorilla arm syndrome and rotator cuff injuries. In addition, the heavy VR headset may increase the burden on the cervical spine, risking greater neck strain.

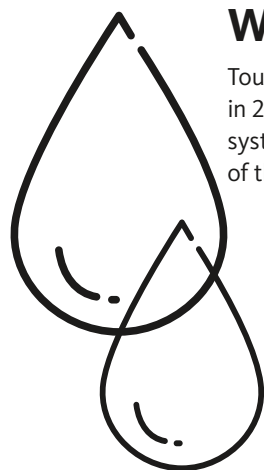
“Based on this study, we recommend that objects that are being interacted with more often should be closer to the body,” Jay says. “And objects should be located at eye level, rather than up and down.”

The findings could have a massive impact given VR’s growing demand. Tech analysts project that roughly 168 million people worldwide will have some form of VR installed by 2023. A major portion of users are gamers, but VR’s practical applications extend to health care, the military, education and training. In coal mining, for example, trainees use VR to practice new skills that would be dangerous to learn on-site.

Jay’s main goal is to avoid the mistakes of the past. When personal computing was first emerging in the ‘80s and ‘90s, he says, people often didn’t think of the risks of overuse until it was too late.

With VR, he says, “We’d like to learn now rather than later.” ▲

WATER WORKS



Toughening the federal standard for arsenic in 2001 led to fewer violations by the public systems that supply more than 80 percent of the United States’ drinking water.

Associate Professor **Molly Kile** and her research team found that despite lower allowable arsenic levels, the percentage of public water systems in violation fell from 1.3 percent in 2008 to 0.55 percent in 2017, with most of the violations occurring in a handful of counties in California and Texas.

In terms of the number of people drinking out-of-arsenic-compliance water, the figure fell nationally by more than 1 million, dropping to about 450,000.

“This reinforces the point that safety regulations do work, especially when they come with a carrot-and-stick approach, like increasing resources for systems to comply and giving them flexibility to choose what works best for their community,” Molly says. ▲

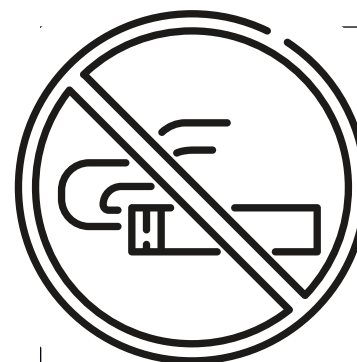
Legalization: Marijuana use is up, binge drinking is down

In states where marijuana was legalized by 2018, both occasional and frequent use among college students has continued to rise beyond the first year of legalization, particularly among students ages 21–26.

CPHHS Assistant Professor **Harold Bae**, along with colleague **David Kerr** from OSU’s College of Liberal Arts, found that overall, students in states with legal marijuana were 18 percent more likely to have used marijuana in the past 30 days than students in states that had not legalized the drug. They were also 17 percent more likely to have engaged in frequent

use, defined as using marijuana on at least 20 of the past 30 days. Six years after legalization in early-adopting states, students were 46 percent more likely to have used marijuana than their peers in non-legalized states.

A recent companion study by OSU doctoral candidate **Zoe Alley**, along with David and Harold, found that after legalization, students ages 21 and older showed a greater drop in binge drinking than their peers in states where marijuana was not legal. ▲



WHAT’S ALL THE HUFF ABOUT?

BY CAITLIN REILLEY, '16

A national outbreak of vaping associated lung injury resulting in 47 deaths triggered widespread concern at Oregon State. In response, the ASOSU, the College of Public Health and Human Sciences, Benton County Health Department and OSU Student Health Services hosted a panel discussion on vaping’s risks.

Panel experts pointed out that the rising popularity of vaping among youth is not accidental. Vape products were initially touted as a safer alternative to cigarettes and have been heavily marketed toward youth with a variety of disarming flavors such as mango and crème brûlée. Among Oregon high school students who use e-cigarettes exclusively, nearly 90 percent use flavored e-cigarette products. Spending

to advertise e-cigarettes has increased rapidly since 2011, with about 69 percent of middle and high school students exposed to e-cigarette advertisements in retail stores, on the Internet, in magazines and on television, according to the Centers for Disease Control.

With so much not known about the long-term effects of vaping, and in light of the growing number of cases of vaping-related lung disease, the Oregon Health Authority is warning all Oregonians not to use vaping products or e-cigarettes. Vaping is prohibited on campus.

Experts agree that OSU and local health officials need to adapt their tobacco prevention efforts as the tobacco industry continues to evolve. ▲

Read more discoveries by CPHHS researchers at synergies.oregonstate.edu/research.

Jonathan celebrates the telenovela screenings at Outside the Frame's Gala at Portland's Hollywood Theatre.



PHOTO: WILLIAM SHIELDS

“These videos give youth the opportunity to amplify their story so that their worst experiences with isolation can be transformed into powerful tools that help others.”

Jonathan Garcia
Associate Professor

In February 2019, they invited Latinx parents, Latinx 4-H alumni, LGBTQ+ Latinx youth, and health providers and educators to participate in four community advisory boards. The 45 people on these boards then developed ENLACE's themes: building solidarity among youth with multiple marginalized identities; addressing bullying and cyberbullying; navigating norms in social institutions, including family, church and school; exploring the meaning of citizenship; and accessing health and social service resources.

They then brought together a group of 10 Latinx LGBTQ+ youth to create a telenovela — or soap opera — toolkit to train peers to combat social isolation. Inspired by interventions used in Brazil and Peru to address community-based stigma, the telenovela-style toolkit will be piloted among Latino youth allies through 4-H Outreach Leadership Institutes to help participants address the bullying and discrimination that occurs in various social environments, such as in their work as camp counselors.

As a result of ENLACE, Jonathan says Latinx youth will be better equipped to understand the struggles of LGBTQ+ youth by drawing on their own experiences of marginalization, including immigration status, poverty and more.

Latinx youth in grades 8–12 can experience the telenovela-style training by participating in the 4-H Outreach Leadership Institutes' pilot program, taking place in May 2020.

ENLACE is funded by a grant from the Robert Wood Johnson Foundation. ▲



CYNTHIA DE LA TORRE AND HER MOTHER, CECILIA

Voices from ENLACE

Cynthia De La Torre, from Albany, Ore., is studying human development and family sciences in the CPHHS and has been involved in 4-H for several years.

“This curriculum will help youth feel included, respected and safe. It's going to help start conversations within 4-H about how to imagine a brighter future for everyone,” she says.

“I can see ENLACE paving a path for how we build relationships within the Latinx community — to care for one another and to trust that we will support each other in our pursuit of self-expression. It will equip youth in ways of confronting adversity, holding one another accountable, and teaching each other how to do better in their inclusion and care of their LGBTQ+ peers. Together, this program will open a dialogue on Latinx LGBTQ+ visibility and empowerment and awareness of needs. It will hopefully cultivate a shared sense of responsibility to intervene or prevent harm.”



Lights, camera — take ACTION!

A TELENVELA INTERVENTION FOR LGBTQ+ YOUTH TURNS SOCIAL ISOLATION INTO CHANGE

BY KATHRYN STROPPEL

The statistics were grim, and the stories were painful. So Jonathan Garcia asked why — and how he might make a difference.

Enter ENLACE. The Engaging the Next Latinx Allies for Change and Equity program builds solidarity and amplifies youth voices, connecting Latinx and lesbian, gay, bisexual, transgender, queer and questioning youth in fighting social isolation.

“The need for this project originates from the epidemic of isolation, suicide and self-harm that is killing our queer youth today,” says Jonathan,

a CPHHS associate professor. “These videos give youth the opportunity to amplify their story so that their worst experiences with isolation can be transformed into powerful tools that help others.”

Jonathan says the health and social consequences of isolation motivates him and his team, including Associate Professor Mario Magaña Álvarez, CPHHS doctoral student Nancy Vargas, Jesse Clark at UCLA, the Brazilian Interdisciplinary AIDS Association, and Outside the Frame, which helps youth create films about issues that matter to them.

If you are interested in learning more about ENLACE, contact Jonathan at jonathan.garcia@oregonstate.edu.

Success OUT THERE starts HERE

SUCCESS IN THE “REAL WORLD” BEGINS LONG BEFORE A FIRST JOB OR BIG PROMOTION. IT’S AS STUDENTS THAT STUDY HABITS DEVELOP, CAREERS ARE EXPLORED, RELATIONSHIPS ARE FORMED AND DREAMS TURN TO ACTION.

Oregon State is committed to student success, which is brought to life in the college with the help of a team of professionals in the college’s Office of Student Success.

To help students get a sense of professional life, a variety of experiences are offered to encourage students to get outside of their own perceptions through innovative courses that support mentorship (page 11), resiliency (page 12), undergraduate research (page 13), networking and study abroad.

Below are two programs designed to fire up students’ creativity in solving real-world problems.

NEXT GREAT STARTUP

In Fall 2019, the CPHHS held its third annual college-level competition for the Next Great Startup, which gives students the opportunity to transform their innovative ideas into real companies.

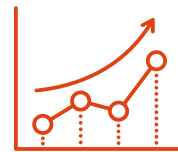
Jeff Crowell, a senior in public health, was this year’s winner of the college-level competition and automatically moved forward to a pitch event. From there, he advanced to the semi-finals at the university level.

His company, Shock Mechanics, manufactures a wearable device for individuals who have the potential to be exposed to shockwaves from explosives (military, police, demolition, etc.). The wearable device is able to notify the wearer of atmospheric overpressure (shockwaves) at thresholds high enough to cause potential traumatic brain injury, increasing the opportunity for early detection and monitoring. Jeff will now be paired with a successful venture capitalist in preparation for the semi-finals. ▲



Learn more at nextgreatstartup.oregonstate.edu.

EXCEL IN ACTION



In fall 2019, the college implemented a curriculum change requiring public health and kinesiology students to complete three credits of experiential learning within their first two years. One of the programs developed to meet this requirement is Excel in Action.

During this three-credit course spanning a 10-week term, students are introduced to concepts of professional readiness and the competencies necessary for today’s workforce, and they’re taught Excel and its embedded functions for use in a professional setting. They are then paired with an organization to complete an Excel-based project.

Students learn about the impact of local offices and non-profits operating within the scope of public health, and the program allows a meaningful but manageable opportunity for alumni and community partners to engage with student support programs. ▲

For additional information, or to participate as a student or partner, contact Amy Riley, director of student engagement, at amy.riley@oregonstate.edu.

SOMETIMES WHAT YOU LEARN OUTSIDE THE CLASSROOM IS JUST AS MEANINGFUL AS WHAT HAPPENS WITHIN IT

MENTORSHIP PROGRAM ENSURES NEXT GENERATION OF CHANGE-MAKERS HITS THE GROUND RUNNING

BY CAITLYN REILLEY, '16

In 2017, the College of Public Health and Human Sciences was looking for ways to support students’ professional development and career exploration, while also providing meaningful opportunities for alumni engagement.

Catalyst was soon born and paired its first 129 students with alumni mentors that same year.

After a successful launch, the program expanded to include mentors from the community and became more interactive.

Outside of monthly meet-ups with their mentor, students work on professional and leadership development exercises and can receive one credit toward their degree each term.

Ami Hawley, a senior studying human development and family sciences, has participated in Catalyst since its inaugural year, also her first year at OSU.

“Before I met my mentor, I was very uncertain about my major,” she says. “I felt overwhelmed and uncertain about my future.”

She and mentor Dennis Spitz, a 1963 alumnus and retired psycho-therapist and social worker, are both passionate about the same thing: helping people.

“Dennis helped guide me through my uncertainty. It was very comforting to have someone who had experienced working in the human services field to be there for me,” she says.

“Building a relationship with a professional mentor challenges

“I don’t think we should ever underestimate the power of human connection and the impact it has on personal growth.”

Amy Riley
Director of Student Engagement

students outside of their comfort zones and helps them move beyond internet searches and classroom experiences to try and find out what their future career path might look like,” says Amy Riley, director of student engagement.

“The generosity of alumni and community partners shouldn’t be overlooked,” she adds.

If you are a student or potential mentor interested in participating in Catalyst, contact Amy Riley at amy.riley@oregonstate.edu or visit the Catalyst website at health.oregonstate.edu/catalyst.



Pictured is student Ami Harwley.

“Our mentors are amazing, and their participation is really selfless. They report positive outcomes, and many of them keep coming back. They share that they get a renewed sense of energy around their career and profession as they see the interest and excitement coming from this next generation of professionals.

“Knowing that someone is willing to invest their free time in supporting your development,

without any strings attached, is a powerful message that people believe you are capable.

“I don’t think we should ever underestimate the power of human connection and the impact it has on personal growth.” ▲

CAN YOU TEACH HAPPINESS?

NEW COURSES PROVIDE STRATEGIES FOR BOOSTING EMOTIONAL WELL-BEING AND ACADEMIC SUCCESS

BY HANNA KNOWLES

Students in the College of Public Health and Human Sciences are surrounded by experts who study and implement practices of thriving and resiliency. In two new courses, they apply their knowledge to help students succeed on campus — and in life.

There is a rise in happiness-focused courses at universities across the country — think Stanford, Yale and Harvard. Shauna Tominey, parenting education specialist and assistant professor of practice, thinks the concept can be taken a step further.

In her course offered each spring, Life Hacks for Emotional Intelligence and Well-Being, Shauna helps students explore happiness, but also the value of other emotions.

“Students do learn and practice strategies that boost happiness,” Shauna says. “But they also learn real-world skills and tools that help them manage all of the emotions they might experience in a typical day, including stress, frustration, anxiety, sadness, disappointment, excitement and more.

“All emotions serve a purpose. They tell us something about ourselves and the situations we are in.”

Shauna, PhD '10, launched the course in spring 2019. “The goal is to provide students with hands-on learning to give them tools to more effectively manage their emotions to promote positive social, emotional and mental health,” she says.

So how do you teach happiness, well-being and emotional intelligence? First, Shauna creates a welcoming and inclusive environment that gives students the permission to explore the value of their

emotions. Class discussion and activities — such as well-being breaks — are evidence-based and supplemented by books, videos, podcasts and more.

CREATING A TOOLBOX FOR SUCCESS

Being new to Oregon State can be disorienting — everything is unfamiliar, you have many questions, and you don't always know whom to ask for help.

To prevent this unrooted and lost feeling, the CPHHS offers a transition course dedicated to creating community and success among first-year and transfer students.

The course — Imperfect and Thriving — is based off the work of Brené Brown, PhD, and her New York Times best-selling book “The gifts of imperfection: Let go of who you think you're supposed to be and embrace who you are.”

Dedicated faculty help students with tools, resources and behaviors that support health, wellness, academic success and a sense of belonging.

“Self-reflection is a key component of this educational experience,” says Associate Dean for Student Success Vicki Ebbeck. “Instructors create a safe space for students to share, understand they are not alone in their struggles and challenges, and feel better equipped to succeed on campus and in life.” ▲

“All emotions serve a purpose. They tell us something about ourselves and the situations we are in.”

Shauna Tominey



Meghan is pictured with faculty mentor Cathy Crowell.

BEYOND PIPETTES AND ROBOTS

WHAT IT MEANS TO BE AN UNDERGRADUATE RESEARCHER

BY HANNA KNOWLES

Joining a research group as an undergraduate student can be an intimidating prospect. Yulin Hu and Meghan Van Der Hyde, kinesiology students and researchers, empathize with this feeling, but think anyone can do undergraduate research.

“At the beginning I was worried because English is not my first language,” Yulin says. “I thought I might not be as competitive as other domestic students for getting research opportunities. But my fears were unnecessary.”

Yulin and Meghan want other CPHHS students to know that they, too, can pursue undergraduate research.

“Oregon State has a lot of research opportunities that are doable,” Meghan says. “And research doesn't just mean pipetting or building robots.”

Potential research projects in the CPHHS are diverse. Undergraduates can get involved in projects such as kindergarten readiness, adapted physical activity, investigating which nutritional and lifestyle factors affect cancer risk, and more.

Meghan and Yulin are working with the Neuromechanics Laboratory and Sports Injury Prevention Research Group and are evaluating fall prevention programs. Their data will be part of their Honors College theses.

UNEXPECTED BENEFITS

The main benefits of participating in undergraduate research are testing out a particular topic and developing valuable skills for a future career or graduate school, Meghan and Yulin say.

They regularly participate in lab meetings where they discuss research articles and learn about the public health consequences of falls in older adults. They also presented their findings at Celebrating Undergraduate Excellence — OSU's annual undergraduate showcase of research and creative work.

For Meghan, an unexpected benefit has been the mentor-mentee relationships she's formed with professors and graduate students. “When I need help, with research or class work, I have a lot of people to go to,” she says.

“I'm going to nursing school, and the Honors thesis and research experience with human participants and being published will really set me apart.”

Yulin plans to pursue a degree in physical therapy and is confident her undergraduate research experience will prepare her for future studies.

“I'm already encouraging my friends to participate in research,” she says. “Set yourself up for success after graduation.” ▲

Interested students can get started at health.oregonstate.edu/research/undergraduate.

COMMUNITY CONNECTION

CREATING A HEALTHIER OREGON IS DAUNTING, BUT NOT IMPOSSIBLE WHEN COMMUNITIES PULL TOGETHER

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“The Moore Family Center is committed to putting all the research around the power of nutrition into practice ...”

Emily Ho
Director, Moore Family Center for Whole Grain Foods, Nutrition and Preventive Health

Ideas are good, but putting them into action is better. Thanks to renewed funding by Bob Moore, founder of Bob’s Red Mill Natural Foods, four new community-based projects are up and running as part of the Moore Family Center’s Healthy Community Outreach Program.

This statewide program works to improve the nutrition and food environment in underserved communities in partnership with colleagues in the OSU Extension Service.

Most importantly, it empowers local communities to work together to improve the lifelong health of Oregonians in ways that stimulate innovation and collaboration.

“We’re excited about these projects and their potential to impact people where they live, work and play,” says Professor Emily Ho, director of the Moore Family Center.

“The Moore Family Center is committed to putting all the research around the power of nutrition into practice, and these projects are one very real way we enable our mission toward empowering individuals, families and communities in their health through healthy foods.”

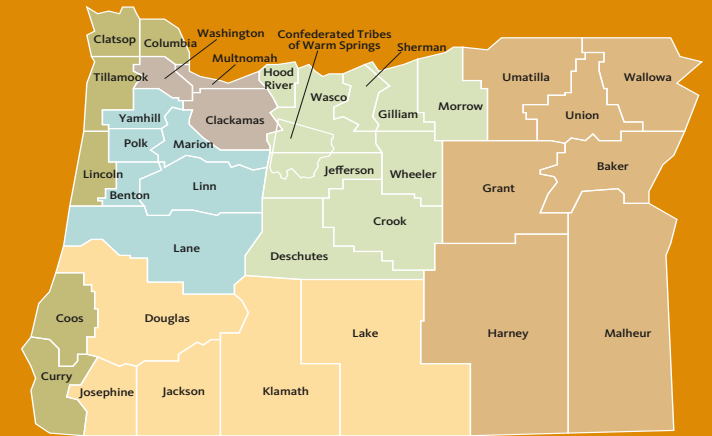


Jenny Rudolph, associate professor of practice and Moore Family Outreach Coordinator, leads the Healthy Community Outreach Program.

Learn more about the program at health.oregonstate.edu/moore-center/hcop/projects.

THE HEALTHY COMMUNITY OUTREACH PROGRAM

started in 2014 with the college and partner Bob’s Red Mill. Today, OSU Extension faculty in all 36 Oregon counties create innovative projects promoting good nutrition and whole grains.



THE FOUR NEW PROJECTS FOR 2020 ...

OSU Portland Healthy Communities Leadership Project

Maureen Hosty (PI), Extension 4-H Youth Faculty and Leonard and Brenda Aplet Financial Literacy Endowed Professor, and SNAP-Ed Program Coordinator Joanne Lyford (Co-PI)

This 4-H Teens as Teachers project will work with partnering schools in north Portland to train the next generation of nutrition and healthy eating champions. Twenty-eight high school sophomore students from Roosevelt High School are teaching health, nutrition and cooking classes to 36 third and fourth graders from neighboring James John Elementary School. The high school students are being trained by 4-H and SNAP-Ed Extension staff using a hybrid learning model and will complete an online OSU Teens as Teachers course being developed with funds from the Moore Family Center grant.

Cultivating Health in Josephine County

CPHHS Senior Instructor Cheryl Kirk (PI) and Sara Runkel (Co-PI), assistant professor of practice, horticulture

This project seeks to improve the health and social/emotional well-being of low-income seniors and youth through nutrition and garden-based education. The project will construct an ADA accessible garden on the grounds of a Senior Resource Center in conjunction with local Master Gardener volunteers and will test SNAP-Ed messaging for older adults.

In addition, the project will work with the Josephine County Food Bank’s farm to enhance its capacity to host school field trips and support school-based garden education through the creation of a network of school garden coordinators.

Engaging Latinx Partners and Community Leaders in Obesity and Chronic Disease Prevention

SNAP-Ed Program Coordinator Angie Treadwell (PI)

In Umatilla and Morrow counties, rates of obesity and diabetes exceed state averages and disproportionately affect Hispanic families, a significant demographic. OSU Extension SNAP-Ed, in partnership with Familias en Acción, will train local Latinx leaders to provide nutrition education and resources to address food and health inequities contributing to chronic disease and develop and support Latinx community wellness advocates. Project staff will use OSU Extension Food Hero resources to evaluate and expand culturally appropriate programming and resources for nutrition outreach and engagement.

Project PLANT (Partnerships Link Agriculture & Nutrition Together) in Lincoln County

SNAP-Ed Coordinator Stephanie Russell (PI), and SNAP-Ed Education Program Assistants Beatriz Botello and Jennifer Pettit

This project will work with local organizations to distribute seeds and nutrition information in low-income communities, as well as provide immigrant and refugee families with information and education on how to navigate the challenging growing conditions on the Oregon coast in a culturally and linguistically appropriate way.

The collaborative project will engage many stakeholders, including OSU Extension Food Hero, 4-H, OSU’s Agriculture and Horticulture Program, and local community partners including DHS, Centro de Ayuda and Lincoln County Food Share.

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Learn, celebrate and engage at spring events

APRIL 6-12
National Public Health Week

APRIL 27
**State of the University,
OSU-Cascades**

APRIL 30
Dam Proud Day

MAY 1-3
Spring Family Weekend

MAY 16
OSU Day of Service

MAY 18-19
**Oregon Parenting Educators
Conference**

JUNE 12
**Commencement Reception
and Hooding Ceremony**

JUNE 13
Commencement



DAM PROUD DAY IS APRIL 30!

Join Beavers around the world by participating in the second annual **Dam Proud Day**, where you can make a difference by supporting students and programs in the College of Public Health and Human Sciences.

This 24-hour fund-raising event builds a better, stronger, more influential college and university.

Imagine how we could make the world healthier by working together!

Check your email, Synergies and social media for ongoing information.

@cphhs | #Beavsgive #DamProudDay



Oregon State University
College of Public Health
and Human Sciences