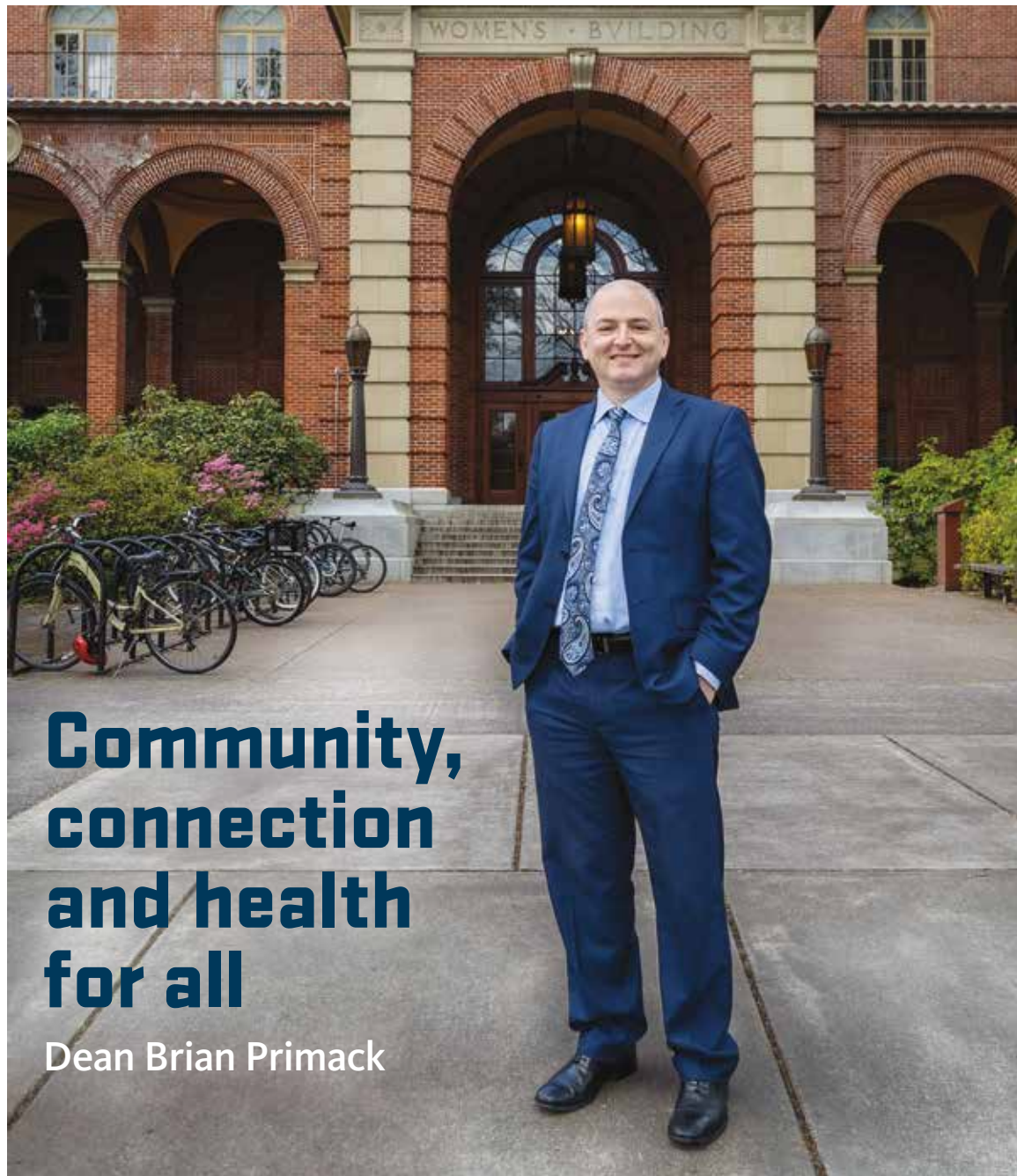


HEALTHY PEOPLE • HEALTHY FAMILIES • HEALTHY COMMUNITIES

SYNERGIES

COLLEGE OF PUBLIC HEALTH AND HUMAN SCIENCES

Winter 2022/2023



**Community,
connection
and health
for all**

Dean Brian Primack



Oregon State
University





For a college committed to the health and well-being of others, this is a time to heal.

HELLO FRIENDS! I'm so excited and grateful for this opportunity to serve you — our alumni, faculty, staff, students and supporters — as the new dean of this historic college. It should come as no surprise that you'll be hearing a lot about health from me. As a practicing physician, my focus was on the health of my patients. As dean, my focus is on the health of the college. After all, if we're not healthy, how can we serve others and achieve our vision?

For a person or college to thrive, we need to be healthy physically, emotionally, socially and spiritually. Our physical health includes strong finances and a nimble yet powerful structure.

Our emotional health is just as important. After more than two years of anxiety and uncertainty related to COVID-19, I'm reminded of "A Farewell to Arms," in which Hemingway writes, "The world breaks everyone and afterward many are strong at the broken places."

Over the past two years, we've broken emotionally in different ways. But I like to focus on Hemingway's suggestion that we can become even stronger where we cracked. I want to help us do this.

Unfortunately, the pandemic has separated us. This is especially difficult for those of us in direct human service, who find success by working together, forming relationships and bolstering each other's ability to succeed.

We can and will regain our connections and improve our social health.

Finally, we'll nurture our spiritual health by continuing to find meaning in the important work we do every day. As we relearn the stories of those whose lives are improved by our faculty, staff, students, alumni, friends and communities, we'll be reminded why we do what we do. And we'll be energized to create even more meaning.

Health is not regained overnight. Mexican artist Frida Kahlo was in a devastating bus accident as a teenager that left her with a shattered spine and pelvis. But after 30 operations and taking some of her recovery time in the hospital to discover a new hobby (yes, painting), she persisted to great heights.

We'll need to give ourselves time and space to heal — in each of the domains listed above. We'll be dam healthy again. And once we are, we'll be back to optimally working toward our vision of ensuring lifelong health and well-being for every person, every family and every community in Oregon and beyond.

I'm honored to be working with all of you to achieve this.

In health,

Brian Primack, MD, PhD, EdD, MS
Dean, College of Public Health and Human Sciences
Oregon State University

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Hannah sits in the back of a borrowed Citroën van, packed to the roof with relief supplies for Ukraine.

HDFS alumna provides relief to Ukraine

Hannah Bittner Zurjanova, HDFS '14, and her husband, Misha Zryanov, have been in and out of Uzhhorod since March 2022. Not only do they have friends and family in Ukraine, but Corvallis and Uzhhorod have been sister cities since 1989.

"Doing something is better than doing nothing, no matter how small that something may seem," Hannah says.

Learn more about Hannah and Misha's work at synergies.oregonstate.edu/Ukraine.

Join the CPHHS community

      @cphhs { We're now on TikTok! }

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Success Comes From Lifting Others

DEAN BRIAN PRIMACK'S GOALS: UNLOCK POTENTIAL, FOCUS ON COMMUNITY, BRING PEOPLE TOGETHER AND HELP ENSURE HEALTH FOR ALL

BY KATHRYN STROPPEL



Imagine you've been offered the job of leading a diverse college at a major research university. It's 2022, enrollments are slumping nationwide, budgets are declining, students' needs are increasing, social media is straining the nation's collective fabric, "The Great Resignation" is upending staffing, and people are emerging from a pandemic feeling lonelier, angrier and more disconnected than ever before.

Would you take the job?

BRIAN PRIMACK, MD, PHD, DID. And he has the administrative experience, academic credibility and temperament that make one think he might just succeed.

Some deans are builders, and others stabilizers. Brian, a former family physician, ultimately is a caregiver, endlessly curious about humans in body, mind, heart and spirit. He is, as they say, just what the doctor ordered.

"I want to help create an organization where we are healthy in the biggest sense," he says. Our body—our finances, our structure, our communication and our function—is one piece of the puzzle. In terms of mind, I want our people to feel that they are creative, challenged, interested and learning. In terms of heart, I envision a warm atmosphere where people feel good about their community and are socially connected. Finally, in terms of spirit, I want people to be proud of their college and feel they are making a meaningful difference in the world.

"I want to help create an environment where people feel they can trust each other and that we are all on the same team. I've learned through my work in administration and research that it's very easy—especially in a large institution—for there to be misunderstanding and miscommunication. I want us to have a base of trust and warmth that helps us navigate all the inevitable challenges and questions that arise."

ALL ROADS LED TO OREGON STATE

Brian's winding career path has taken him through each of the disciplines represented by the college, from human development and family sciences, in which he earned his master's degree, and later a medical degree in family medicine, to public health and a focus on health promotion and disease prevention, including nutrition and physical activity, as well as research on tobacco and the media's effect on mental health.

His focus on family medicine, he says, "enabled me to think broadly about how to keep individuals, families and communities as healthy as possible."

It's this link to communities that gets him excited about his new role.

"One reason the college is so compelling is because of its organic link to the community," he says. "If you're a modern physicist, you probably want a brand-new particle accelerator ready to be used in experiments. For us in public health and human sciences, the dream particle accelerator is actually an Extension network that helps us connect to people and communities. This network can help us learn from different communities what they need, and it can help us design, implement and test innovative interventions right where they're most urgent."

"I want to help create an organization where we are healthy in the biggest sense."

WHAT IT MEANS TO LEAD

Throughout his journey, he has learned more about administration and what it means to lead.

"My first major administrative post, in my mid-20s, was dean of students for more than 1,000 teens. Other administrative roles have included director of a research center, assistant vice chancellor, and dean of the Pitt Honors College in Pittsburgh. But my most recent administrative role has been dean of the College of Education and Health Professions at the University of Arkansas. This role helped me hone my ability to manage large programs, budgets, human resources issues, fundraising, buildings, accreditation, finance and much more."

His approach to leadership, he says, is inspired by former U.S. Sen. Bill Bradley, who said, "Leadership is unlocking people's potential to become better."

"One thing I like about this view is that it's about everyone in an organization lifting up everyone else."

“The state of Oregon, the U.S. and indeed the world need more professionals going into various fields related to health, wellness and human services.

We’ll get there by demonstrating to OSU students that we can prepare them for important careers that will help them do good for the world ...”

If we’re all unlocking each other’s potential, we’re all going to rise together rather than being in competition. Another thing I like about it is that it means you don’t need a fancy title to be a leader. If you help someone become better, you’re a leader, no matter what it says on your business card—or even if you don’t have a business card.”

This aligns with his personal motto: “Multiply joy. Divide grief.” In fact, he wrote a book about that balance, “You Are What You Click,” which advises us to be as selective, positive and creative as possible when it comes to using social media. His interest in social media came from observing its effect on those around him.

“Sometimes it was positive, and sometimes it was negative,” he says. “It seemed like an important area where there had been insufficient work done to help people optimize how to manage this important and potent exposure.”

LISTEN, LEARN AND ACT

“I’ll have a tricky balance in the first 100 days,” he says. “On one side, it’s important to take careful and sufficient time to listen, assess and learn. On the other hand, I sense that people in the college are eager for action around several key issues. It will be challenging to balance the need to sufficiently assess with the need to act when needed.”

One important goal, he says, will be addressing the college’s enrollment.

“The state of Oregon, the U.S. and indeed the world need more professionals going into various fields related to health, wellness and human services. We’ll get there by demonstrating to OSU students that we can prepare

them for important careers that will help them do good for the world while also enjoying themselves and making a good salary!”

One of his biggest concerns is that many public health and human sciences solutions work for some, but not all.

“This is why I like the college’s vision statement so much: ‘Lifelong health and well-being for every person, family and community, in Oregon and beyond.’ The words ‘for every’ are critical. The response to COVID was a perfect example of how sometimes our solutions don’t work for everyone. In the United States, those who are African-American, Latino or Native American were about twice as likely to die from COVID compared with Caucasians. When I lived in Northwest Arkansas, people from the Marshall Islands made up just 2% of the total population, yet at one point during the pandemic they accounted for 19% of all COVID cases. We need to understand better exactly why these kinds of disparities exist and what we can do to eliminate them.”

With the college’s vision as a guide, he’ll also draw on skills picked up during his acting days to achieve his goals of increasing enrollment and supporting students’ needs, and those of faculty and staff, giving particular care to helping them find meaning and connection.

“What I loved about acting was really trying to understand someone else—what they are thinking and feeling. It’s only after you go through that process that you can play someone else on stage in an authentic and meaningful way.

“I think that those years of trying to understand others helped me become a better doctor and teacher. Similarly, I think it’s helped me become a better administrator and leader.” ▲

Follow Brian on Twitter @brianprimack.



fun facts

about the college’s new dean

**BRIAN PRIMACK HAS A WORLD VIEW,
BUT PREFERS LIFE CLOSE TO HOME.**

HE WAS BORN IN NEW YORK CITY AND FLED UGANDA AT AGE 5

His father, Aron, an oncologist, worked for the U.S. Public Health Service, and Brian spent his earliest years in Uganda. The family was forced to flee the country in 1973 after Idi Amin came to power. His family includes wife, Jen, a social worker and fabric artist; 18-year-old son, Micah, who is a first-year student at the University of Oregon; 15-year-old daughter, Sadie, a sophomore at Corvallis High School; his mom, Karen, a retired civil rights and child protection lawyer; and younger sister, Gretchen, a poet.

He spent nearly 20 years at the University of Pittsburgh

His PhD from the University of Pittsburgh focused on public health and translational science. During his professional experience at Pitt, he was named dean of its Honors College in 2017, served as assistant vice chancellor across Pitt Health Sciences, and was founder and director of its Center for Research on Media, Technology and Health.

He was nearly a psychiatrist

He enrolled in medical school at Emory University to study psychiatry, but he decided to pursue family medicine instead. He graduated first in his medical school class.

HE’S AN ACTOR

While teaching remedial mathematics at the University of Maryland, he was acting on the side, including playing Romeo in Romeo and Juliet and being part of a professional improv comedy group called Psychochuckles.

HE TAUGHT JUNIOR HIGH MATH AND PHYSICAL EDUCATION IN NIGER

He moved back to Africa after earning his undergraduate degree and taught at the International School of Niamey.

His family rocks

His daughter, Sadie, plays the ukulele and the drums, his son, Micah, plays the mandolin and banjo, and he plays guitar. Some favorite artists include Brandi Carlile, the Avett Brothers, Watchhouse, the Indigo Girls and Rosanne Cash. The family band volunteered monthly at senior living homes in Pennsylvania and Arkansas for many years.

He has degrees from both Harvard and Yale

He studied human development, education and psychology for his master’s degree from Harvard University in 1993. He earned his undergraduate degrees in English literature and mathematics from Yale, where he graduated magna cum laude in 1991.

HE WAS A RAZORBACK

He left Pitt to become dean of the College of Education and Health Professions and the Henry G. Hotz endowed professor at the University of Arkansas. The college included more than 6,000 students in public health, kinesiology, K-12 education, nursing, counseling, occupational therapy, speech therapy, adult and community education, and athletic training.

HE’S A FAN OF RETRO VIDEO GAMES — AND IS MAKING HIS OWN

He and his son built an old-fashioned arcade so they could play Tempest, Pac-Man, Galaga, Centipede, Frogger and similar games. He’s creating a video game to teach kids about ecology and biodiversity called Animal Anarchy. In 2014, he gave a TedMed talk (pictured above) about using video game design to create changes in health behavior.

HE MAY GIVE WORDLE A RUN FOR ITS MONEY

His guilty pleasure is word games, and he created a pencil-and-paper game similar to Wordle more than 25 years ago. He’s currently developing it into an app called GoodWords.

It takes a village to raise a child,
but who supports the village?

We do.

RESEARCHERS DIG DEEP TO SUPPORT
CHILDREN, FAMILIES AND EDUCATORS
ACROSS OREGON

BY HANNA KNOWLES

IN 2021–22, THE HALLIE E. FORD CENTER FOR HEALTHY CHILDREN AND FAMILIES pulled in more than \$30 million of new funding to bolster its ability to address the needs of Oregon's early childhood educators and children.

A \$14.4 million grant from Oregon's Early Learning Division established a statewide initiative focused on strengthening Oregon's early childhood education workforce.

The Early Learning System Initiative (ELSI), housed in the HFC, provides support and training from an anti-bias, culturally responsive lens to better equip educators who care for children from marginalized populations and for children who have experienced trauma.

"Many factors, including the COVID-19 pandemic, have increased attention to the challenges facing the early childhood education workforce. There's high turnover, low wages and a lack of opportunity for professional development and advancement," says **Megan McClelland**, director of the HFC and principal investigator on the grant. "I think the state has recognized the need to increase support for Oregon's diverse field of early childhood educators in both home- and center-based programs."

Rather than teaching educators directly, the center will focus on a "train the trainers" framework, providing mentorship and resources for coaches across the state to share with early childhood educators within their communities.



The Early Learning System Initiative (ELSI) team supports Oregon's early education professionals who care for and educate children from historically marginalized populations.

Megan says Oregon educators have communicated they don't have enough training in how to meet the needs of children from marginalized populations and children who have been exposed to trauma. They also said they need more training in how to prevent preschool expulsion.

In Oregon, a 2020 statewide household survey found that 6.3% of all children were asked to leave their child care programs, with higher rates among children of color and children with disabilities.

"We want to support the early education workforce in ways that reduce stress and burnout, so they are more effective educators," Megan says.

Assistant Professor **Megan Pratt**, Associate Professor of Practice **Shauna Tominey** and Associate professors **Bridget Hatfield** and **Shannon Lipscomb** are ELSI co-leaders.

PROTECTING THE HEALTH OF OREGON CHILDREN

A new research center, also housed within the HFC, was formed thanks to a nearly \$5 million grant from the National Institute of Environmental Health Sciences, part of the National Institutes of Health.

The Oregon State University Center for Advancing Science, Practice, Programming and Policy in Research Translation for Children's Environmental Health (ASP³IRE) helps researchers collaborate with clinical and public health care practitioners, OSU Extension Service

programs and early learning centers across the state to turn evidence-based interventions into policies and programs so they can be easily accessed by families and early learning institutions.

"We know a lot about how environmental stressors can negatively affect children's health. The purpose of this grant is to translate that research into programs and practice that can reduce children's exposure to harmful environmental factors and improve their health and well-being," says Professor **Molly Kile**, principal investigator on the project.

Two examples include teaching families how to address conditions within the home that can trigger asthma, as well as how to limit the impact of seasonal wildfire smoke exposure.

The grant enables OSU to increase trainings it already offers educators on how to protect children from known neurotoxins such as lead paint and chemicals, which are harmful to children's early learning and executive function skills, including self-regulation.

The grant also includes funding for pilot projects to test various interventions for other environmental health risks.

Exploring Children's Self-Regulation

A \$3.8 MILLION FEDERAL GRANT from the Institute of Education Science, part of the U.S. Department of Education, will test the HFC's Red Light Purple Light (RLPL) self-regulation intervention with 880 3- to 5-year-old children in Oregon.

RLPL can help preschool children develop self-regulation — the ability to appropriately understand and react to situations and feelings — which is essential for long-term social and academic success.

Along with Molly and Megan, the ASP³IRE team includes **Allison Myers**, director of the OSU Center for Health Innovation, and Associate professors **Megan MacDonald**, **Veronica Irvin** and **Perry Hystad**.

PARTNERING TO SUPPORT PARENTS

The Oregon Parenting Education Collaborative is also housed in the HFC and is composed of HFC faculty experts and community partners. OPEC is present in all 36 counties and is a statewide leader for parenting education and parenting educator professional development.

An ongoing partnership with the Oregon Department of Human Services (\$3 million/biennium) provides parenting education programs for families with older children and teens in partnership with OPEC hubs.

A partnership with Oregon's Early Learning Division (\$4 million/biennium) provides parenting education programs for families with young children ages 0-6, as well as a new initiative focused on parent leadership development.

OPEC's website, health.oregonstate.edu/opec, is full of resources for parenting education professionals, parents and families. ▲

"We want to support the early education workforce in ways that reduce stress and burnout, so they are more effective educators."

— Megan McClelland, director, Hallie E. Ford Center

Research For a Better Tomorrow

CPHHS research centers conduct interdisciplinary work, translate research into actionable insights and provide students with hands-on learning opportunities.

CENTER FOR GLOBAL HEALTH

PROFESSOR CHUNHUEI CHI, DIRECTOR

Thanks to his expertise, **Chunhuei Chi** has become the go-to COVID-19 resource for journalists around the world. He's been interviewed more than 380 times by national and international media outlets such as the *Washington Post*, *LA Times*, *Al Jazeera*, *Wired* and many more. In September 2022, the university recognized his outstanding outreach with the D. Curtis Mumford Faculty Service Award.

CGH GOALS

- Promote international collaborations for OSU faculty and students in research, education and community health development with partners and potential partners.
- Expand international partnerships.
- Expand collaboration with faculty and units across the college and Oregon State.



CENTER FOR HEALTHY AGING RESEARCH

PROFESSORS EMILY HO AND KAREN HOOKER, INTERIM CO-DIRECTORS

CHAR is in a time of transition, after previous director, **Carolyn Aldwin**, retired. The founding director, **Karen Hooker**, along with director of the Linus Pauling Institute, **Emily Ho**, are currently acting as interim co-directors.

CHAR GOALS

- Provide a forum for faculty to work on multidisciplinary research on aging, including:
 - » Using robotics and artificial intelligence to develop assistive technologies for people to age in place
 - » Reducing ageism and its negative effects on health through intergenerational connections
 - » Improving cognitive function and preventing neurodegenerative disorders
- Strengthen external partnerships with OHSU and the Oregon Health Authority.
- Position OSU as a leader in improving health span — not just living longer, but living better longer.

MOORE FAMILY CENTER

PROFESSOR SIEW SUN WONG, DIRECTOR

Siew Sun became director of the Moore Family Center for Whole Grain Foods, Nutrition and Preventive Health in 2020 and helped spearhead the creation of the Nutrition Game Lab, in partnership with the College of Engineering, to explore the use of AR/VR, computer graphics and visualization in food and nutrition education.

MFC GOALS

- Invest in growing MFC team capacity — skills, multidisciplinary innovation, teamwork, leadership and well-being.
- Foster a safe, positive and encouraging culture to become more passionate, caring, creative and productive and add value to other food and nutrition education programs.
- Continue to provide students with hands-on learning opportunities that directly improve nutrition and the food environment in Oregon communities through the Healthy Communities Outreach Fellowship.

IT SEEMED IMPOSSIBLE. UNTIL WE DID IT.

Research more than doubles in one year

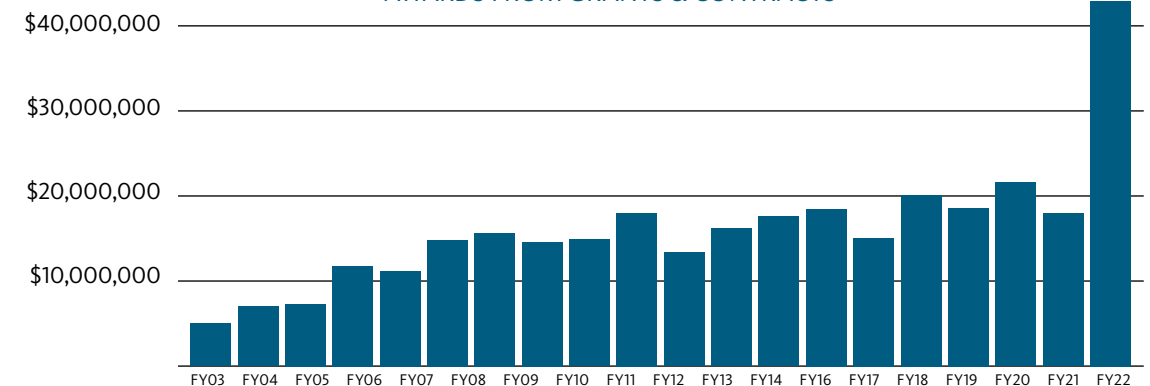
The college's extraordinary growth in research has been building for over two decades, when former dean **Tammy Bray** and new hire **Marie Harvey**, associate dean for research, set out to create a stellar research college.

They began adding faculty, more than 40 in just a few short years, who are now hitting their stride as tenured researchers. "It's been a journey," Marie says, "and I'm delighted to see the amount of research we're able to do, because it's so impactful and inspirational. We do amazing work that makes a difference in improving the lives of people, families and populations."

Sustaining that momentum is now the goal. And with initiatives, workshops and interdisciplinary collaborations to build capacity, especially around environmental health and children's health and development, Marie has high hopes for the future.

"Success breeds success," she says. "It's exciting and positive. The momentum and inspiration are here because we now have seasoned, accomplished researchers."

AWARDS FROM GRANTS & CONTRACTS



College will be key player in TRANSFORMING ACADEMIA FOR EQUITY

academic programs more equitable. The work is possible thanks to a grant from the Robert Wood Johnson Foundation to CPHHS researchers **Jonathan Garcia** and **Kate MacTavish**. They've gathered a 10-person team of faculty, graduate students and external partners to identify which reforms are most necessary, and will implement them across the college and university.

Oregon State is one of seven institutions in the country tapped to create and implement reforms that make

Jonathan says instructors within the college struggle with how best to tackle topics that are often deemed "too political," but are central to addressing disparities within public health, especially for immigrants, sex workers, trans people and others whose access to care is often politicized.

"We need to learn how to have these conversations in public health," he says. "Public health is affected by the political determinants of health that determine access and rights, which are integral to providing health to all people and eliminating health disparities."

Interested in more public health and human sciences research?

Visit synergies.oregonstate.edu/research to learn how college researchers are working at the forefront of current and emerging health and societal challenges to help ensure health and well-being for all.

Helping the nation's most vulnerable children is in her job description

BY HANNA KNOWLES



KYLEE PROBERT, PHD '22, DOESN'T LIKE AMERICA'S CHILD CARE SYSTEM, SO SHE'S DOING SOMETHING ABOUT IT.

Kylee graduated in June 2022 and immediately put her degree to use in Washington, D.C., addressing the nation's child care crisis through a highly selective federal policy fellowship.

A PENCHANT FOR POLICY

Kylee says her interest in supporting families, and those who care for vulnerable children, motivated her to pursue a human development and family studies (HDFS) doctoral degree. The more she dug in, the more she realized a lot of the challenges faced by caregivers and families are related to the policies and systems they interact with.

"I was faced with the frustration of how we can work within the systems we're given to support and meet the needs of families, while also managing related constraints and restraints."

This frustration led her to apply for the SRCD/AAS Executive Branch Federal Policy Fellowship from the Society for Research in Child Development and the American Association for the Advancement of Science.

She's now working in the Office of Planning, Research and Evaluation to help inform the development, implementation and advancement of federal policy programs such as Head Start, child care and foster care.

"Policy is something I never thought I would be in, but it's incredibly useful, valuable and important," Kylee says.

"This fellowship is the perfect sweet spot between research and policy. I'm looking forward to learning more about how policy decisions are made, including how they are informed by research and science."

CARING FOR CAREGIVERS

Kylee's personal experience with the foster care system also drew her to a doctoral degree in HDFS. "My parents were foster parents, and I had worked in child welfare," she says. "When I was applying to graduate programs, I knew I wanted to find a better way to support those who care for vulnerable children."

Kylee's dissertation connected the challenges in the child welfare system with challenges in early childhood education — which, she says, are more similar than you'd expect, and create barriers in providing high-quality child care and equitable access.

The first part of Kylee's dissertation focused on the retention of foster parents and how to better support their needs by growing their sense of self-efficacy and ability to navigate the child welfare system. She conducted work with mentorship from Associate Professor **Brianne Kothari**.

She also investigated similar retention issues in early childhood education with Associate Professor **Bridget Hatfield**. Home-based child care educators who receive subsidies for providing care to low-income families also must navigate federal and state-level system requirements, she says.

"The fellowship is really applicable to what I've been working on at Oregon State," she says. "I can take what I know about what's going on in Oregon, and my expertise in developmental science and family science, and apply it to what's going on at the federal level."

"One thing I really appreciate about HDFS as a field, and the types of careers it can lead to, is that it requires you to think outside the box in terms of solving real-world problems that are faced by children and families today." ▲

MPH ALUM WILL USE HIS TWO PASSIONS — STORYTELLING AND POLICY — TO WRITE HIS FUTURE IN GOVERNMENT

BY KATHRYN STROPPEL



NATE CAPENER, MPH '22, IS SET TO BEGIN A PRESTIGIOUS PRESIDENTIAL MANAGEMENT FELLOWS PROGRAM.

Although he'll be working at the highest levels of government, Nate says it's equally important for public health practitioners to work in communities of every size.

"Every community needs those who can create or support a vision for what can be, and then the drive, commitment and innovation to make those visions as close to a reality as possible. We owe it to the people we work with and the public we serve to be the ones who never give up, and who work toward an ambitious, ethical and sustainable vision of the future."

What interests you about policy?

When we imagine what can be, and how we think the world should operate, we are at some level imagining policy. I believe that at its best, policy and the ensuing ethical, equitable and sustainable implementation of policy have the potential to contribute to widespread social, economic and health-related change.

What difference do you hope to make?

I want to be part of creating systems and policies that exist to empower those who are actively disenfranchised by current systemic forces, and to create greater capacity for communities around the world and in

the United States. Health does not exist in a political or economic vacuum at any level. Overall, I hope to contribute my efforts to making people and the planet sustainably healthier.

What is the Presidential Management Fellows Program?

The Presidential Management Fellows Program is an opportunity for growth in public health leadership that is unique and designed to produce the next leaders of the U.S. federal government. I applied because I believed I could grow individually as a leader and practitioner of global health, and because I could engage in a public service opportunity that allows for impactful

"Public health is obsessed with solutions ... no great positive health changes would ever have happened without those who first believed they could make them happen."

work on a national and global scale. I also thought that I could work in a mission-oriented way, a way that focuses on helping others, while also progressing my career.

What do you like about public health?

Public health is a beautiful field primarily because it acknowledges the value of collaboration and community and also because it is so very solution-oriented. Rarely is there a discussion of these wicked problems without an immediate discussion of potential solutions. Public health is obsessed with solutions, and many if not most of the health-related challenges that face people, communities and societies around the globe are preventable.

No great positive health changes would ever have happened without those who first believed they could make them happen. We are keepers of this perspective. ▲

Building trust and healthy habits, one bite at a time

NEW COURSE SUPPORTS CAREGIVERS FEEDING CHILDREN WHO HAVE EXPERIENCED TRAUMA

BY CHRIS BRANUM

LILY JOSLIN'S FIRST PLACEMENT AS A FOSTER PARENT was for only one night — but the experience made a lasting impression.

An 8-year-old boy arrived after a traumatic removal from his home, and Lily and her partner soon learned that children who have experienced trauma have unique mealtime challenges that can affect their growth, development and health.

Lily, a nutrition educator with the Oregon State University Extension Service in Columbia County, used this real-life example when she taught an in-person course on trauma-informed strategies to help caregivers improve nutrition and mealtimes, and build resilience in the children in their care.

The training was offered in Columbia County in early 2020 before the COVID-19 pandemic forced it to end. Now, two years later, OSU Extension has partnered with the nonprofit organization SPOON to launch Nourished and Thriving Children, a free, self-paced course offered through OSU's Professional and Continuing Education unit (PACE).

Kate Miller, feeding and disability specialist at SPOON, co-instructs the course with **Jenny Rudolph**, an

associate professor of practice in Extension's Family and Community Health Program and endowed outreach

coordinator for the Moore Family Center for Whole Grain Foods, Nutrition and Preventive Health. Both are housed in the College of Public Health and Human Sciences.

Nourished and Thriving Children contains eight learning modules that focus on the six principles of trauma-informed feeding and nutrition and how to

implement them in the home environment, including videos and advice from Oregon foster parents on topics such as establishing trust, overcoming mealtime challenges, and helping children try new food. The course was built with foster families in mind but is appropriate for anyone who cares for or supports a child who has experienced trauma.

"There are some really complicated food and nutrition issues with children in foster care," Jenny says. "There can be lingering issues from a child's background that can show up in ways around the dinner table or show up in food. They may have some sensory issues going on. This course focuses on the importance of building trust and establishing positive relationships before you implement healthy eating interventions." ▲



Pictured are Jenny Rudolph and her son.

To learn more and/or to register for Nourished and Thriving Children, visit workspace.oregonstate.edu/course/nourished-children.

If Walls Could Talk

THE ALTRUISTIC HISTORY OF MILAM HALL

BY HANNA KNOWLES

The College of Public Health and Human Sciences and Milam Hall go together like peanut butter and jelly.

Milam Hall was built in 1913 to house the School of Domestic Science, which later became the School of Home Economics and is now the CPHHS. As the college evolves, the work that happens inside Milam Hall takes on a slightly different flavor, but its mission has remained unchanged — to improve the health and well-being of our Oregon community.

RESEARCH LABS
located in
MILAM HALL

- Environmental Exposures and Biomarker Lab
- Milk Protein Digestion Lab
- Molecular Nutrition and Diabetes Research Lab
- Occupational Safety and Health Lab
- Skeletal Biology Lab
- Spatial Health Lab
- Translational Metabolism Research Lab

1917



A WWI Victory Garden near the east wing. Oregon State University Historical Photographs, 1868-1980 (P 025)

1925



Home economics students work on weaving and needlepoint projects. Class Sessions Photograph Collection (P 047)

1954



A meal preparation demonstration. Gwil Evans Photographic Collection, 1930-1968 (P 082)
Home economics faculty in a Milam Hall laboratory. Gwil Evans Photographic Collection, 1930-1968 (P 082)

1959



Milam Hall in 1959
Gwil Evans Photographic Collection, 1930-1968 (P 082)

1976



The Home Economics Building was rededicated as Milam Hall to honor the work of Ava B. Milam, who was dean of the School of Home Economics from 1917-1950.
Gwil Evans Photographic Collection, 1930-1968 (P 082)

2012



The Moore Family Center for Whole Grain Foods, Nutrition and Preventive Health was established, thanks to a gift from Bob and Charlee Moore, founders of Bob's Red Mill.

2016



The Translational Metabolism Research Laboratory, a leader in human metabolic disease research, is co-directed and founded by Sean Newsom and Matt Robinson.

2022



Restoration is under way!
Key updates include a new roof with new insulation and platforms for future solar panels.

The college honors and celebrates its roots in home economics. Recently, we've added historical posters of our early founders in the Women's Building and Milam Hall. Work will begin soon on providing — and preserving — more of the college's history online.



Rewarding rural responsibility

Through thoughtful estate planning, Nancy, '71, and V. Kent Searles, '71, have created endowed scholarships in the colleges of Public Health and Human Sciences and Agricultural Sciences for students with financial need, especially those from Eastern Oregon. Kent notes that kids who work on farms grow up fast. "We want to allow those kids with responsibilities but without the resources the opportunity to get an education," he says.

They started their scholarships with annual gifts of cash — for an immediate impact — then made plans to endow the scholarships through their

estate — creating a permanent legacy. Recently, they elected to fund one of their endowments now, through a tax-wise gift of appreciated stock.

You might be surprised to find out how easy it is to join the Searles in making a difference for students.

What will your legacy be? Learn more by requesting our free estate planning series.

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Oregon State University
Foundation