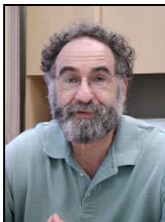


# M.P.H. News

William G. Faraclas, Dr.P.H., M.P.H., Chairperson  
Michael J. Perlin, Ed.D., M.P.H., Graduate Coordinator

## Coordinator's Message by Dr. Michael J. Perlin



The news is all good. We are working hard to complete the self-study for national re-accreditation with a submission date for the report of June 2008 and a site visit on December 2-3, 2008. In the meanwhile, the School and the Department are moving along, with a new Dean, faculty and two faculty searches in progress. There apparently is no rest for the weary, or in our case, those determined to increase the relevancy and quality of the Program.

It's a great time to be a graduate student at Southern and in the Department. The campus is being transformed into a modern university with new buildings, expanded shuttle service for the "parking problem", increased access to high-tech classrooms, and new faculty offices, ensuring greater privacy, soon to be occupied where the former TE-classrooms once stood.

Academically, there is a new certificate program in emergency management to be offered in fall 2008, and an exciting multi-million dollar neighborhood revitalization project planned for at West Rock which will embed Southern and select programs directly into the community. The opportunities for advancing the Department's Health Equity Project of eliminating racial and ethnic disparities in health will abound as will opportunities for the faculty and student interdisciplinary research and service activities.

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As a student in or alumni of the Program, your willingness to provide constructive feedback in the form of insights and suggestions is absolutely crucial for helping the faculty assess the relevancy and quality of the Program. Whether you provide input directly, through the GPC, in writing, face-to-face or anonymously through the Web, you are encouraged to become not simply a consumer of what the Program offers, but an active contributor to your own professional development.

Keep us informed on how we are doing and how you are doing. Visit your advisor at least once a semester and request assistance whenever you feel it is wanted. Your success is the Department's highest priority and we are here to assist you in achieving your academic and professional goals and passions. Working together, we *will* make a difference in our lives and the lives of others. Remember that your success is our success and vice versa and therefore we have a lot in common.

## Interview with Dean Gregory J Paveza



Gregory Paveza was appointed as the dean of the School of Health and Human Services and began his duties on August 31, 2007.

Prior to joining Southern, he had been in higher education as a faculty member/administrator for about 20 years following his post-graduate training. He has a Masters in Social Work and a PhD in Public Health Sciences, major in epidemiology, a combination of psychiatric epidemiology and infectious disease.

After his PhD, he worked at the University of Illinois as an Assistant Professor in the School of Public Health.

In 1994, the United States Department of Veterans offered him an appointment to head up research in aging and mental health at the University of South Florida. He also served as the president of the faculty senate and member, board of trustees of the University.

In 2003, he was nominated by the President to do an American Council of Education fellowship between 2003 and 2004. This was carried out at the Northern Illinois University (a school he considers similar to SCSU). He came back to the University of South Florida in 2004 and served in administrative roles in Tampa, Florida. Dean Paveza was attracted to Southern Connecticut State University by its mission of a coordinated School of Health and Human Services.

His major goals for the School include but are not limited to:

1. A committed effort to put in place the program in emergency and disaster management.
2. Establishing a certificate program in Clinical Gerontology/Geriatric Social Work. This is because a lot of states will experience significant increase in older adults. Giving the scope of SCSU, it is the perfect organization to complement a certificate program for people who work with older adults.
3. Development of a Bachelor of Applied Sciences. It is an applied degree that will be highly marketable for people coming into the community system. It would also target specific areas such as emergency medical technicians (EMTs) and other areas of medical technology.
4. Increase the overall visibility of the School locally and nationally by making the School have a visible marketing presence in all the meetings/conferences we attend. He hopes to develop materials for that and find a way to fund a display for the School that people can take away or have mailed to them. This will enable us market to other institutions and highlight the programs we offer.
5. He also wants to align the School with the University Strategic Plan and develop programs that reflect the strategic plan.
6. Finally, he plans to enhance program availability to students by utilizing alternative delivery methods particularly at the graduate level such as an increase in online programs, onsite and online work and other distance learning mechanisms such as podcasting, webcasting etc. He hopes to do this within the next 3-4 years. The major problems envisioned here is space, but the Dean is currently speaking with West Rock Redevelopment Organization to help develop a joint use building with them. This will enable SCSU put in place certain clinical programs and possibly find office space for some departments in dire need of office space. He hopes to negotiate for additional temporary office buildings for current programs in the next 5-6 years when he envisions a health and human services building which will house all departments within the School will be in place.

His message to MPH students is to take the time to enjoy the educational experience. Look at it as an opportunity to learn the profession and expand your knowledge in general. MPH students should really understand the unique opportunities they have in terms of the faculty and School (the area and the growing connections the School has with the community).

He wishes every MPH student success and continuous involvement with the Department, School and University even as alumni. He would also like to stress the fact that his door is always open and he can be seen at anytime if there are issues he needs to know about.

## Announcing the Graduate Certificate in Emergency & Disaster Management program



A new program is being introduced to the School of Health and Human Services. The Department of Public Health is hard at work developing their Graduate Certificate in Emergency & Disaster Management program, which will begin in September 2008.

Emergency Management is currently one of the fastest growing occupations in the United States, with the Bureau of Labor Statistics projecting a 28% increase between 2002 and 2012 and strong industry growth in the government, private and non-profit sectors. To meet this growing demand, Southern has developed the first graduate program in emergency management in Connecticut.

One Certificate, Up to Seven Endorsements:

This program was designed around the theory that there is core knowledge in emergency management, based on emergency management theory, practice and process. For the fourth course required to complete the certificate, Southern has recognized that emergency management is often a secondary responsibility for professionals and has created specialized courses in emergency management, critical infrastructure assessment and exercise design. Once students complete the fourth course and certificate, they can continue to take additional courses for additional endorsements on their certificate.

FEMA's Professional Development Series (PDS) is built into the curriculum and students will receive a certificate from FEMA upon completion of the PDS. Students may also be eligible for IAEM Associate Emergency Manager and DRII Associate Business Professional certification.

### For Working Professionals

This certificate was designed from the ground up as an intensive educational program for working professionals who either have emergency as part of their current job description or who are interested in expanding their understanding and skills to enter the emergency management field. Courses will be held in the evening and on Saturdays and taught by experienced professionals who truly understand emergency management.

### High Standards

This is a highly focused program -- no courses in any other topic than emergency management and students can complete their certificate in as little as two semesters. Southern promises to be demanding, to hold you to high standards, and give you the education you deserve, given the culture of this industry.

**For more information**, you can contact Professor Scot Phelps at [phelpss1@southernct.edu](mailto:phelpss1@southernct.edu).

## Students Present Posters at CPHA

Three posters were presented by students at the Connecticut Public Health Association annual conference held on October 26, 2007 in Southington. The first two posters reported two PCH 515 (Biostatistics) investigations into the role of demographic and socio-economic determinants of health behaviors and health status of Connecticut residents. The studies utilized the Connecticut 2005 Behavioral Risk Factor Surveillance System (BRFSS) survey. The first poster entitled, "Demographic Characteristics as Predictors of HIV Risk Behavior and HIV Testing: A Study of 2005 BRFSS," was by presented by Chris Cannon and Cortney Goulet. They found that although a very high proportion of the sample (97%) reported never participating in HIV risk behaviors, a moderate proportion (39%) reported getting an HIV test. The odds of participating in HIV risk behaviors decrease if one has health insurance, with older age and higher incomes whereas the odds of getting an HIV test decrease if one has health insurance, is male, and African American. The second poster, "Demographic Determinants of Chronic Diseases Among Adults in Connecticut" was presented by Kate Haemer and Irfan Syed. They limited their study to adult minority respondents of the BRFSS. They found that respondents could be categorized into groups with chronic disease and without chronic disease. They used cluster analysis to categorize the respondents. The predictors of membership in the chronic disease cluster were being African American, older age, lower income and lower educational attainment.

The third poster, presented by Ginena Du, Sonia Brinckwirth, Ligia Masilamani, and Terry Weiss was about the Guatemala's Lake Atitlan. Aply named by indigenous Mayans for its sublime beauty, Lake Atitlan is indeed a place of inspiration. Atitlan's actual translation into the English language means "place where the rainbow gets its color". Given that this crater lake supports extensive agricultural endeavors and is the principal source of water for its surrounding communities, it is also a place of special concern. Lakeside communities are beset with health problems largely attributable to a myriad of contaminants from shore development, a general lack of solid waste and wastewater management, vehicular and agro-chemical runoff, and effluent from textile processing. To mitigate health risks and maintain sustainability of the lake itself, several local and international initiatives are underway to promote integrated watershed management and landscape protection policies, as well as international awareness towards the lake itself.

Compiled from abstracts by **Christine Unson**



Source:  
<http://www.cartoonstock.com/>  
 retrieved, January 24,  
 2008.

## The Guatemala Experience



SCSU MPH and other students enjoy exploring the village of San Andres Itzapa in Guatemala, on their way to view a shamanistic ritual at the shrine of San Simon.

### Compelling stories from some of our MPH Students: An Unforgettable Guatemalan Experience

If you are considering, like I was about a year ago, whether to participate in the 15-day Guatemalan field study offered through Southern's Department of Public Health, consider the following: Have you ever been to a developing country and witnessed its people rebuilding their lives after natural disasters and decades of civil strife? When have you last visited severely disabled individuals despite language barriers, only to feel the deep human connection that comes from giving freely of your time? Have you ever been to a *finca* (plantation), an outdoor Central American market, a crater lake, or a rainforest? When was the last time you *personally* offered food to a family on the brink of extreme hunger?

Before I committed to this six-credit course, I was somewhat skeptical as to whether I should invest my time and money to undertake this excursion, even as a classmate of mine extolled the beauty of the Guatemalan highlands when I asked her about her trip two summers ago. "You will see and experience things you will never forget," she said.

She was right. I believe I can speak on behalf of all 16 of my fellow 2007 student-travelers that this "QUEST for Understanding," led by Dr. and Mrs. Faraclas, was indeed a life-changing experience. Mostly set against a backdrop of lush volcanoes, you will see pockets of poverty, yet witness a diligence and purpose in the Guatemalan people as they go about their daily activities. Allowing yourself to experience dissimilar cultures firsthand brings the human condition into focus, and ironically highlights our innate similarities. The Guatemalan experience taken as a whole will undoubtedly be the most enriching cultural adventure of your academic career.

Without spoiling any of the surprises the Faraclases would have in store for you, your pre-trip reading material will seemingly come to life as you visit the places you have read about. You may be welcomed into the home of a *co-madroma* (traditional birth attendant) or speak with Peace Corps volunteers.



You may listen to someone share their travails of having lived in a hot spot during Guatemala's civil war. You will see firsthand how health care is delivered with minimal resources available. Your cultural consciousness will be heightened as you explore the traditional belief system of the indigenous population and the reasoning behind shamanistic rituals. You may become fascinated with ancient Mayan feats of technology as you explore the ruins in Tikal National Forest. While in the rainforest, you might track howler monkeys and find exotic species of insects (okay, so this may not appeal to everyone). You could take part in local festivities, and witness the strength of family and community in their lives. You will have the opportunity to interact with the people of Guatemala in countless ways. These are just some of the reasons why you should go. You will see and experience things you will never forget.

By Terry Weiss

### A Trip Where You Experience it All.

As a native of a Latin American country and a frequent traveler, I thought going to Guatemala was just another trip to a developing country in Central America. However, it has been one of the best trips of my life. Going to Guatemala was not only about getting class credits for my degree, it was a trip deep into a culture and a reality of international health issues surrounding native Guatemalans.

It was something so rich and breathtaking I simply cannot describe it all in one paragraph. This trip was not only about the astounding views and the exotic places we visited, but it was also about the people who live there, and their reality. You will travel from the overshadowing presence of the volcanos in Antigua to the smile of a malnourished Mayan child in its street. You will admire the beauty of the Atitlan Lake, as well as, the working man carrying a huge load of firewood on their back. A trip where you experience it all.

By Ligja masilamani

### Scintillating Facts:

Dates for this year: July 20- August 3

Students take PCH 570, International Field Studies in Health: Guatemala, for 6 credits.

## Graduate Research Fellowship

Every year, the School of Graduate Studies holds a Graduate Research Fellowship Competition. It is for full time students working towards the master's degree or sixth year diploma program. Each fellowship award is in the amount of \$8,000.

It is a competitive fellowship and application requires departmental nomination, sponsorship by a graduate faculty and the research must be of scholarly quality. Last year, a few students from our department were awarded this fellowship. A recipient though to share her experience with us. She writes this:

It was only about a year ago that I decided what I wanted to be when I “grew up.” After outgrowing my childhood aspiration of becoming an interior designer-photographer-cat breeder, I considered careers in fields as varied as Biotechnology, Journalism, French, and Culinary Arts. I ultimately landed on nutrition as an undergraduate major, and started on the path to becoming a registered dietitian, with a goal of single-handedly ending the obesity epidemic. But by the time I graduated, the job description of an R.D., typically entailing such exciting tasks as ordering formulas for tube feedings and acting as the voice of reason for diabetics who just won't give up their morning jelly doughnut, no longer appealed to me. Good nutrition was still my passion, but I wanted to affect change on a larger scale. Trying to convince individuals to change their behavior one at a time seemed like a daunting and wholly unrewarding job. No, I decided I'd much prefer to add to the body of knowledge that might influence policy decisions about nutrition and obesity prevention. Research was my calling.

As a first-year student in the M.P.H. program, I was eager to get hands-on experience conducting research on a topic of interest to me. With essentially no prior research experience and minimal knowledge about the research process, I did not expect or deserve a chance to direct my own study. When the opportunity to apply for the Graduate Research Fellowship at SCSU presented itself, I lacked confidence in my abilities (my self-efficacy, if you will), but my overwhelming desire to throw myself into a research project outweighed my apprehensions, and I took the plunge.

The GRF award is typically given to second-year students who are simultaneously writing their theses and have already had the benefit of research and biostatistics classes. I had no such preparation. Fresh out of undergrad, in my first week of graduate school I now had the responsibility of designing and implementing a research project from start to finish. After picking up the seemingly interminable piles of reading I had to complete for Dr. Perlin's class, I asked myself, “What did I get myself into?”

What I got myself into was the most exciting adventure of my academic career, and at the risk of coming across as a complete and total nerd, maybe my life. As of this writing, I am entering the third week of data collection for my project. What started as an idea, one I thought might be impossible to implement, has become real.

Anyone who has had a class with me by now is well aware of my project topic. But for the benefit of those who have not had the pleasure of sitting through presentation after presentation on the matter, I will explicate it. I chose to evaluate the effects of providing nutrition information, specifically calories and total fat grams, on a restaurant menu on customers' food choices.

I'll admit, I'm a little obsessed with my research question, but that's only because of the broad-reaching implications of it. Legislation has already been passed in two cities that require chain restaurants to provide nutrition information to consumers, and bills have been proposed in many others across the country. Anyone who ever goes out to eat has the potential to be effected by this legislation. The controversy surrounding menu labeling requirements and the impassioned protests of the restaurant industry only add to the intrigue.

In the process of conducting my study, I have encountered many obstacles and experienced disappointments, anxieties, frustrations, and drastic mood swings (to which my husband can attest). The first came when I made my first cold call to a restaurant to ask for its participation. I received a blunt, "No, we're not interested." When I asked why, the manager responded in an irritated tone, "We're just... not interested!" I hung up and immediately began to cry. Obviously, I wasn't cut out for this. Other snafus followed: software expenses, menu editing issues, and missing data among them. On the flip side, the highs are greater than the lows, and it is those triumphant moments that make the hours of work and the money spent all worth it. I may have bawled over that first rejection, but I have also had many victory dances in my car or in front of my laptop after meeting with a restaurant owner who was all too happy to help me out, after completing 153 recipe analyses, after picking up my first batch of sales receipts, and after approving the final draft of the new menus. The ultimate reward, however, will be when I complete my project and have something valuable to contribute to what is known about restaurant menu labeling and consumer behavior.

The GRF experience has been an incredible one for me. I have learned much about myself and about the work I hope to be doing full-time someday. I truly believe I have found my niche among the broad spectrum of possibilities in public health, and I hope that every M.P.H. student can do the same. My advice is to take full advantage of all that the program has to offer, and to push yourself to do things you don't think you can do. Set the bar a little higher, and you might be surprised to discover that you can surpass it.

By Kimberly Doughty



Source:  
<http://www.cartoonstock.com/>  
Retrieved March 14,  
2008.

## Alumni Corner

### Lessons from the MPH Program

Working after completion of the MPH program comes with a lot of challenges. The vision of the SCSU-MPH program is to be a major leader in the professional preparation of competent, ethical and diverse public health practitioners committed to the ideal of healthy people in healthy communities. Every course taken in trying to achieve this contributes to making this vision come true.

Dr. Martín Tolentino, MPH 2007, health educator for the Ledge Light Health District, has been awarded a \$500,000 grant. His extraordinary achievement attests to the value of grant writing as a basic skill in public health practice. In his article titled 'The Best Grant Writing Tip', he writes this:

I can still remember our MPH orientation as I listened intently to Mayra Caganello's testament of the hard work ahead. I vividly recall thinking 'what have I gotten myself into?'. She was right; it was indeed a lot of hard-work. It was difficult to appreciate the value of going through the rigorous MPH program as you struggle to do well in all the courses. The value of the training received has come into play since graduation. As a new Community Health Educator for a Local Health Department in Connecticut, I was immediately given the task to coordinate three programs in community health education. On top of these programs, I was also responsible for writing a few grants for the department. As I go about my usual day, I come across many opportunities to apply what I have learned at Southern. In applying for a grant for instance, I am reminded of lessons learned from Dr. Breny-Bontempi as I go out to do my community needs assessment; I remember Dr. Nwangwu's epidemiology class as I sift through pertinent literature; I go back to Dr. Faracis' lectures as I write the program goals and objectives; I think of Dr. Perlin's long lectures making sure the proposed program is theory based; I am reminded of Dr. Pearson as I struggle to make peace with politics and policies driving a proposal; I relive our days with Dr. Parks-Bani as I make sure all my documents and methods are culturally appropriate; I recall Dr. Bulmer's lectures as I decide on the ideal evaluation design to propose; and finally, I step back and look at where the proposal is based on Dr. Stohlers' class. Every single course somehow comes into play.

Although this may sound superficial to those looking for detailed recommendations in grant writing, I personally assure you that the MPH program more than adequately prepares all its graduates for this. The best grant writing tip I can give you therefore is 'make the most of each class and .....make sure you graduate!'

**Martín Franco Tolentino, MD, MPH, CHES**

**Program Coordinator/Community Health Educator**

**Ledge Light Health District**

## Alumni Corner Contd.

### Life after the MPH Program

I remember thinking in my final semester at SCSU- what am I going to do when I graduate? Will I find a job I like or one that will afford me the opportunity to put into practice all that I have learned? If you are like me, you are probably thinking the same. Yes there are still jobs out there and you will find one. I graduated with the class of 2007 in May of that year still with no job offers or prospects of any. After the commencement ceremony, through word of mouth and job announcement on various websites, I began the application process. Then came June and I got a few interviews and an offer was made and I am currently working at the McGivney Center for Cancer Care at the Hospital of Saint Raphael as a Cancer Health Educator and Patient Navigator.

The excellent tutelage provided me by the faculty and staff at SCSU, my clinical background and experience working in the hospital environment, has been invaluable to my capability to function in this position. Since assuming this position, it has been expanded and has become the fulcrum of the new Women's Center for Breast Health at the Hospital of Saint Raphael. Working in this position, I:

- Initiate contact with newly diagnosed breast and lung cancer patients, provide disease specific information, review program components and assist in selection of appropriate programs while providing support as part of a wellness consultation.
- Continue follow up during the post-surgical inpatient stay or prior to discharge for a same day surgery.
- Make contact, and provide individual education and counseling with the uninsured and underserved cancer patients treated in the outpatient Oncology Clinic.
- Follow up patients from the time of a suspicious mammogram until resolution
- Following an approved curriculum, provide individual breast, prostate, colorectal and lung cancer education, facilitate group Psycho-education.
- Recruit patients to participate in the Breast Cancer Complementary Support Program.
- Coordinate the breast cancer mastectomy camisole project.
- Collect, maintain and provide detailed reporting on program utilization statistics; coordinate mailing, and maintain program data bases.
- Provide cancer prevention and wellness education at community outreach events, e.g., wellness fairs.
- Facilitate the Freedom from Smoking Program and other Psycho-education programs, also co-facilitate quarterly wellness retreats.
- Coordinate the weekly Multidisciplinary Prospective Breast Conference
- Coordinate patient referral and flow through the Women's Center for Breast Health
- Design and implement communication vehicles to increase awareness of the Integrative Medicine Department and its' programs and services.

The past six months have been challenging and insightful. I have had opportunities for training and gained experience in the field of oncology. It has also been very rewarding offering hope and caring for chronically ill patients with potentially life threatening illness.

**Tochi Okeke, BDS, MPH, CHES**

## ANNOUNCEMENTS

### **Unnatural Causes: Is Inequality Making Us Sick?**

*Date:* Thursdays, March 27-April 17, 2008 on PBS

*Time:* 10:00pm-11:00pm

ET **UNNATURAL CAUSES** is a four-hour series that, for the first time on television, sounds the alarm about glaring socio-economic and racial inequalities in health and searches for their causes. **UNNATURAL CAUSES** looks at what makes us sick in the first place, investigating startling new findings that suggest there is much more to poor health than bad habits, inadequate health care or unlucky genes. See [http://pressroom.pbs.org/programs/unnatural\\_causes\\_is\\_inequality\\_making\\_us\\_sick](http://pressroom.pbs.org/programs/unnatural_causes_is_inequality_making_us_sick)

### **SOPHE Midyear Scientific Conference**

*Date:* May 21-24, 2008

*Venue:* Renaissance Chicago Hotel, Chicago, IL

*"Harnessing the Winds of Change: Learning from Our Past to Build Our Future"*

SOPHE's Midyear Scientific Conference theme builds on lessons learned in the past with innovative new approaches, technologies and skills to address age-old problems as well as "hot" issues. Among the plenary speakers are Noreen Clark, University of Michigan School of Public Health, Ron Davis, president of the American Medical Association, and motivational speaker Steve Siemens.

### **14th Annual Maternal and Child Health Epidemiology Conference**

*Date:* December 10-12, 2008

*Venue:* Crowne Plaza Hotel-Atlanta Perimeter at Ravinia, Atlanta, Georgia.

'Making Methods and Practice Matter for Women, Children and Families'.

Call for Abstracts- There is a call for abstracts!!!

General call for Abstracts Deadline : 5:00pm, ET, May 2, 2008

Student/Fellow/Summer Intern call for Abstracts Deadline: 5:00pm, ET, August 29, 2008

For more information, MCH EPI website: <http://www.cdc.gov/reproductivehealth/MCHEpi/index.htm>

## CONGRATULATIONS!!!!



Mohamed Lydroose and his wife, Sakena welcomed their first baby on 11/9/2007 at 11:44 PM. Baby **Neela** was born weighing 7 lbs. 7 ozs. and measuring 20.5 inches long with lots of hair.

Congrats also goes out to **Michelle Soeters**, a current MPH student is the co-author of the abstract: Analysis of Listeria Case Report Forms: FoodNet Sites, 2004-2006. This abstract was accepted by the Scientific/Steering Committee for an oral presentation at the 2008 International Conference on Emerging Infectious Diseases (ICEID) in the United States, March 16-19, 2008 at the Hyatt Regency Atlanta.

**Stephanie Guess**, an MPH student just received notice that her Thesis Abstract was accepted for the Columbia University Teachers College Annual Health Disparities Conference! Stephanie's presentation will be Social Supports, the Church and Suicide Prevention among Older Black Adults. Examining the Knowledge, Beliefs and Practices of Pastors and Ministry Leadership in Southern Connecticut.

Congrats to **Preeti Ann Varhese-Joseph** who graduated from the MPH program in 2005 had a baby boy who is one year old and is keeping her quite busy.



"We don't want to get sued by a ruptured burglar, now do we?"

Source:  
<http://www.cartoonstock.com/>  
retrieved, January 24, 2008.

### Crossword Search

A	S	T	Y	D	I	S	E	A	S	E	P	R	E	V	E	N	T	I	O	N
G	S	E	X	U	A	L	H	E	A	L	T	H	H	N	M	B	H	P	L	I
H	K	J	K	R	C	X	Z	W	E	R	T	Y	U	I	O	P	G	O	U	O
K	M	N	B	E	V	P	A	S	D	F	G	H	J	K	L	O	H	I	M	P
N	M	B	K	S	M	Y	R	M	K	O	X	Z	A	S	D	F	E	U	Y	Y
I	O	P	C	E	W	E	R	O	W	E	R	T	Y	U	S	M	A	Y	H	J
X	D	F	V	A	N	H	J	K	V	M	N	G	F	D	E	N	L	T	Y	E
G	B	C	Q	R	E	R	T	Y	U	I	O	I	U	T	W	B	T	R	P	A
N	E	D	T	C	Z	X	C	V	B	N	D	M	J	K	A	V	H	E	E	S
I	Z	A	B	H	Q	W	E	R	T	Y	U	E	O	P	G	C	P	W	R	D
D	S	T	U	M	B	Z	A	E	T	N	M	P	R	L	E	Y	R	Q	T	C
N	Y	Y	R	C	B	N	U	W	O	J	K	L	S	S	V	G	O	A	E	T
U	N	M	A	B	J	F	B	I	O	I	U	Y	C	G	E	O	M	S	N	N
F	D	B	Y	V	E	N	T	N	K	M	G	T	B	H	A	L	O	D	S	O
A	R	B	I	M	A	A	H	Y	T	E	W	F	M	J	E	O	T	F	I	I
D	O	X	R	I	I	E	R	W	A	T	E	R	H	K	F	I	I	G	O	T
I	M	N	I	D	B	U	O	P	C	R	T	Y	U	L	C	M	O	T	N	A
A	E	M	A	F	W	E	R	D	F	H	K	L	Y	O	X	E	N	Y	B	U
B	M	R	A	A	S	B	E	S	T	O	S	R	F	U	B	D	T	U	F	L
E	R	T	Y	U	I	O	P	Q	W	E	R	F	L	U	Y	I	R	I	V	A
T	N	I	O	M	O	R	T	A	L	I	T	Y	E	F	G	P	E	O	X	V
E	Q	W	E	R	T	Y	U	I	O	P	A	S	D	F	G	E	D	P	V	E
S	B	N	M	V	C	X	Z	A	S	D	F	G	H	J	K	L	P	O	U	Y
F	G	D	I	S	P	A	R	I	T	I	E	S	T	R	E	W	Q	A	S	D
H	J	K	L	K	J	H	G	P	U	B	L	I	C	C	V	B	N	M	Z	X

Can you find these ‘public health’ words hidden in the puzzle?

Items with more than one word appear as a single word and are arranged straight, backward or diagonally. An example is **DISEASEPREVENTION** as seen in the puzzle.

Syndrome  
Sewage  
Research  
Funding  
Sexual Health  
Water

Radiation  
Disparities  
Health promotion  
Mortality  
Asbestos  
Hypertension

Evaluation  
Flu  
Providers  
Epidemiology  
Diabetes  
Public

## Faculty Research Corner

Jean M. Breny Bontempi, PhD MPH. Principal Investigator: Latinos Living With HIV/AIDS - Access to Sub-Acute Care. In progress through May, 2008.

Jean M. Breny Bontempi, PhD MPH. Photovoice Consultant: Photovoice: A Tool for Community Empowerment and Action. In progress through June 2008.

Christine Unson, Ph.D., Mary Ann Glendon, Ph.D., RN., Elayne Haymes,

Ph.D., LCSW, Michael Ben-Avie, Ph. D. Diane Fisher, MSW,

Gerard J. Kerins, M.D., F.A.C.P. : Demographic and situational predictors of typologies of caregiver stress. The purpose of the study is to identify types of caregiver stress and the demographic and situational predictors of three types of stress.

Christine Unson, Ph.D., Susan Fagan, Grad Student, Central CT State University: A meta-analysis of the effects of Race/Ethnicity, Socio-economic Status and Communication Strategies on Recruitment of Minorities in Clinical Trials.

Sandy Bulmer, PhD, MS and Irfan Syed (GSGA). Project: Analysis of trends in alcohol consumption among undergraduate college students, 2002-2006. Comparison of undergraduate and graduate health behaviors. Trends in drinking and driving among college students, 2002-2008. Data collection for two college campus surveys:

CORE survey of alcohol and drug attitudes and behaviors. Data are being collected from 1,000 randomly selected undergraduate students on campus during the spring 2008 semester.

ACHA National College Health Assessment. Data are being collected from 1,000 randomly selected graduate and undergraduate students on the SCSU campus during the spring 2008 semester.

Sandy Bulmer, PhD, MS : Is in the process of writing a grant application to conduct additional qualitative research on health behavior changes among female breast cancer survivors.



## Opening of the Lactation Room

The Office of Human Resources and the Members of the SCSU Mother's Support Network announce the opening of the Lactation Room. Mothers' Support Network was established during the fall 2006 semester. Members are:

- Dr. Sandra Bulmer, Public Health Faculty
- Cathy Christy, Women's Center Coordinator
- Dr. Jessica Kenty-Drane, Sociology Faculty
- Denise Bentley-Drobish, Student Affairs
- Dr. Bonnie Farley Lucas, Communication Faculty/Faculty Development Director
- Monica Raffone, Registrar
- Ms. Lisa Rebesch, Nursing Faculty
- Paula Rice, Diversity and Equity Programs Associate
- Dr. Michele Vancour, Public Health Faculty

The Mothers' Support Network convened to design a lactation space that was allocated in CT Hall. The Network selected items to create a safe, comfortable, and user-friendly atmosphere for mom's to enjoy as they pump breast milk for their children. The lactation space was opened on February 2008. Registration for using the lactation room is managed by Francesca Poole in Human Resources and Labor Relations.

The Network also developed a mechanism to support women who choose to breastfeed, but decide to utilize their offices or other more convenient spaces on campus. A cooler bag with information on transitioning back to work after a leave is distributed to new mothers through Human Resources and Labor Relations.

## Lactation Room Now Available for Students

To help students balance the demands between their studies and parenthood, the University now provides a Lactation Room. The Lactation Room is located in the Women's Lounge in Connecticut Hall on the first floor. This private room contains a rocker, resources, and a wash area. Students who need a quiet, welcoming space in which to pump breast milk may use the Lactation Room. Students interested in using the Lactation Room should contact Catherine Christy, Women's Center at 203-392-6946 or email [christyc1@southernct.edu](mailto:christyc1@southernct.edu), for room registration details.

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