Greetings Wildcats!

Dear CWU public health community,

Happy Spring Quarter! Hope is on the horizon and we’re so thrilled to see many of the members in our respective communities participating in the fundamental public health efforts that will help end this pandemic. While this is the last newsletter for the 2020-2021 academic year, it is certainly not the last you’ll be hearing from us as we continue to represent and advocate for public health interests in new spaces and with resolved voices going forward. As we near the end of this academic year, we celebrate all the student, faculty, and community achievements that have helped advance our collective path toward improved health across the lifespan. We’re especially proud of all our students who are completing degree programs, graduating and advancing their careers this Spring and Summer!

Making public health is central to all people, in all places, at all times,


From Your Program Faculty

Dr. Tishra Beeson
Public Health Program Director
tbeeson@cwu.edu

Dr. Casey Mace Firebaugh
Online & Centers Program Director
macec@cwu.edu
Each day of National Public Health Week is focused on a particular public health topic area critical for creating the healthiest nation. Learn more at www.nphw.org/NPHW-2021

Spread the Word During National Public Health Week!

New NPHW materials are created each year to help raise awareness toward public health and prevention. Visit www.nphw.org/Tools-and-Tips/Shareables, download images, and share.

OPPORTUNITY FOR INVOLVEMENT IN CWU PUBLIC HEALTH PROGRAM

The Central Washington University Public Health Program is looking for community and professional members to serve on the Community Advisory Board.

The CWU program is particularly interested in hearing community and practitioner perspectives to inform the vision and future direction of public health training.

Interested? Contact Dr. Melody Madlem
Melody.Madlem@cwu.edu - (509) 899-5348
While my recent research has evolved to include investigations into victimization among students with minoritized gender and sexual identities, as well as risk factors for perpetration among men, my real passion is understanding the role the rest of us play in sexual violence. While only perpetrators are responsible for the violence they commit, we all have opportunities to shape the culture in which such violence occurs and persists.

One aspect of sexual violence I find particularly insidious is the invisibility of survivors' stories, save for the few celebrities who've come forward in recent years. Given our victim-blaming culture and the shame that many often experience, survivors often feel pressure to trudge along in their daily lives, imparting the impression that whatever they experienced "wasn't that bad" because meals still get made, work get completed, children get cared for, and so on. "What we resist, persists" may be especially apt for this experience, both on an individual and global level, and burying this issue only makes it more challenging to address.

The evidence of post-traumatic growth is compelling, but such resilience among survivors doesn’t occur in a vacuum; it isn’t just about “digging in deep” or “bucking up” nor does it indicate an absence of struggle or suffering. The concept of post traumatic growth doesn’t undermine the trauma associated with sexualized violence, and not every survivor will experience it; however, the more support survivors receive, whether it’s a positive experience when disclosing their experience or empowering survivors to take control of their recovery process, the more likely growth is to occur.

Later this month, I will facilitate, along with Thomas Pederson, CWU Title IX Coordinator, and Marissa Howatt, CWU Wellness Center Director, a workshop to support faculty when receiving disclosures of victimization from students. My hope is that this is the first of many opportunities to engage faculty in this discussion. CWU is also in the process of hiring a new violence prevention coordinator and advocate to join the Wellness Center staff.

Last year, I read Chanel Miller's *Know My Name*, and I can't recommend this book enough. Regardless of where you fall on the spectrum of knowledge about sexual violence, there's something to be learned – and moved by – in this story. Reading a survivor's experience can be an important first step in joining the anti-violence effort, and I encourage us all to consider the role we can play in ending sexual violence.
The goal of the Office of Undergraduate Research is to increase participation in research and creative expression, and increase the involvement of University Centers in undergraduate/graduate research and creative expression activities.

The office provides support for those preparing research, presentations, and grant applications in addition to assisting students with abstracts and presentation skills for the Symposium for University Research and Creative Expression (SOURCE).

SOURCE is an annual event that fosters and supports inspiration, networking, and learning for students, faculty, and community members across all disciplines.

SOURCE is a great opportunity for students to present their mentored research, scholarship, and creative works in a juried environment that meets professional conference standards and expectations.

The Office of Undergraduate Research has worked diligently to make this year's online SOURCE event even more diverse and inclusive of all disciplines and experience levels.

Judges and community members will be able to view students' presentations and view/listen to the recordings on demand during the week long event. Viewers are also able to post comments and questions about the presentation which will provide opportunity for presenters to respond and dialog about their presentation with a wider audience.

SOURCE abstract submissions are due April 9 by 5 p.m.

For more information about the Office of Undergraduate Research, including resources and support for presentations, and to submit your abstract visit www.cwu.edu/undergrad-research/abstract-submission

PUBLIC HEALTH COMPETENCIES ACROSS CAMPUS

Brooke Writer had her heart set on being a nurse - until she started taking the coursework and found it was not quite what she had imagined. A mentor suggested that public health might be a better fit for her; and they were right. Brooke received her bachelors degree in Public Health from Central in 2019, enrolled in the inaugural master of public health at CWU the same year, and is now Master of Public Health degree candidate with anticipated completion in June of this year.

She was offered a position as graduate assistant in the Office of Undergraduate Research and has worked with the department for the past 18 months. Her primary duties are mostly involved in the promotion, planning, and organization of SOURCE; the Symposium for University Research and Creative Expression. These tasks may not appear to support public health competencies, but Brooke would disagree.

"This position has given me a great opportunity to practice organization, working in collaboration, and presenting information in a variety of formats in a real world environment" states Writer, "this experience will be invaluable for my future career in public health."

This year's virtual SOURCE will be a bittersweet end to her time as a graduate assistant. "I have valued and learned so much from my supervisors," she states, "The skills that I have learned will help me become a better public health professional and leader in the workplace."
ALUMNI SPOTLIGHT: DEBBIE RICH ‘19

EDUCATION

Central Washington University, Master of Public Health degree candidate; anticipated completion June 2021
Central Washington University, Bachelor of Science in Public Health, Specialization in Population Health, 2019

CURRENT POSITION

Graduate Teaching Assistant, Public Health, Central Washington University.
I've always loved teaching and facilitation, and have found it extremely rewarding to be a part of the faculty team at CWU. The students often inspire me to explore and think about important public health issues from a different perspective and I'm grateful for the opportunity to learn alongside them.

HOW DID YOUR DEGREE FROM CWU PREPARE YOU FOR GRADUATE SCHOOL?

My undergrad degree from CWU gave me an increased thirst for knowledge and increased competency in Public Health. My previous career and life experiences worked in tandem to help me take on the rigors of the higher level classes and I felt very supported and encouraged by my professors as well as the other students in the program.

HOW HAS YOUR PERCEPTION OF PUBLIC HEALTH CHANGED?

There are so many aspects of public health that were undefined in the way I thought about them in the past. My undergrad helped me to have clarity regarding how intertwined public health is in every aspect of life. Awareness of public health increased significantly in 2020 and it really highlights how impactful the work is - no matter what aspect you chose to focus on.

ADVICE FOR CURRENT AND POTENTIAL STUDENTS REGARDING GRAD SCHOOL?

Lean in and be ready to say "I don't know that - yet". Grad school is the time to put what you know out on the table and discover what you still need to know. That was difficult for me at first, then I found it refreshing and invigorating as our class discussions explored a myriad of topics and viewpoints. CWU's inaugural MPH class may be small, but we have formed a friendship that will stay with us beyond graduation and into our new careers. I have immense gratitude for my cohorts Jolene Rios and Brooke Writer for walking beside me on this journey!

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PUBH 209 Consumer Health
PUBH 230 Foundations of Public & Community Health
PUBH 311 Cross-Cultural Practices in Health & Medicine
PUBH 317 Global Health Issues & Solutions
PUBH 320 Environmental Health
PUBH 324 Infectious & Non-Infectious Disease
PUBH 370 Contemporary Issues in Public Health
PUBH 375 Theories of Health Behavior
PUBH 380 Epidemiology
PUBH 420 Women’s Health Issues
PUBH 424 Maternal & Child Health
PUBH 488 Culminating Experience in Public Health
PUBH 489 Academic Service Learning in Public Health

Class availability is not guaranteed - subject to scheduling changes.
When you are asked to use APA formatting and/or referencing style, be sure to know the edition you will be working with during your courses (6th or 7th). If it is unclear, please ask your instructor! For more information visit www.apa.org.

With the transition of the American Psychological Association’s Publication Manual from the 2009 6th edition to the 7th edition in 2020, those of us who had become “experts” have had to reorient ourselves for APA formatting and referencing style. Below is a brief summary of some of the major changes to be aware of.

- One space after the period at the end of a sentence
- In-text citation for three or more authors is shortened to first author’s last name and et al. from the first citation
- Provide surnames and initials for up to 20 authors in a reference entry. If there are 21 or more authors, use the ellipsis after the 19th, followed by the final author name (no ampersand)
- If an online work (e.g., a journal article) has no DOI and was found through an academic research database, generally, no URL is needed. The reference will look just like the print version
- Website name in references for online media included in plain text, followed by a period, before the URL
- DOI’s are formatted as urls, urls are embedded directly in the reference
- Commonly used technology terms are listed and should be spelled as follows: "email," "internet," and "webpage"

When you are asked to use APA formatting and/or referencing style, be sure to know the edition you will be working with during your courses (6th or 7th). If it is unclear, please ask your instructor! For more information visit www.apa.org.
Jill Hoxmeier, PhD, MPH, and colleagues published and presented:


Tishra Beeson, DrPH, MPH, colleagues, and students (designated with asterisk) published and presented:


Casey Mace Firebaugh, PhD, MPH, presented:


Grants Awarded


**GRADUATE STUDENT RESEARCH SUPPORT AWARDS & SUMMER FELLOWSHIPS**

**Graduate Student Research Support Award**
An award for up to $1,000 for supplies, equipment, and/or non-retroactive travel designed to assist students with completing their thesis or creative project. Deadline: April 28. Application at cwu.edu/masters/graduate-student-research-support-award

**Graduate Student Summer Fellowship**
A taxable award of $3,500 paid during the summer to assist students so they can focus on their thesis or creative project. Deadline: April 28. Application at cwu.edu/masters/graduate-student-summer-fellowship

**CWU Retirees Association Graduate Student Scholarship**
Provides $1,500 to one student per year who holds an earned bachelor's degree from CWU and who is admitted to or currently enrolled in a master's degree program as a full time student. Deadline: April 15. Information cwu.edu/scholarships