

HMS Messenger

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Fall 2016

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Student Examines Water Access in Ghana

This summer, I had the opportunity through the GELH program to conduct research in Accra, Ghana with Professor Essien, Professor Peterson, and 14 other Lehigh students. This experience was amazing as I was able to combine my love for learning and traveling into one. As an IDEAS student, I have concentrations in environmental engineering, women gender sexuality studies, health medicine society, and political science.

My first year at Lehigh, I was an active member of Engineers Without Borders, and I did research on the different biosand filters that a community in Nicaragua could possibly use. This summer I wanted to continue my research with in water and water accessibility, but I wanted to look at more of the policy and community side of the issue, rather than the technical side. I especially wanted to compare both rural and urban communities, and look at the water accessibility issues that both

communities face.

In Accra, I was able to interview Ghana Water Company, Limited (GWCL) and asked questions about the current water climate in Ghana. I visited a water treatment plant and got a tour of the plant while also learning about the exact purification processes that the water undergoes. I was able to learn about the current communities that have main water pipes under their towns, how those water pipes work, and how they get into each house. I also asked many questions about what rural communities do if they don't have water. GWCL's representative had told me about another part of the government that deals specifically with the rural communities. It was great to learn that they use are slow sand filters in one of the purifying processes, which I had done research on! I was also able to look at a villages' pump system and how their community fetches water for their families.



Kristen Mejia talks with workers from the Ghana Water Company on water accessibility issues

My research in Ghana was the perfect culmination of my studies and interests while being at Lehigh. The opportunity to look at how Ghana's government goes about giving their citizens water and then also what they do for those who can't afford it, was amazing. I am so thankful for this opportunity and hope to be able to return soon to continue my research.

*Kristen Mejia
 IDEAS Student ('17)*

Inaugural World One Health Day, Nov 3rd

Inaugural World One Health Day will be observed globally on Friday, Nov 3rd. The health and well-being of humans, animals and ecosystems are interconnected. 75% of emerging infectious diseases pass between people and animals. Human,

animal and environmental health professionals remain largely unengaged with each other. One Health is a way for all health professionals to share knowledge and work together to prevent, control and treat disease. The goal of

One Health Day is to bring global attention to the crucial need and benefits of using trans-disciplinary approaches to complex challenges involving animals, people, and planetary ecosystems. Learn more at www.onehealthday.org.

A Note from the Director...



Kelly F. Austin

Assistant Professor of
Sociology &
Director of Health,
Medicine and Society

Happy Fall! The leaves are turning, cooler weather is finally here, and change is most definitely in the air. It is a most exciting time to be involved in HMS! All three of our new community health focused faculty hires are now in place and beginning to conduct work with the local South Side Community. Please join me in welcoming Professor Julia Lechuga, who is the most recent community health/HMS faculty member to arrive on our campus, just a few months ago. You can read more about what Professor Julia Lechuga is up to below...

HMS is also in the process of hiring an additional faculty member this year! Applications are already amassing for a new position in Medical Humanities. This person will

serve in both HMS and the English department. The search committee will review the applications late this fall & winter, and campus visits with faculty candidates will commence when the Spring semester begins. Stay tuned for job talk announcements and other opportunities to meet & provide feedback on the candidates.

As many of you already know, HMS is gearing up for growth to a major! Although the new HMS major will not be officially approved and offered until summer of 2017 (sorry current HMS seniors!), we will begin an early, prospective enrollment process for students during this Spring semester. Keep in mind that the HMS major awards a Bachelor of Arts (BA) upon graduation and that a key

requirement of the HMS major is that **it must be paired with a second major**. Thus, the major may not be feasible for all current HMS minors, and would require a dual degree program for any students earning a Bachelor of Science (BS) with their non-HMS major. If students need to meet to discuss their feasibility or interest in the HMS major, please contact me at kellyaustin@lehigh.edu.

There are also signs and discussion of significant and broader growth in the field of health at Lehigh University. Although still very early in the conception and planning process, expansions in the areas of community health and public health are likely. These are exciting times indeed!!!

-Kelly Austin

Meet the Faculty: Julia Lechuga



Julia Lechuga

Assistant Professor of
Health, Medicine and
Society and Counseling
Psychology

Dr. Lechuga is a joint-appointed faculty member with HMS and the College of Education. She teaches courses for HMS on Community Based Participatory Research and Latino Health. As the newest member of the Community Health Research Group, Dr. Julia Lechuga is actively trying to forge relationships with the Latino community in the Lehigh Valley to implement strategies to promote health and well-being.

Her research focuses on working with communities following a participatory re-

search approach to develop and test initiatives to promote sexual and reproductive health and reduce infectious diseases.

This year, Dr. Lechuga was awarded a \$2.2 million grant by the National Institute of Minority and Health Disparities for 5 years. The proposed project is a community based participatory research collaboration between Lehigh University and two organizations located on the U.S.-Mexico border, The Alliance for Border Collaboratives and Programa Compañeros, to adapt, implement, and eval-

uate a multi-level community-based HIV prevention intervention, Project Encuentro. The intervention will target active heroin and crack users and consists of increasing access to HIV testing via a social network HIV testing component and reducing sexual and drug use risk via a peer network brief behavioral Intervention. Project Encuentro also consists of conducting community awareness meetings to target structural factors affecting HIV risk. Dr. Lechuga is requesting additional funds to expand the work to the Lehigh Valley.

HMS Student Conference Travel Grants

Are you attending or presenting at a conference this year related to health? The Health, Medicine, and Society Program offers student travel grants to help fund your trip. The HMS Student Travel Grant is available to any HMS minor who has either 1) already booked travel for a conference, or 2) has an acceptance to present at a conference. Applications are accepted on a rolling basis. Awards will be given on a merit basis as funds are available. For more information and to download an application, visit: <http://hms.cas2.lehigh.edu/node/87>



Lehigh Students Get Involved in “Love Your Melon” Campaign

“Never doubt that a small group of thoughtful, committed, people can change the world. Indeed, it is the only thing that ever has.”

—Margaret Mead

That is nothing short of the truth. It is amazing what we, as a society, can be capable of. As a student, aspiring psychologist, and avid researcher, I wanted to be apart of something that allowed me to make a difference. That is when I discovered the “Love Your Melon” crew at Lehigh University. Love Your Melon is an apparel brand with a mission to give a hat to every child battling cancer in America. Its crew members encompass college students from across America who strive to make a difference in the lives of children battling cancer.

Childhood cancer is unfortunately increasing in numbers, and is extremely devastating. To date, Love Your Melon has donated over 75,000 hats to children battling cancer, as well as contributed over 1.1 million dollars to pediatric cancer research. Some of these contributions have been made right here on Lehigh’s campus.

Every Monday, Love Your Melon releases a new round of

products that are available on their website. As crew members at Lehigh, our job is to advertise and promote the foundation itself, as well as the new products being offered. When purchasing a product from the website, you select an affiliated college at checkout, and for every product sold, the campus crew gets a credit. The more credits we get, the larger our crew gets, and with that comes amazing opportunities.

The Campus Crew Program allows us members to get personally involved with children battling cancer. It gives us the ability to visit children and their families at home or in hospitals, in an effort to facilitate therapeutic experiences as well as brighten their day during treatment. Our own crew here at Lehigh was just set up with our newest superhero, Owen!

In addition to the product releases and patient visitations, Love Your Melon hosts two special days in which we try to expand our awareness and profit. Love Your Melon Day, occurring on October 20th, celebrates the mission of Love Your Melon. The organizations’ goal is to reach 600 Do-

nation Events and donate a total of 10,000 hats to children with cancer.



It is amazing the impact that us students can have on so many lives. Children with cancer are facing such a challenging fight. I didn’t realize how inspiring these children could be, but working to change their lives, has instead truly changed mine. Being apart of this organization has not only made me appreciate all that I do have, but it has made me want to continue to give more to others. There is always something to give, and it is amazing to see how just a little really does go a long way.

Rachel Abramowitz
Psychology Major ('18)



HMS Student Addresses Health Needs in NJ



HMS Student
Lauran DiNapoli

Anthropology Major

As a third-year student studying Health, Medicine, and Society, fairly unsure of my future career plans and aspirations, receiving a Grant for Experiential Learning in Health (GELH) to fund my professional summer endeavors was one of the most beneficial things that could've happened to me here at Lehigh. I've always known I wanted to pursue an occupation revolving around Public Health, but I've never been entirely sure of how exactly to go about doing so. During my sophomore year, I began researching various associations and agencies aligned with Public Health issues that I care about. I stumbled upon the New Jersey Hospital Association (NJHA) and eventually reached out to my now-current boss, Aline. She agreed to mentor me as I conducted a summer-long research project in Princeton, NJ, focused on access to primary care for lower income families.

For the first few weeks of my research, I analyzed Community Health Needs Assessment's for all counties in New Jersey, attempting to categorize and identify those with the greatest need. Easily

enough, I found four counties, Cumberland, Camden, Gloucester, and Salem (three of which I would eventually hone focus upon) that occupied at the absolute bottom of the list for "Overall Health", considering factors such as "Health Behaviors", "Health Outcomes", and "Health Indicators". Thanks to further research and my new co-workers vast experiences in the state, I was able to identify the following factors as those of great contribution to this poor health status: a lack of access to transportation and low knowledge regarding primary care facilities, hours, and services, including for substance abuse resources.

From here, I was able to meet and work with employees under Community Outreach at the Inspira Health Network and Foundation, located in Southern New Jersey. Under their recommendation, I compiled a list of resources addressing the areas of greatest need recorded above. With publishing and graphic design aid from NJHA, I was able to create

and distribute resource manuals, in both English and Spanish (in order to address the high population of hispanic farm workers in the area) throughout all three counties of focus, Cumberland, Salem, and Gloucester.

Not only did I feel as though I was able to make a positive difference regarding health-related issues for a large-scale population, but I was able to better understand the type of work I'd like to pursue after graduation.



Working at the NJHA opened my eyes to the healthcare work force outside of the hospital. I feel as though I can appreciate and someday contribute to this Public Health initiative and I'm so thankful that I was given the opportunity to confirm this interest so early on in my professional development.

Lauren DiNapoli
Anthropology Major ('18)

Student Opportunity for Psych Research

Professor Lucy Napper of Psychology and HMS studies social influences on attitude and behavior change. Current projects focus on the influence of peers and parents on emerging adults' alcohol, drug, and sex behaviors. She is looking for motivated HMS undergraduate students who are interested in the topic area to help with all aspects of her research as research assistants. If interested, please contact Professor Napper directly at:

758-4689 or Lucy.Napper@lehigh.edu

Apply for HMS Health Equity Internship for Spring 2017!

St. Luke's University Health Network's recent Community Health Needs Assessment identified health disparities in our local Bethlehem community as a priority health issue to address. As a result, representatives from local colleges, St. Luke's and The Hispanic Center Lehigh Valley have partnered to create a Center for Integrative Health (CIH) at the Hispanic Center in South Bethlehem. The focus of this internship experience will be to contribute to various projects facilitated through the CIH, such as the local Food Bank, Senior Center, etc. Students will be responsible for developing and implementing prevention programs, creating evaluation tools, integrating mental and physical health services, and creating interdisciplinary training programs to engage the local community in solving important health and social issues.

Students will work with a combination of staff and faculty from the Hispanic Center, St. Luke's, and Lehigh University to assist in developing programs through the CIH to promote health equity and reduce health disparities for the South Bethlehem community. Students may participate in activities related to data collection, program management, marketing of community initiatives, and grant writing. Specific programs students may work with include: healthy food options for the food bank, promoting health and well-being for older individuals who attend the senior center, diabetes prevention and management, and community empowerment initiatives such as the Fatherhood Initiative and job readiness programs.

Internships are available for Spring 2017 for Lehigh University HMS students only who have already taken HMS 180 Introduction to Public Health OR HMS/SOC 160 Medicine and Society. Eligible students must be of sophomore, junior, or senior standing. Preference will be given to students with flexible schedules and expressed interest in completing the internship for a second semester. Students should expect that some activities for the internship may take place on weekends, evening, as well as during regular business hours. Students must also sign an internship contract and receive formal clearance through St. Luke's which includes components such as: a criminal background check, TB test, drug screening, fingerprinting, etc. All costs for these clearances must be assumed by the student and must be completed BEFORE January 15, 2017. Failure to do so will result in an automatic withdraw from the internship.

This internship qualifies for 2-4 credits of HMS 293 Internship, where students are expected to work a minimum of 3-4 hours per week per credit hour (e.g. signing up for 3 credits = 9-12 hours work per week). The grade for the internship credits can count towards the HMS minor, and is based on (1) Evaluation of student performance by St. Luke's, CIH, and Hispanic Center staff ~50%, (2) Weekly journal assignments of 1-2 pages in length that detail the activities completed for the week and integrate scheduled readings ~25%, and (3) A final reflection or research paper due during finals week ~25%. **Attendance & participation at weekly meetings on Fridays 12:10 – 1pm throughout the spring semester is also required.**

This internship is formally supervised under the direction of Professor Kelly Austin and Dr. Bonnie Coyle. For more information, please contact Professor Kelly Austin at kellyaustin@lehigh.edu and apply at:

<http://hms.cas2.lehigh.edu/content/internship-opportunities-students>



LEHIGH VALLEY

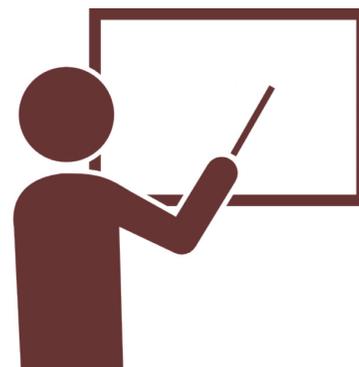
*Internships in
health can
provide
students with
valuable hands-
on experience!*



Pedagogic Highlights

Using anthropologist Alex Nading's ethnographic case study "Mosquito Trails", **Professor Bruce Whitehouse** is leading discussions in his seminar HMS/ANTH 155: **Medical Anthropology** examining the ecological relationships entangling humans with non-human disease vectors. Specifically students are studying how mosquitoes spread dengue fever and how human activity creates ecological opportunities for mosquitoes to come into contact with humans. While they read and discuss this case study, students are also learning about vector-borne disease transmission using an online module designed by epidemiologist and HMS faculty member Rajika Reed. Through online forums, classroom activities and writing assignments, they will tie together these different strands to develop a deeper understanding of the social processes that underpin health outcomes.

The rationale behind **James McAdams'** HMS/ENG 115: **Illness Narratives** class consists of positing a symbiotic relationship between the narrative turn in medicine and creative narratives about physical and mental illness, medical treatment, the healthcare system, and the pharmaceutical industry. By exposing students to the theory and practice of so-called narrative medicine, through theoretical texts by Charon, Kleinman, and Jurecic, et al., as well as to fictional portrayals of medical interventions, from writer-doctors, such as Chekhov and William Carlos Williams, to creative writers reflecting upon their own illness experiences (or autopathographies), such as William Styron and Kathy Acker, we are interrogating this "narrative turn" from numerous perspectives inside, outside, and tangential to the healthcare system. Instead of writing traditional academic papers, we instead are writing our own creative narratives (be they short stories, poems, podcasts, video games, "Tweet Strings," blog-posts, etc.) in order to become familiar with the creative process and the ways in which various fictional strategies, such as point-of-view, characterization, and metaphor, can increase narrative empathy and the redemptive power of life-stories, as argued by Dan McAdams (no relation!).



For Faculty: Community-Engaged Health Research Fellowship

The Community-Engaged Health Research Fellowship program aims to significantly enhance the capacity of Lehigh faculty to conduct research that involves direct, reciprocal community engagement in the realm of health and to offer high quality service-learning experiences for students. The program is open to all members of the faculty. For each Faculty Fellow who receives an award, the program supports:

- conducting community-engaged health research,
- offering of service learning experiences for students under the Fellow's leadership, and
- development of the Fellow's capacity to undertake future community-engaged research and service learning projects and to serve as an advisor and mentor to colleagues.

This is a rapid-response opportunity requiring a brief proposal by November 4 and quick funding decisions. Activities supported by the program may begin in the Spring 2017 semester or later per Fellows' schedules and other commitments.

Please see <http://research.cc.lehigh.edu/community-engaged-health-research-fellowships> for full details.

Questions may be addressed to VPRResearch@lehigh.edu



Community Health Research Group: Fall 2016 Updates

In my CHRГ update last Spring, I mentioned that we were getting ready to launch our first research project as a group. We applied for a CORE grant offered by Lehigh's Office of Research and Graduate Studies to support this project. The CORE awards are given to interdisciplinary groups of researchers like us to do innovative work that is likely to translate into external funding. I am happy to report that we were granted one of these competitive awards! This funding allows our team to design and carry out a thorough community-engaged research project to better understand the health needs of the South Bethlehem community. This project, which will be starting this semester, uses a method called photovoice to gain community members' perspectives on their health and challenges to improved health. In photovoice, participants are asked to take photographs in their neighborhoods in response to a particular prompt. A series of facilitated discussions of the photographs with community members will help us to uncover key themes related to community health, particularly as we expand the conversation to include other groups in the community. At the end of the project, we will organize a gallery event in which participants display their photographs and discuss them with key stakeholders in the community, such as city health officials. It is really exciting to be moving forward with a research project with this excellent team.

Our group has also been making connections with other organizations in the community and exploring possible collaborative projects. Earlier this semester, I attended a Health and Housing Symposium at DeSales University that was organized by the Rider-Pool Foundation. I was able to connect with representatives from a broad array of organizations exploring

the interface between housing issues and health issues in the Lehigh Valley. We have also met with representatives of the Neighborhood Health Centers of the Lehigh Valley (NHCLV) to discuss a number of possible collaborations. NHCLV is a Federally Qualified Health Center with two locations in the Lehigh Valley, one of which is at Donegan Elementary. In our conversations with NHCLV, it became clear to me that our organizations have a number of complementary strengths and that both groups would benefit from working together. I will keep you posted on any projects that emerge from this collaboration.

Finally, the community resident dinners that we launched in May have been a great success so far. Each month, our coalition partners welcome a group of South Bethlehem residents to the Hispanic Center for an hour of food and games. I've had the distinct pleasure of calling Bingo in English and Spanish (about the limit of my bilingualism!). It seems that each month we see some new faces in the room, while other attendees (including a few families) have become "regulars". We have enjoyed getting to know these neighbors and look forward to seeing how these dinners evolve over time.

As usual, please feel free to contact us with any comments or questions about these activities, or if you are interested in getting involved.

*By Professor
Christopher T. Burke, Ph.D.
Department of Psychology &
Director, Community Health Research
Group (CHRГ)
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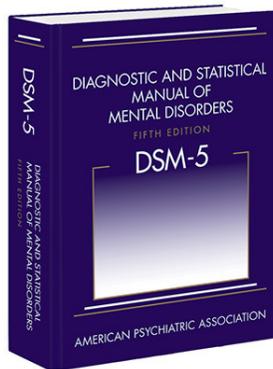
Christopher T. Burke

**Associate Professor of
Psychology &
Director of CHRГ**

"This funding allows our team to design and carry out a thorough community-engaged research project to better understand the health needs of the South Bethlehem community"



“I Ain’t Got No Severe Depression...” Interview with the Author, Professor Alang



Sirry Alang

**Assistant Professor of
Sociology &
Health, Medicine, and
Society**

HMS Professor Sirry Alang spent over 12 months researching community members’ expressions of depression in an impoverished, predominately Black urban neighborhood in the Midwest. Her study was recently published in a top outlet, the journal of Social Science & Medicine. Professor Alang finds that the perceptions of mental illness in the community are somewhat inconsistent with the biomedical models or formal definitions of depression, such as those offered in the DSM. Many of her respondents did not consider depression to be a legitimate sickness, or denied experiencing depression, even when commonly understood symptoms, such as crying daily, were mentioned. Depression was also seen as a sign of weakness; thus some members of the community act out in ways that are aggressive or violent when suffering from depression to avoid being perceived as weak. This supports findings that African Americans are more likely than Whites to perceive mental disorders as a weakness of character. Being irritated, acting dangerous, or excessively talking were also identified as symptoms of depression in the community.

Overall, the findings from Professor Alang’s research suggest that as the characteristics of depression described by the community differ from formal classifications. In this way, there are major implications for diagnosis, treatment, and measurement of depression among African American populations. A short interview with Professor Alang yields more insights into how she conducted this innovative and provocative research:

- How did you come up with the idea for this research? *“I was interested in understanding why despite greater exposure to stress, African Americans on average had lower rates of depression in community-based surveys compared to Whites. I wanted to employ a methodology that will help get at meanings of depression which are missing in mental health surveys.”*
- How did you ‘break into’ this community? Was it hard to get people to talk to you about mental illness? *“Just like you would do when you are in a new school or city. I started attending events in the community and was making friends. It was hard to get people to talk about depression. So I often started by talking about mental health in general, or using descriptions such as feeling very sad all the time.”*
- What was one of the most memorable or interesting experiences you had while conducting this research? *“The most memorable experience for me was not directly related to meanings of depression. One of my key contacts had to remove his hooded sweatshirt as he accompanied me to a highly policed area. He did not want to be stopped or perceived to fit the description of whoever the police might be looking for at the time. It really bothered me and caused me to question what it means for a person’s mental health when they are frequently perceived as dangerous, and have to constantly present themselves - even through their clothing - in ways that are viewed more positively.”*
- Do you think you might find similar conclusions for other conditions? In other words, do you think that different racial groups or groups in different contexts might express other mental conditions differently than the classifications provided in the DSM-V? *“This is a topic that I hope an HMS student can explore. I think each racial and ethnic group shares perspectives, experiences, values and beliefs that might matter for how they think about different mental health conditions.”*

Awards and Honors!

Professor **Jessecae Marsh** wins the Early Career Award for Distinguished Teaching at Lehigh University! Dr. Marsh has distinguished herself as an excellent teacher and mentor of students. She engages in traditional lecturing and seminar leading, one-on-one mentoring of undergraduate students in a laboratory setting, extensive individual meetings with students during office hours and beyond. She reaches students on a personal level, whether teaching small seminars of 4 or 5 students or in huge lectures of over 200 pupils. Congrats to Jessecae for this impressive achievement!

HMS faculty member **Pete Costa** received an Honorary Diploma from the American Veterinary Epidemiology Society (AVES). The Diploma is awarded to not more than ten individuals annually to recognize significant contributions to veterinary epidemiology, public health and One Health. Congrats Pete!



Follow HMS on Social Media!!!



Lehigh HMS Program



@lehighHMS

What HMS Alumni are doing...

Erica Bettermann

Graduated in 2015

Biochemistry Major

Is currently attending Emory University to pursue my MPH degree in Epidemiology. Lehigh helped solidify her interest in public health and it excites her about the current expansion of the HMS Program. The first class she took was Intro to Public Health with Dr. Bonnie Coyle and it gave her a really strong interest in the field of public health and everything you can do in population health in general, leading to her future endeavors in grad school and post grad school.

Vincent Klomps

Graduated in 2014

Behavioral Neuroscience Major

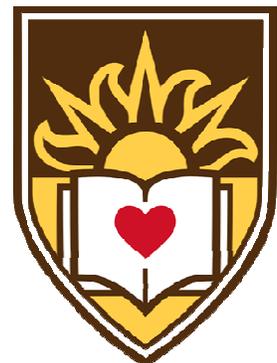
Attended graduate school at Penn State College of Medicine to become a Physician's Assistant. Up until his first class in the HMS program, he had his heart set on medical school. During one lecture in the course "Medicine and Society", an M.D. from the DeSales University came to speak about an alternative career as a physician assistant (PA). Captivated by the lifestyle and opportunities unique to the profession, he changed his career path and pursued a career in the field.

Niomi Sterling

Graduated in 2014

Psychology Major

Upon graduating from Lehigh, she immediately involved herself in New York City's social sector, working toward creating more professional opportunities for young adults domestically as well as internationally. She is currently on the board of two non-profits building on this mission and is pursuing a masters in public administration.



Upcoming Spring 2017 HMS Courses

HMS, ENG 115 **Literature of Contagion** 4 credits (HU) Professor Dolan T,R; 1:10-2:25 p.m.

HMS, HIST **History of Modern Medicine** 4 credits (HU) Professor Smith T,R 2:35-3:50 p.m.

HMS, PSYC 138 **Abnormal Psychology** 4 credits (SS) Professor Lomauro M,W ; 7:10-8:25 p.m.

HMS, SOC 162 **AIDS and Society** 4 credits (SS); Professor Alang M,W; 11:10-12:25 p.m.

HMS 180 **Introduction to Public Health** 4 credits (SS) Professor Reed M,W 8:45-10:00 a.m.

HMS, SOC 197 **Ethics & Values of Community Engaged Research** 4 credits (SS) Professor Stanlick M,W 12:45-2 p.m.

HMS 221 **Peer Health Adviser Training** 4 credits (SS) Professor Costa T,TR; 2:35 - 3:50 p.m.

HMS 291 **Independent Study** 1-4 credits (SS or HU)

HMS 292 **Supervised Research** 1-4 credits (HU, SS, ND)

HMS 293 **Internship** 1-8 credits (HU, SS, ND)

HMS 293-011 **St. Luke's Internship** 2-4 credits (HU, SS) Professor Coyle

HMS 297 **Research Ethics** 4 credits (HU) Professor Davis T,R 2:35-3:50 p.m.

HMS, SOC 316 **Social Epidemiology** 4 credits (SS) Professor Alang M,W; 8:45 - 10:00 a.m.

HMS, SOC, GCP, GS 322 **Global Health Issues** 4 credits (SS) Writing Intensive Professor Lasker T,TR; 10:45-12 p.m.

HMS, JOUR 323 **Health & Environmental Controversies** 4 credits (SS) Professor Friedman T,R 1:10-2:25 p.m.

HMS, PSYC 348 **Drugs and Behavior** 4 credits (SS) Professor Napper/Kilp M,W; 2:35 - 3:50 p.m.

HMS, POLS 354 **U.S. Health Care Politics** 4 credits (SS) Professor Olson W,F 12:45-2:00 p.m.

HMS, PSYC 386 **Child and Adolescent Health Psychology** 4 credits (SS) Professor Barrett T,R 10:45-12:00 p.m.

HMS, GS, SOC, AAS 398-11 **Infections and Inequalities: HIV, TB & Malaria in the Global South** 4 credits (SS)
Professor Austin W 1:10-4:00pm

HMS Core Faculty

Kelly Austin | Director of Health, Medicine and Society |
Assistant Professor of Sociology

Judith Lasker | NEH Distinguished Professor | Professor of
Sociology

Sirry Alang | Assistant Professor of Sociology and Health,
Medicine and Society

Julia Lechuga | Assistant Professor of Health, Medicine and
Society and Counseling Psychology

Christopher Burke | Director of Community Health Re-
search Group | Associate Professor of Psychology

Linda Lowe-Krentz | Director of Biochemistry | Professor
of Biological Sciences

Dena Davis | Presidential Endowed Chair in Health, Human-
ities and Social Sciences | Professor of Religion Studies

Jessecae Marsh | Assistant Professor of Psychology

Elizabeth Dolan | Associate Professor of English

Lucy Napper | Assistant Professor of Psychology and
Health, Medicine and Society

Recent Faculty Publications

- Alang, Sirry.** 2016. "Black Folk Don't Get No Severe Depression': Meanings and Expressions of Depression in a Predominantly Black Urban Neighborhood in Midwestern United States." *Social Science & Medicine* 157: 1-8
- Austin, Kelly F.** & Laura McKinney. 2016. "Disaster Devastation in Poor Countries: The Direct and Indirect Effects of Ecological Losses, Gender Equality, and Development." *Social Forces* 95 (1): 355-380.
- Austin, Kelly F.** and Kellyn McCarthy. 2016. "Choking on Structural Adjustment: Dependency and Exposure to Indoor Air Pollution in Developing Countries." *World Journal of Social Science Research* 3(2): 161-184
- Henning-Smith, Carrie, & **Sirry Alang.** 2016. "Access to Care for Children with Emotional/Behavioral Difficulties." *Journal of Child Health Care* 20(2): 185-194.
- Burke, Christopher T.,** & C.C Perndorfer. 2016. "Negative Emotional Responses to Motherhood-Related Support Receipt during Pregnancy Predict Postpartum Depressive Symptoms." *Anxiety, Stress, and Coping* 29: 580-588.
- LaBrie, J. W., Earle, A.M., Boyle, S.C., Hummer, J.F., Montes, K., Turrisi, R., & **Napper, Lucy E.** 2016. "A Parent-based Intervention Reduces Heavy Episodic Drinking among First-Year College Students." *Psychology of Addictive Behaviors* 30(5): 523-535.
- Marsh, Jesseca K.,** & A.L. Romano. 2016. "Lay Judgments of Mental Health Treatment Options: The Mind vs. Body Problem." *Medical Decision Making: Policy & Practice* 1: 1-12.
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Iacocca Internship opportunity focused on Public Health in Rural Uganda...

Hey Students! Looking for an Iacocca International Internship experience this summer that has a public health component? Consider interning for Pathways Development Initiative (PDI) in Bududa, Uganda for 8 weeks this summer! Interns will develop and implement health education on topics such as hygiene and hand washing, HIV and malaria prevention and awareness, diarrhea, and dental hygiene to primary and secondary school children. Interns will also work with women's groups on issues related to reproductive and child health. To find out more information and apply for placement with PDI in Uganda or other research opportunities of interest, please contact Professor Kelly Austin at kellyaustin@lehigh.edu or Professor Mark Noble at mdn215@lehigh.edu



YOU'VE BEEN READING...

THE HMS MESSENGER

THE OFFICIAL
NEWSLETTER OF

HEALTH, MEDICINE
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Please send any requests,
recommendations, or items
for the HMS Messenger or
HMS website to:

Professor Kelly Austin
kellyaustin@lehigh.edu

**All of the events and
opportunities
presented in this
newsletter are also
posted on the HMS
website!**

**Check it out at:
[http://
hms.cas2.lehigh.edu/](http://hms.cas2.lehigh.edu/)**

*Special thanks to HMS
student Rachel
Abramowitz for
contributing to the
production of this
newsletter!*

Grants for Experiential Learning in Health (GELH)

Applications for summer 2017 are now being accepted through Sunday, January 29!

The Colleges of Arts & Sciences, Business & Economics, and Engineering and Applied Sciences have grant funds available to sophomore and junior undergraduate students to support experiential learning activities in health (preferably off campus). Students who meet the qualifications and whose proposals are accepted by the committee may be awarded a fellowship of up to \$5000.

An experiential learning activity is an independent, hands-on research or real world experience that advances the student's understanding of health or health care. For example, a student might shadow a physician in a hospital, work in a health insurance company, take on a research project at the Lourdes Center for Public Health, volunteer for a NGO with a health mission, conduct oral histories of cancer patients, enter the genetic engineering competition, or conduct health-related research in a laboratory.



Identification and justification of the funded activity is up to the student; the principal requirement is that the proposed activity be related to health.

Health is broadly defined, stretching from research or work experiences in the natural sciences (e.g., bioengineering; biological research), the social sciences (e.g., history of medicine; health policy; hospital finances and management), to the humanities (e.g., bioethics; narrative; art).

The intent of this program is to give students an opportunity to develop and experience a unique learning activity that will broaden and deepen their knowledge of some aspect of health or health care.

This experience must take place between mid-May and mid-August, 2017. No late proposals or winter break experience will be considered.



To complete the application, go to:

<http://hms.cas2.lehigh.edu/content/student-grants>

If you have questions, contact Professor Kelly Austin at kellyaustin@lehigh.edu



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