



A publication of the  
Department of  
Health, College of  
Health Sciences

# WEST CHESTER UNIVERSITY

## M.P.H. CONNECTIONS

Spring 2016 ISSUE

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The Council on Education for Public Health (CEPH) Self-Study Report from the October, 2015 site visit will be reviewed by the CEPH Board of Governors on June 15-17, 2016. This report was prepared by the CEPH Site Visit Team. A Self-Study Response Report will be submitted to CEPH on May 2, 2016 addressing plans for any changes needed to meet accreditation requirements. Notification about reaccreditation status will be sent to West Chester University by mid-July.

The Self-Study Response Report contains plans for correcting any partially-met criteria in the CEPH Self-Study Report. There were only two partially met criteria identified by the CEPH Site Visit Team. Plans to address these partially met criteria included: updating the graduate employment rates for 2014/15, changing the current MPH Workforce Development Committee to two committees (one focusing on workforce development and the other focusing on conference planning), and the development and implementation of a Public Health Workforce Development Needs Assessment. This needs assessment has been completed and sent to MPH alumni, Applied Learning Experience Site Supervisors and the members of the MPH Community Advisory Board. Results of this needs assessment will enable the MPH Workforce Development Committee to make recommendations for professional development activities for public health professionals in our region.

As soon as the notification on accreditation status is received we will send an email to students, alumni and the MPH Community Advisory Board with the results. Again, our thanks to all MPH students, alumni, faculty and members of the MPH Community Advisory Board for your participation and support during the accreditation process.



CityMatCH is a national membership organization of city and county health departments' maternal and child health (MCH) programs and leaders representing urban communities in the United States. CityMatCH is grounded in the philosophy that all children and families deserve to be healthy and achieve their optimal growth and development in the physical, intellectual, social, emotional, and spiritual aspects of their lives.

Philadelphia, PA will be the site of The 2016 CityMatCH Leadership and MCH Epidemiology Conference!

When you attend the "CityMatCH Leadership & MCH Epidemiology Conference," you get the best of both: the CityMatCH Urban Maternal and Child Health Leadership Conference, as well as the Maternal and Child Health Epidemiology Conference. The 2016 CityMatCH Leadership and MCH Epidemiology Conference once again offers Maternal and Child Health (MCH) professionals a platform to share experiences, enhance knowledge, and generate new ideas for promoting and improving the health of women, children, and families.

Bryan Stevenson is the founder and executive director of the Equal Justice Initiative in Montgomery, AL. He is a widely acclaimed public-interest lawyer who has dedicated his career to serving the poor, the incarcerated and the condemned.

For more information and to register, click or copy and paste the link below on your browser <http://www.citymatch.org/conference/citymatch-conference/2016/> [Home](#)



**BRYAN  
STEVENSON**

**2016  
Keynote Speaker**



College of Health Sciences  
presents the  
DEAN'S DISTINGUISHED LECTURE SERIES

“RACIAL HEALING:  
A PUBLIC HEALTH IMPERATIVE”

DR. GAIL C. CHRISTOPHER, D.N.  
*Senior Advisor and Vice President*  
W. K. Kellogg Foundation

WEDNESDAY, APRIL 27, 2016  
4:30 pm - 5:45 pm  
*Sykes Theater, Sykes Union Building*  
West Chester University

### Winter Course Explores Brand-New Discipline: Graphic Medicine

Graduate and undergraduate students in Dr. Donald McCown's HEA581/435 course, *Graphic Medicine: Comics in Health Education, Research, and Clinical Practice* learned about this new branch of the Health Humanities, using a just-published text from Penn State University Press, *Graphic Medicine Manifesto*, which was edited by a number of scholars from Penn State College of Medicine and Penn State. It is the first in a series of visual narratives – comics! – that explore how these narratives can engage health professionals, patients, family members and caregivers in understanding the facts and feelings of their shared experiences of illness, clinical treatment, and the complexities of life. Aside from academic reading and writing, students also created original comics as a major project. The projects touched and transformed student's own experiences of illness and care.

Students describe their projects below:

Philipa:

“While we munched on pretzel sticks, transferred crayon wax to paper, and discussed our readings from *Graphic Medicine Manifesto*, I noticed, in the subtle regions of my mind, that my story was taking shape. Further, I became aware of how liberating it might feel to step into that story on my own terms, to define its edges, to catch it, gently, tame it with intentions and ink--and ultimately, to be able to share it, on my own terms.”

Mavi:

“We all have stories to tell, but sometimes don't know how to tell them especially when they are related to our experiences with Medicine or Healthcare. During the first week of *Graphic Medicine* class, I had no idea that a comics like *The Pain Manager* is on its way. We went back to the basics: drawings things, coloring things, listening to music, reading things, writing things, and drawing things over and over again. I finally understood that all my stories – which sometimes can be frustrating for being kept inside, can now be translated into comics for the enjoyment and knowledge of the general public included myself. I can write a story and publish it in the conventional way, but the story can fail to convey the feeling of the main message. This is the reason why comics don't fail and this is the reason why I chose to create *The Pain Manager*.”

## 2016 American College of Healthcare Executive Congress Experience — Edward Antwi

As a student and an early careerist with only little experience in healthcare management, the 2016 ACHE congress exposed me to a much wider world of healthcare. I met industry leaders and heard excellent presentations that have helped broaden my perspective and understanding of our healthcare system. The congress connected me to so many career development resources and professionals I might not otherwise have access to. The congress was a wonderful opportunity that I highly recommend everyone try to attend once. I believe we can start our own ACHE student chapter here in West Chester University, sponsor students to attend such a congress in order to network and develop our skillsets in this fast-paced and dynamic field.

I believe peers still prefer to read only our textbooks with the aim of picking up an idea, but I think sitting with someone and picking up new ideas, seeing a presenter's passion, or having the chance to interact with recognized health care executives is simply not a diminishing learning factor but one that broadens our career path and further develops us into great thinkers and leaders. The congress was beneficial to my development in this respect.

The congress further provided me with an up-to-date on the latest healthcare issues, challenges and opportunities to help advance my career and assist me on what to focus on. Healthcare is like a microcosm of a city: it has its own machinations. It is complicated and composed of a wide array of fields within it and the congress exposed me to more of fields that relates to my academic background.

The congress also provided a series of career sessions on one-on-one resume reviews and interviews, building job security, strategies for preventing unexpected job loss, and a decision framework for assessing new job opportunities. Hence, I left the conference invigorated and the advice given on career management,



### Winter Experience—Dr. Donald McCown



Christina Boddie & Kadena Williams (both MPH students) participating in Substance Use & Recovery Awareness Day (Feb. 25, 2016) in Sykes Student Union. They were presenting their work as part of HEA623 – Substance Abuse Prevention course

### Winter Experience in India — Nancy Procopio



Nancy Procopio

Students who enrolled in “NSG 318 Topics in health care delivery: Community/Public Health in Resource-Limited Setting”, were given the opportunity to explore core concepts of global health that affect community health and public health access to care in resource-limited settings. The course evaluated health concerns of Indian populace such as addressing an increasing non-communicable disease rate, improving infant mortality rates, limiting the spread of infectious diseases, and decreasing malnutrition. The primary focus was on community/public health, integrating education, research and service-learning to promote effective nursing on the health and wellbeing of individuals, families, varied socioeconomic groups and communities in India. Seminars were focused on the global health concerns in India, such as expansion of universal health care through Central and State governments, reorientation of health care to a primary care focus, strengthening of the district hospital system, increasing the number of



qualified health care providers (doctors, nurses and midwives) that provide health care within the communities. Students assessed the health care needs of a high risk population; developed a plan of action that is concordant with the strategic plan of the Indian government and World Health Organization (WHO), and provided care or an educational program that addressed that need. Students gained knowledge, skills and understanding of Indian culture that are necessary to make

significant contributions to improve the health of women and their families through nursing.



Students were assigned to a variety of clinical sites in India. By the end of the first week the student were able to identify a health care need related to access to care, cultural competence, socio-economic status of the patients served, or religious beliefs encountered that impact health status. The identified area of need/risk was identified in a specific area of community health and/or public health nursing that would have significant effect on individuals, families and communities.



The students were required to create guidelines that serve as a beginning structure of a plan of action to improve the identified health care risk. The students then had to describe a plan to implement the associated intervention. It was an interesting and enlightening experience!



# SOCIETY FOR PUBLIC HEALTH EDUCATION

*Global Leadership for Health Education & Health Promotion*

## SOPHE Student Fellowship and Scholarship Opportunities

The Society for Public Health Education (SOPHE) is now accepting student applications for one-year fellowships and conference support to full-time undergraduate and graduate level students to attend the 2016 SOPHE Health Education Advocacy Summit in Washington, D.C.

**Application Deadline: April 29, 2016**

### [SOPHE/CDC Student Fellowship in Injury Prevention and Control](http://www.sophe.org/SOPHE_Student_Member_Awards.cfm)

[http://www.sophe.org/SOPHE\\_Student\\_Member\\_Awards.cfm](http://www.sophe.org/SOPHE_Student_Member_Awards.cfm)

*One-year student fellowships in injury prevention and control, funded by the CDC's National Center for Injury Prevention and Control*

This fellowship recognizes, assists and trains students working on projects in injury prevention from the perspective of health education or the behavioral sciences. Projects related to traumatic brain injury and concussion, prescription drug overdose, motor vehicle injury prevention, and older adult falls are encouraged. This can include projects in surveillance and surveys, risk factor identification, education and policy interventions, evaluations, translation, replication, economics, community promotion, dissemination research and communications. Settings include schools, workplaces, healthcare, and community; domestic as well as global work is eligible.



### [SOPHE Student Fellowship in Patient Engagement](http://www.sophe.org/SOPHE_Student_Member_Awards.cfm)

[http://www.sophe.org/SOPHE\\_Student\\_Member\\_Awards.cfm](http://www.sophe.org/SOPHE_Student_Member_Awards.cfm)

*One-year student fellowship in patient engagement.*

This one-year student fellowship is in honor of the late Dr. Jessie Gruman with support from the Center for Advancing Health. The fellowship recognizes, assists and trains masters or doctoral students to advance the research and practice of patient-centered healthcare from the perspective of health education or the behavioral sciences. Projects may focus on enhancing patient/family education, health literacy, health communication, cultural humility, shared decision-making, or other variables that impact patient/caregiver interaction and promote respectful and ethical patient engagement.

### [SOPHE 21st Century Student Scholarship Award](http://www.sophe.org/SOPHE_Student_Member_Awards.cfm)

[http://www.sophe.org/SOPHE\\_Student\\_Member\\_Awards.cfm](http://www.sophe.org/SOPHE_Student_Member_Awards.cfm)

*Conference Support to attend the SOPHE Health Education Advocacy Summit  
October 15-17, 2016 in Washington, D.C.*

This award provides conference support to full-time undergraduate and graduate level students to attend the 2016 SOPHE Health Education Advocacy Summit. Conference support can include any combination of conference registration fee, reasonable travel expenses, lodging and meals. SOPHE also encourages and allows conference support funds to be used for supplemental SOPHE chapter membership

[Visit the SOPHE Awards and Scholarships page](#) for a complete list of awards offered, applications/nomination instructions, forms and review criteria.

**Application Deadline: April 29, 2016**

## The Gerontology Brown Bag

The Gerontology Brown Bag Series began this year with over 15 attendees from across campus departments (Social Work, Education, Nursing, Health, Nutrition and Kinesiology). There were also representatives from several community stakeholders including Kendal Corporation, the Chester County Health Department, Kennett Square Senior Center and the Department of Veterans Affairs. Students were also represented and could ask questions about the program, research and internships. In our last meeting, we focused on our research interests, and opportunities for student engagement.

The Gerontology Brown Bag group meets at the end of every month - next month at Kendal Corporation in Kennett Square. Please email Dr. Bowen, [mbowen@wcupa.edu](mailto:mbowen@wcupa.edu) if you would like to attend the event.

## SOPHE 2015 Roses for Recognition Campaign

Up until June 15, 2016, you can honor your mentor (living or deceased) by purchasing a rose or bouquet in his/her honor! A classic symbol of grace and elegance, the pink rose is often given as a token of admiration and appreciation. Each person honored will have the number of rose images by his/her name. This list will be updated every several weeks and posted on SOPHE's website.

\$25 = 1 rose · \$100 = ½ dozen roses · \$150 = 1 dozen roses

Students - Combine your donations and build a bouquet for a favorite professor, department chair or dean.

The mentor who has the most roses by JUNE 15, 2016 will have a 1/2-page ad (including photo) in SOPHE's News & Views newsletter and will receive a dozen live roses delivered to their office or home residence!



## MPH Poster Session

The Master of Public Health (MPH) Poster Session is an opportunity for students to showcase their research. Students are encouraged to attend the MPH Poster Session to view their fellow students' posters and handouts as attending these sessions will enable students to see the quality of posters and handouts that are expected of completed projects. The MPH Poster Session will be held on Friday, 29th April from 4.00 p.m. to 6.00 p.m. For more information, contact Dr. Lynn Carson at 610-436-2138 or [lcarson@wcupa.edu](mailto:lcarson@wcupa.edu).

Below are pictures from Fall 2015 MPH Poster Session. Undergraduate students from Environmental Health Seminar too showcased their research at this event.



## Mindfulness in Your Classroom



### Mindfulness in Your Classroom

*Ali and Atman Smith*

*Andres Gonzalez*

#### **Holistic Life Foundation**

Andy, Atman, and Ali, the co-founders of the **Holistic Life Foundation**, a 501(c) non-profit organization, have been bringing yoga & mindfulness to under-served communities for over 12 years, both in their hometown of Baltimore, Maryland and internationally. Their first afterschool program of just 20 kids was phenomenally successful. Within just 2 months, all of the kids in the program were no longer getting detentions, were showing up to their classes, and, for the first time ever, passing all of their classes. Some of those same students now teach for them at local colleges, in the afterschool program, and at senior centers in the city. Since then, they've been teaching all over, with students ranging from kindergarteners to senior citizens. They will discuss the success of their programs and how to apply many of the same contemplative practices with any age group. This event is free and open to the public.

Thursday, April 14, 6:30pm - 8:30pm

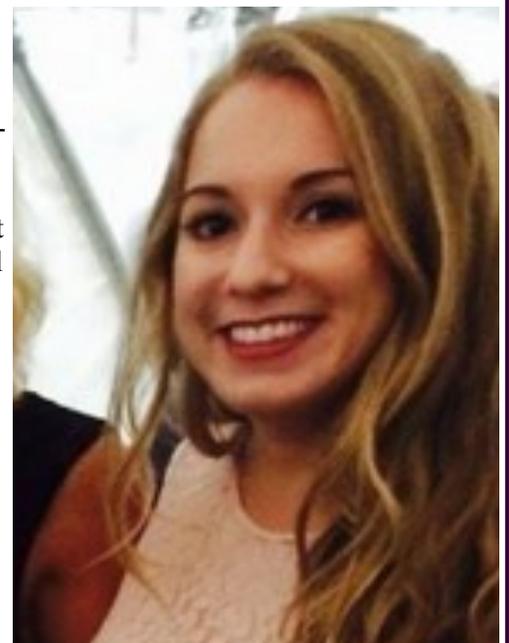
Brandywine Hall, Room 031

West Chester University

## MPH Alumna Achievement

### **Samantha Tatulli, Alumna, Class of 2015 (Fast Track MPH Student-Community Health)**

Recently hired as the Healthy Lifestyles Program Coordinator at Temple University, Samantha will be working with the Wellness Resource Center in the Division of Student Affairs. She will serve as a primary prevention expert in the areas of sexual and reproductive health and interface with all first year and transfer students entering Temple University. She will also aid the Assistant Director with the development, implementation, oversight and evaluation of an overall plan for the prevention of harm related to alcohol and other drug use and sexual violence. In this role, Samantha will be using evidence and theory-based interventions, procedures and systems to improve the health and academic performance of individual students, student groups, and campus communities within the University. She will be working to set the prevention agenda for the campus in the areas of first year and transfer students' orientation, specifically pertaining to alcohol and sexual assault education and safety. In addition, she will also have the opportunity to serve as lead instructor of the University Seminar Course for Healthy Lifestyles Cohort FYE, and lead facilitator for Alcohol and Drugs, Sexual Assault, and Sexual Health programs for the campus community.



## **Pat and Diane Croce make \$250,000 gift to WCU Center for Contemplative Studies**

At a special event on February 18, in front of more than 300 students, faculty, and staff, the Center for Contemplative Studies announced that it has received a generous gift from Pat and Diane Croce. Pat Croce is a WCU Alumnus, an entrepreneur, motivational speaker and writer, former owner of the Philadelphia 76ers, and meditator. The gift of \$250,000, over five years, provides release time for the two co-directors and two half-time graduate assistants, allowing greater focus on programming for students and the WCU community to learn and regularly practice mindfulness meditation, yoga, tai chi, and other modes of contemplation.

Starting this past January, the Center is offering daily classes (Monday through Thursday) in mindful movement and mindfulness meditation in Sykes Student Union, at 10 am and 11 am respectively. The Center has been growing on campus since 2011, providing monthly seminars and retreats for students and the community, as well as offering programs to organizations such as the Borough of West Chester, Devereux Adult Services, Child Guidance Resource Centers, Chester County Intermediate Unit, and many others.

On the academic side, there is an 18-credit, interdisciplinary Minor in Contemplative Studies that includes courses in mindfulness, yoga, tai chi, philosophies of India and China, and positive psychology. Research by the Center shows that students who complete courses involving contemplative practices improve in mindfulness, emotional regulation and self-compassion.

The gift from the Croces calls attention to the need for stress management and improved emotional and interpersonal skills, in today's fast paced university environment. As Pat Croce has said, "I have wondered what my 20-year-old self might have done with this knowledge, but if my practice has taught me anything, it is to live in the now and not in the past. So, now I intend to try to share what it took me years to learn with today's WCU students."

MPH students may be interested in the course in Summer 1, HEA581-20: Introduction to Teaching Mindfulness. Completion of this course is a requirement for the half-time GA positions available in the Center for Contemplative Studies. Opportunities for teaching on and off campus, and for involvement in research are also available. Check out the Center at [www.wcupa.edu/contemplativestudies](http://www.wcupa.edu/contemplativestudies) and on Facebook at WCU Center for Contemplative Studies, or meet with one of the co-directors, Dr. Donald McCown, Health, or Dr. Christine Moriconi, Nursing.

## **New Course Alert!**

### **HEA 548: A Life Span Approach to Public Health (3 credits)**

This is a new graduate course developed and available online. It is offered every Fall.

The goal of this course is to develop core skills in assessment and planning in public health and apply these to an aging population in a service-learning experience. The first half of the class will focus on a needs assessment of individual and community-level programs and policies. The second half of the class the student will apply these skills by planning, implementing and/or evaluating health programs for older adults.

## WCU MPH Student Profile

### Avery Day, MPH Candidate, Community Health Track

I obtained my undergraduate degree at Wingate University, NC with a major in business management and marketing. I am presently a Master of Public Health (MPH) student at West Chester University of Pennsylvania (WCU) with a concentration in Health Care Management track. I enrolled in the MPH program in the fall of 2014. My reason to pursue a MPH degree at WCU was originally due to its cost. As it is a state school, I would pay in-state tuition. When I was applying for a graduate school I was living in North Carolina and would have had to pay double the amount, if not more, for any school I attended down there. Aside from the cost, I really like what the program had to offer. It is a solid two years if I went full time. The list of courses available was really interesting to me and I noticed that some classes were offered online. Knowing I would have a full time job, the flexibility of the class scheduling is perfect for me.



My undergraduate degree in business management prompted my choice of the Health Care Management Track. I realized that I will never be able to help patients in a clinic but, as a manager, I can control the environment in which their healthcare services are provided.

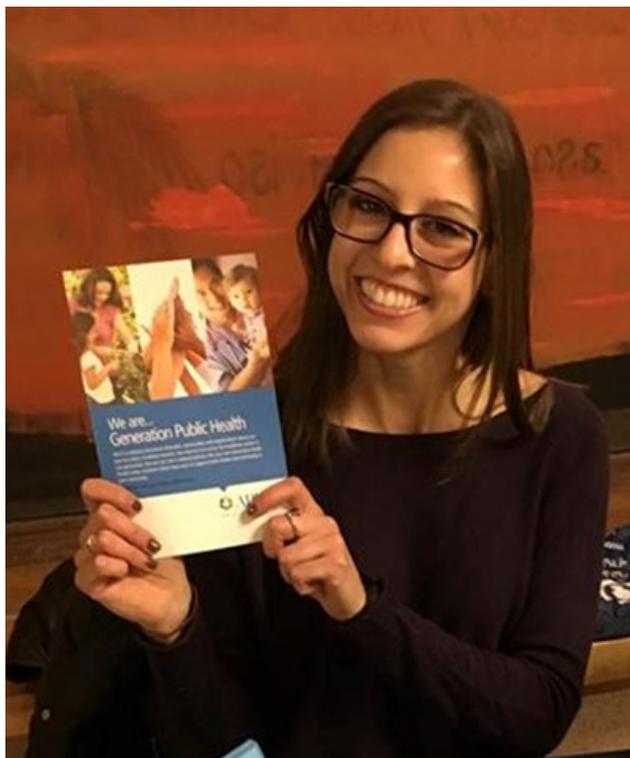
Currently I am a pharmacy technician at CVS. Prior to that I was an event planner and throughout college I worked as a food employee and supervisor at Dorney Park. Upon graduation, I want to be a manager in a hospital or an oncology center. I've never been "scared" of hospitals and I'm fascinated by the system that runs them. When my sister lost her battle to cancer 2 years ago, it really motivated me to want to work in a healthcare setting/oncology center. Eventually I would like to work my way up the ladder and hold a senior position at a hospital.

My hobbies include yoga and training for 5 km distance races, drinking beer, watching documentary, watching sports, and hanging out with my boyfriend and family.

If I were to pick an animal that best describes me, it would be an orca (killer whale). Besides the fact that they live in the ocean - I love the beach – they are very social animals who love to be around people and enjoy being in big groups. However, they are very protective and territorial of their family and herd; just as I am of my own family and close friends. I'm very close to my family, so I will care for their well-being and support them.

## WCU MPH Student Profile

### Laura DelGuercio, MPH Candidate, Community Health Track



I received a Bachelor of Science degree in Exercise Science with a concentration in Nutrition from West Chester University in 2013. Post graduation, I worked in corporate wellness at Johnson and Johnson as a Health Fitness Specialist. There I designed and implemented health improvement programs for inactivity, obesity and unhealthy eating. Part of my training included participation in Wellcoaches Core Health and Wellness Training Program, which enabled me to work as an effective onsite Wellness Coach. I have also worked as a Sales Associate in the medical device field, which afforded me the ability to support health care professionals and ensure excellent patient care and service. Currently, I work as a personal trainer and health educator performing various biometric screenings on employees and serve as a resource to patients through health education and promotion.

My undergraduate course work, volunteer experiences and professional jobs helped cultivate my passion for health and wellness. I decided to pursue a master's degree in Public Health to strengthen my current competencies, expand my knowledge in the multiple disciplines regarding the promotion of various health policies, and address challenges that affect different populations. Based on these notions, the core values of the Community Health track resonated with both my personal and professional goals. I joined the MPH Community Health program in August 2015. My goal is to be able to implement and manage the delivery of health enhancement programs and promote different wellness-driven initiatives. Currently, I have an interest in working in the area of childhood obesity.

Over the years, I have learned it is important to maintain a work-life balance. Therefore, I set time aside for myself, which includes reading, lifting and spending time with family and friends. If I were to choose an animal that best describes me, it would be a beaver because of its natural organizational skills needed for survival. As a student and professional, I have always been organized and dedicated to whatever I set my mind to. I have also been compared to the energizer bunny for my vivacious personality!

## WCU Alumni Profile

### ADENIRAN ADEYEMI—MPH COMMUNITY HEALTH TRACK

I obtained my medical degree from the University of Ilorin, Nigeria. I also attained a certificate in leadership and management at Wakefield College, Leeds, United Kingdom.

On graduating from medical school, I completed by medical internship at the University of Abuja Teaching Hospital, Abuja, Nigeria, where I rotated through all clinical sub-specialties of Obstetrics and Gynecology, surgery, Medicine and Pediatrics. I assumed the duties of patient primary care, clinical consulting, data collection and research analysis, and other supportive administrative duties. In December 2005, I got employed as a medical officer at Gwagwalada Clinic and Maternity Hospital and advanced to the position of the Senior Medical Officer. In 2008, I became the Chief Medical Director at Gwagwalada Township Clinic and assumed the role as the assistant Primary Health Care Coordinator – Disease Control, Department of Primary Health Care, Gwagwalada Area Council. My position made me a focal person in Gwagalada Area Council for the Millennium Development Goals (MDGs) Mailafiya program. The MDGs program is an adaption from the 2000 United Nations Millennium summit where 189 world leaders adopted the Millennium Declaration and agreed to collective commitments to overcome poverty through a set of eight mutually reinforcing interrelated time-bound goals (MDGs) with related targets. My work experiences enhanced my desire to seek knowledge in Public Health, hence me pursuing a Masters in Public Health (MPH) Degree at Masters of Public Health (MPH) – Community Health Track from West Chester University of Pennsylvania (WCU), USA. I started my MPH program at WCU in Spring Semester 2013 and graduated in December 2014.



While at WCU, one of challenging moment was transitioning from a tropical country (Nigeria) to a temperate region (USA). I enrolled in the spring semester which was about the middle of the cold and snowy weather. It took me a while to adapt to the new weather condition. Another challenge for me was the difficulty in obtaining a graduate assistant position. I was eager to work as a graduate assistant as I saw it as a good opportunity to work and interact more closely with students and professor besides the regular class meetings and activities. But looking back at experience in WCU, it was interesting and informative. I learned new things and since I love to meet people, it was a perfect opportunity to meet and get to know people of diverse cultures and backgrounds. I also love to reading and traveling.

My time in the MPH was a very inspiring one, as I saw myself developing and acquiring practical and professional knowledge on a continually right from the start to the end of my program. Now that I have successfully completed the MPH program, I am more knowledgeable in the public health field and have resumed duties back home in Nigeria as the Primary Health Care Coordinator/ Head of Department of Health for Gwagwalada Area Council, Federal Capital Territory, Abuja, Nigeria. I look forward to enrolling for a PhD program in the near future.

## WCU Alumni Profile

### MARC VIRTUE, MPH Environmental Health Track

I obtained my BS – Environmental Resource Management from the Pennsylvania State University in 2000. In May 2005, I enrolled in MPH program, Environmental Health Track at West Chester University, which I completed in May 2007. I further went on to obtain a DDS – Dentistry at New York University (NYU) in 2013.

After undergrad, I worked at Aerosol Monitoring and Analysis (Hanover, Maryland) as an Industrial Hygiene Technician where I conducted lead and asbestos building surveys. I also worked at Science Applications International Cooperation as a Senior Environmental Specialist and was a government contractor for the National Cancer Institute in Frederick, Maryland, where I managed the chemical and radioactive waste produced during cancer research. While completing my MPH I decided I wanted to go to dental school. After my MPH I started dental school at NYU. Upon completion of dental school, I concluded two years of residency in general dentistry. I am currently a pediatric dental resident at NYU.



Natalie and Marc Virtue

One of my most challenging moments at WCU was when I started the MPH program, it had been five years since I finished undergrad so it took some adjusting to being a student again. There was a lot of collaborative work between different public health professionals throughout the MPH program. These experiences have prepared me to effectively communicate with my patients and their extended healthcare team.

My MPH Environmental track has been useful in my work so far. There are many aspects of workplace environmental health that can be applied to my job as a dentist. Ergonomics is very important for the dentist. Performing dentistry is a series of repetitious moves that over time can take a toll on your body. By working in an ergonomic position you can reduce wear and tear from dentistry and have a longer and fulfilling career. Many dentists retire early due to back, neck and shoulder pain. Reflecting on my time in the MPH program, I really liked the smaller class size that WCU offers. I went to Penn State for undergrad and often felt lost in a sea of students. Being in a smaller class size allowed me to receive more one-on-one attention and in turn I found that I had a true passion for learning. This passion for learning led me to continue my education after the MPH and to pursue dentistry.

My hobbies include spending time with family. We have a 2 ½ year old daughter named Sarah. I also like hiking. In 2002, I hiked the entire length of the Appalachian Trail (2,168.8 miles) in one continuous journey. The hike took 6 months and 1 day to complete.

My wife (Natalie Virtue) is also a graduate from WCU from the BS in Business Management and MA in philosophy (Applied Ethics Concentration) programs. We both had fantastic educational experiences at WCU and wanted to be able to support future students. We feel that WCU is a strong academic institution at a reasonable cost. We are both grateful for the education we received at WCU and the doors that it opened for further career opportunities, so we decided to institute a scholarship, Virtue Endowed Scholarship for MPH students and MA students in Applied Ethics.

## Faculty Profile

### MAURA SHEEHAN, Sc.D., CIH, FAIHA

I obtained my B.S. Biology at Lowell Technological Institute, Lowell MA in 1972. My M.S. Environmental Studies at University of Pittsburgh, Graduate School of Public Health, Pittsburgh, PA in 1976 after which I went on to become a Certified Industrial Hygienist (CIH) In 2009, I became a fellow of the American Industrial Hygiene Association (FAIHA). The FAIHA is a lifetime award for exemplary contributions to the practice of industrial hygiene and is limited to less than 5% of the membership of the association.

My previous work experiences include:

Undergraduate Teaching Assistant, Department of Biology, Lowell Technological Institute, Lowell, MA (I assisted in physiology, ecology, botany, genetics and general biology labs)

Graduate Teaching Assistant, Department of Biology, Lowell Technological Institute, Lowell, MA (I assisted in physiology, ecology, botany, genetics and general biology labs)

Quality Engineering, Commonwealth of Massachusetts (I taught

wastewater treatment plant operators throughout the state how to do lab analysis of wastewater)

Junior Sanitary Engineer, Division of Water Pollution Control, Department of Environmental Health Laboratory Teaching Fellow, Department of Industrial Environmental Health, Graduate School of Public

Health, University of Pittsburgh, Pittsburgh PA ( I taught Industrial Hygiene labs, assisted in Ventilation and Radiation Health classes)

President of Aeroscope Inc., an industrial hygiene consulting and research company

In Fall 1980, I started at WCU as an Assistant Professor of Environmental Health in the Department of Health. I was attracted to WCU by the opportunity to focus on teaching industrial hygiene and conducting research in a new and exciting BS program in Environmental Health. Also, I arrived for my interview in spring and the beauty of Chester County impressed me. I love working in the industrial hygiene field because we help workers protect themselves and the field is technically and scientifically challenging. Most of all, I love teaching and advising students. Students make me happy because they are fun to be with and they can graduate and continue the important work of protecting others from occupational hazards; teaching is a “force multiplier”. The curiosity of students and my own research keep me excited about industrial hygiene. Academia is “what you make it” more than any other career.

In 1983, I became an Associate Professor of Environmental Health and I became a Full Professor of Environmental Health in 1993. I served as the Program Director, Environmental Health, from 1981 to 1988. My teaching areas of expertise include: industrial hygiene, aerosol science, environmental toxicology, indoor air quality, and environmental health. My research area is aerosol science and includes the generation, measurement and control of aerosols (particles in air) in the workplace. I retired on January 8, 2016.

My favorite and most memorable times through my career involved visiting our undergraduate Environmental Health majors at their internship sites. Students come alive professionally when they realize they have learned very useful skills. They see that they can apply what they learned in the classroom, lab and field settings and protect workers at their internship site. I would see these undergraduates whom I advised as (sometimes scared) freshmen grow into mature professionals.

Another situation I loved was seeing any student suddenly realize in class or during advisement that what we were learning “made sense”. I could observe in the student’s face that he or she was seeing the logic of an assignment, a required article, or the whole curriculum and how it would make them a better



## Faculty Profile

### MAURA SHEEHAN, Sc.D., CIH, FAIHA

health professional. For my industrial hygiene classes, undergraduate and graduate students would learn how to do air sampling, ventilation measurement, heat stress and noise measurement at field sites on campus. Mostly, we would work in the campus carpentry shop or in the now closed boiler plant. It was challenging for me to make sure all of the students were safe but we had a lot of fun. The workers at these sites were happy to help me and my students understand their workplace and appreciated our interest.

For my research area of aerosol science, I thoroughly enjoyed each of my sabbatical opportunities and continue to enjoy my work with NIOSH. My work with Ford Motor Company stands out because it opened a different opportunity: to chair an OSHA Standards Advisory Committee for Metalworking Fluids. I chaired a committee of 17 men who were representatives from labor, industry and academe. We made recommendations to OSHA about how to reduce the risk of exposure to these substances. The work I did with Ford demonstrated that it was technically feasible to control exposure to the metalworking fluid mist aerosol. This work became part of an OSHA best practice document to protect workers in machining facilities in the US.

Besides the students, my teaching and research, I had some of the best colleagues one could ask for at WCU. I certainly had the best office mates and we had a lot of fun sharing stories, frustrations and laughs!

Looking back at my career, I wish I could have been better at balancing my teaching, advising and research so that I could have been less stressed. I wish I could have only taught face-to-face day courses for graduate students; we were all too tired at night and when I taught online, I really missed the personal interaction with graduate students. Although I understand the need to provide courses online and at night, I think we all miss out when we do not have the luxury of personal time with students and when they do not have the time to fully “dive into” a subject.

My advice to students who want to pursue a career in academia is to learn how to balance the requirements for teaching, research and service by experiencing all of these skills when you are a doctoral student. If you can, find the “right academic environment” for you. For some, an “R1” research university will be a better fit but if you try to take that route, make sure your research is fundable and you know how to write grants before you leave graduate school. If a more teaching focused university fits you better, realize that you will have to do much more than teaching and do not expect a 9-5 job. All of the successful and dedicated professors at WCU that I know work a minimum of 60 hours per week during the semester and work in the summer advising students, etc., even if they are not paid. Working at a university like WCU is a vocation not just a job.

For your teaching, learn every format and every aspect: teaching face-to-face or online or blended, correcting, developing exams and curriculum. For any academic career, learn how to write manuscripts for publication and how to get them published; this doesn’t just “happen”. You have to develop a research agenda, have excellent mentors (often from other universities) and develop a cohesive track record. Lastly, take good care of yourself physically and mentally so you are up to the task of being the best academic you can be.

Post-retirement, I will be continuing my research and doing some consulting but have been taking some time off since January. I am working on some too long deferred home improvement projects. I am having fun seeing plays, attending concerts, going to Flyers games and museums, and lunching with friends. I am also trying out new recipes and as a result, my husband Frank and I need to go to the gym more and now I do not have any excuses! I am continuing my most important job as a Mom, mentoring my two daughters who are in doctoral programs. Carolyn, my older daughter, is at Penn State majoring in Geography - Geographical Information Systems - Cartography. Laura, my younger daughter is at the University of Texas-Austin majoring in Middle Eastern Studies specializing in Persian language and Iranian film studies.

My hobbies include gardening, sailing, kayaking and reading.

## Faculty Scholarly Accomplishments

### Presentations

- Bowen, ME., \*Casola, A., \*Coleman, C.** Food choices, preferences and barriers to healthy eating among community food cupboard clients. American Public Health Association, Chicago, IL; Oct 31 - Nov 4, 2015.
- Invited talk: **Bowen, M.E.** Center for Integrative Science in Aging, School of Nursing, University of Pennsylvania. "Behavioral Changes in Ambulation and the Health of Institutionalized Frail Older Adults." 11/15.
- McCown, D.** (2016). Defining and analyzing the ethical space of the Mindfulness-Based Interventions. 2nd International Conference on Mindfulness, Rome, Italy, May 11-15.
- McCown, D. & Reibel, D. (Co-Conveners). (2016). Pedagogy in the MBIs: An international exploration. 2nd International Conference on Mindfulness, Rome, Italy, May 11-15.
- McCown, D. & Reibel, D.** (2016). Daylong workshop: Developing the skills of the teacher, an international dialogue. 2nd International Conference on Mindfulness, Rome, Italy, May 11-15.
- McCown, D.** (2016). 'Secular' and 'Buddhist' ethics. Mindfulness on the Margins: An Unconference-Retreat, Emerson College, Sussex, April 1-3.
- Sankaran, G.** (2016). YOU...Student Leaders and Social Justice! Presented at the 2016 Student Global Leadership Series at West Chester University, Pennsylvania on Friday, February 9
- Sankaran, G.** (2016). Assessing Individual and Community Needs and Assets for Health Education (Responsibility I). Three hour workshop at the CHES Test Preparation Workshop at Saint Joseph's University, Philadelphia on Saturday, April 9.
- Sankaran, G.** (2015). Conducting Evaluation and Research Related to Health Education (Responsibility IV). Three hour work-shop at the CHES Test Preparation Workshop at Saint Joseph's University, Philadelphia on Saturday, April 9.
- Williams, C.A., O'Rourke, M.** Out of Control Health: Strategies to Bridge Disconnected Health Values. Oral Presentation- 2016 SHAPE America National Convention & Exposition. Minneapolis, MN. April 7, 2016.
- Williams, C.A., O'Rourke, M.** Teaching Leadership and Advocacy in PETE/Health Using Technology Based Learning Strategies. Oral Presentation- 2016 SHAPE America National Convention & Exposition. Minneapolis, MN. April 9, 2016.

### Publications

- Bill, D., & Casola, A.** (2016). Developing, implementing, and evaluating a Latino service learning project in an accelerated MPH community health course for health education students. *Pedagogy in Health Promotion: The Scholarship of Teaching and Learning*. (accepted--forthcoming)
- Rowe, M, Houston, A, Molinari, V, Bulat, T, **Bowen, ME**, Mutolo, S, McKenzie, B. (Accepted). The Concept Of Missing Incidents In Persons With Dementia. *Healthcare*.
- Barks, L, Luther, S, Brown, L, Schulz, B, **Bowen, ME**, Powell-Cope, G. Development and Initial Validity of the Seated Posture Scale. *JRRD*. 2015; 52(2): 201-210.
- Bowen, ME**, Rowe, M, Hart-Hughes, S, Barnett, S, Ji, M. Characteristics of and Barriers to Functional Status Assessment in Assisted Living. *Res Geron Nurs*. 2015; doi: 10.3928/19404921-20150406-01 (ePub ahead of print)

### Published Edited Books

- McCown, D., D. Reibel, D., & M. Micozzi.** (eds.) (Due June 1, 2016). *Resources for teaching mindfulness: An international handbook*. New York: Springer.

### Published Chapters

- McCown, D., Reibel, D., & Micozzi, M.** (2016). Introduction: Meeting the teachers "where they are." In D. McCown, D. Reibel, & M. Micozzi (eds.), *Resources for teaching mindfulness: An international handbook*. New York: Springer.
- McCown, D.** (2016). Stewardship: The deeper structures of the co-created group. In D. McCown, D. Reibel, & M. Micozzi (eds.), *Resources for teaching mindfulness: An international handbook*. New York: Springer.

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## Faculty Scholarly Accomplishments

Moss, A., Reibel, D., & **McCown, D.** (2016). Guidance: Refining the details. In D. McCown, D. Reibel, & M. Micozzi (eds.), Resources for teaching mindfulness: An international handbook. New York: Springer.

**McCown, D.** (2016). Being is Relational: Considerations for Using Mindfulness in Clinician-Patient Settings. In Shonin, E., W. VanGordon, & M. Griffiths (eds.), Mindfulness and Buddhist-Derived Approaches in Mental Health and Addiction. New York: Springer.

**Sankaran, G., & Cai, WW.** (2016). Case Study Proposal: Transcultural Health — Principles and Practices. Intercultural Competence in International Higher Education (Routledge) (under review).

### Professional Service

**Sankaran, G.** (2015). External Member, Department TeP Committee for Dr. Stacie Metz, Associate Professor, Graduate Social Work, West Chester University.

**Sankaran, G.** (2016). Invited Reviewer, Fast track manuscripts submitted ahead of presidential election to the American Journal of Public Health.

**Sankaran, G.** (March, 2016). Invited Reviewer, Abstracts submitted to the International Health Section for presentation at the 144th Annual Meeting of the American Public Health Association to be held in Denver, Colorado in October 29– November 2. Areas: HIV/AIDS; MCH; Reproductive Health.

**Sankaran, G.** (March, 2016). Invited Reviewer, Policy resolution submitted to the American Public Health Association for consideration at the 144th Annual Meeting in Denver, Colorado in October 29– November 2.

**Sankaran, G.** (April, 2016). Invited External Reviewer, Portfolio for appointment as Associate Professor of Epidemiology (Clinician-Educator Track), Yale School of Medicine, Yale School of Public Health.

**Sankaran, G.** (April, 2016). Invited Reviewer, Association of Schools & Programs of Public Health Certified in Public Health (CPH) Study Guide Test Items (Leadership domain).

### Community Service

**Sankaran, G.** (2016). Human Resources Sub-committee, Strategic Planning process, Cerebral Palsy Association of Chester County/Chester County Disability Services, Exton, Pennsylvania.\

### Awards and Honors

**Bill, D.** (2016) Graduate Student Advising Award, Office of Graduate Studies, West Chester University.

**Sankaran, G.** (2016). Graduate Student Teaching Award, Office of Graduate Studies, West Chester University.

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## MPH Alumnus and Student Accomplishments

**Mark Lewis, Alumnus, MPH– Community Health Track**, currently with Cancer Treatment Centers of America, published the following manuscripts:

Visco D, Niesley M, **Lewis M**. Incidence of Sleep Disturbance and Evaluation of Sleep Quality in Patients Diagnosed with Cancer. *Clin Res Pulmonol*. 2015, 3(1): 1030.

Patel T, **Lewis ME**, Niesley ML, Chowdhury M. Post-Neurosurgical Central Nervous System Infection Due to *Enterococcus faecalis* Successfully Treated with Intraventricular Vancomycin. *Infectious Diseases in Clinical Practice*. Accepted for publication.

Cybularz PA, Brothers K, Singh GM, Feingold JL, **Lewis ME**, Niesley ML. The Safety of Acupuncture in Patients with Cancer Therapy-Related Thrombocytopenia. *Journal of Medical Acupuncture*. 2015, 27(3).

**Javontae L. Williams, MPH Candidate—Health Care Management Track**, was interviewed and quoted in Philly.com (The Inquirer daily news) in a news story about the CDC study that estimated the lifetime risk of contracting HIV among men who have sex with men. The study was presented at the 2016 Conference on Retroviruses and Opportunistic Infections (CROI) in Boston. The high estimated lifetime risk of contracting HIV infection for men who have sex with men was high for African American men. The article, Devastating HIV forecast seen as call to action (updated March 1, 2016) is available at [http://www.philly.com/philly/health/20160301\\_Devastating\\_HIV\\_forecast\\_seen\\_as\\_call\\_to\\_action.html](http://www.philly.com/philly/health/20160301_Devastating_HIV_forecast_seen_as_call_to_action.html).

Javontae is currently writing a paper about gay men and depressive symptoms for publication. He is hopeful that increasing awareness will lead to greater resources to address this crisis.

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