

# INTRODUCTION TO PUBLIC HEALTH:

An Experiential Approach to Individual,  
Community, and Population-Based Health



“**Healthy** Students Contributing  
to **Healthy** Communities.”

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## SOCIOLOGY 37 FALL 2014

# Introduction to Public Health: An Experiential Approach to Individual, Community, and Population-Based Health

SOCY 37 Fall 2014

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## Course Overview:

### Course Vision:

“Healthy Students Contributing to Healthy Communities”

### Course Purpose:

The purpose of this course is to enhance Dartmouth undergraduates’ awareness, knowledge and experiences and to foster skills and commitment to improving health, particularly the health of themselves and that of the members of the Upper Valley Community. We aim to increase awareness, foster personal commitment, and propose solutions to public health challenges through a collaborative community-based approach.

The course will use an experiential and collaborative community-based approach to apply the principles of public health, determinants of health, behavior change, and systems improvement. In addition, the course will promote a shared vision and establish a learning environment from which collaborative interventions can occur among Dartmouth undergraduates, graduate school professionals, faculty, physicians and community members, leaders, and organizations.

### Course Principles:

It takes a community to improve health. Awareness promotes action and action brings about change. It is therefore critical for college students to be aware of their own health and that of the community within which they live. Many Dartmouth students have little to no exposure to public health issues or to the Upper Valley beyond Hanover. Health is impacted by numerous determinants including environmental, socioeconomic, and political factors. Individual behavioral change combined with systems based improvement can advance health at the individual and the societal level. This active engagement of students in partnerships with public health professionals will foster sustainable change.

### Course Values & Commitments

I Value and Commit to:

1. **Health;** My Health and the Health of Others
2. **Personal Behavior** that fosters respect, innovation and individual growth and relationships
3. **Teams** that support diverse discussion, set clear expectations and hold members accountable
4. **A Learning Environment** that is engaging, supportive, safe and sustainable
5. **Feedback** that is timely, constructive, continuous and promotes positive change

### Course Organization and Faculty:

This course will be directed and overseen by Professor Catherine Pipas, MD, MPH. A multidisciplinary curriculum advisory committee (CAC) will advise on the development and implementation of the course. Speakers and members of the CAC will include, but not be limited to, Dartmouth students, Geisel School of Medicine faculty, The Dartmouth Institute

for Health Policy & Clinical Practice faculty, Dartmouth College social science professors, and representatives from local organizations. Content expert speakers will contribute to sessions appropriate to his/her research and specialty. Speakers will be chosen based on knowledge and expertise in a specific area of Public Health. On site learning will occur during site visits to community organizations during class period and/or during team-arranged time. Course enrollment is capped at 16 students. (4 groups of 4)

### **General Class Format:**

Discussion of Pre Class Reflections	15 min
Introduction of Speaker and Career Pathway	15 min
Lecture –Discussion, Q&A, In-Class Exercise	60 min
Check in- Community of Learners	15 min
Post Session Feedback /Next Session Prep	5 min

### **Methods of Teaching:**

1. Large Group Topic lecture and discussions with content experts
2. Individual readings, guided reflections, assignments and project completion
3. Team based Community of Learners: small group exercises, team final paper and presentation
4. Experiential Community-based Learning: with site visits and hands on application
5. Topic Specific Interventions: large group lecture-discussions led by regional and national experts and community health organizational leaders on their improvement strategies, interventions, successes, challenges and lessons learned. The course director will partner with expert speakers to align session content to the overall course objectives and content.
6. Oral Presentations with Faculty/Peer Feedback

### **Course Objectives:**

At the culmination of the course, students will be able to:

1. Compare and contrast individual, public and population health.
2. Discuss public health challenges and complete a needs assessment at the local level.
3. Apply motivational interviewing and systems based improvement strategies to propose and participate in health interventions.
4. Perform effectively as a team member
5. Create a personal health vision and a Personal Health Improvement Project. (PHIP)
6. Develop and present a collaborative Community Health Improvement Project. (CHIP)

## Course Evaluation and Requirements:

### Grade Breakdown:

Pre-Class Readings and Narrative Reflections	15%
Pre-Class Assignments	25%
Personal Health Improvement Project/Presentation (PHIP)	20%
Community Health Improvement Project/Paper/Presentation (CHIP)	30%
In Class Exercises, Participation & Professionalism	10%

### Requirements: (Details by due date can be found on the Canvas Calendar)

#### Pre-Class Readings and Narrative Reflections

Required text: *Public Health What it is and How it Works*, 5<sup>th</sup> Edition, Bernard J. Turnock. Common Public Health terminology and definitions can be found in the back of the text. Each student is expected to complete readings and come prepared to class with questions, concerns, and/or thoughts on the topic. Beginning in week one, students will start a reflective health journal. Students will complete brief narrative essays to answer guided reflection questions **due by 7am on due date, submitted to canvas**. These will be directed at understanding of and personal insights into class readings. (200-400 words) Grading for Reflections will be based on the following 10 points:

- Accurate Word count of 200-400 words = 0/2 points
- Includes answers to all components of question = 0/1/2 points
- Writing is Organized, Clear and Flows = 0/1/2 points
- Content is Integrated and linked back to Readings = 0/1/2 points
- Reflection Quality is Insightful, Thoughtful and Creative = 0/1/2 points

#### Pre-Class Assignments

To enhance critical thinking, students will be expected to complete assignments linked to session's readings, discussions, lectures, and/or community site visits. Assignments will be submitted for grading **and due by 7 am on due date, submitted to canvas**. Grading for Assignments will be based on the following 10 points:

- Accurate = 0/2 points
- Comprehensive to all components of assignment = 0/1/2 points
- Organized and Clear = 0/1/2 points
- Integrated and Demonstrates application of knowledge and skills = 0/1/2 points
- Reflective, Creative, Insightful, and Thoughtful = 0/1/2 points

#### Personal Health Improvement Project (PHIP)

After participating in discussions on health challenges and evidence-based behavioral effects on health, students will work independently to identify a personal health priority and create a plan for improvement. Methods of change taught in the class will be applied and will include motivational interviewing and creating SMART objectives. The final project includes an individual paper (maximum 4 pages with attention to directed sections) and brief

presentation to the class. (10 minutes with 5 min presentation/ 5 min Q&A). See PHIP Information Sheet for details. The 20% Grading for PHIP will be based on the following 200 points:

- Final Paper -100 points
- Final Presentation -100 points

### Community Health Improvement Project (CHIP)

Students will be assigned to teams of four after submitting a ranking of their choice of sites from a list of four community organizations. Each team will work with **one** organization and finalize a plan to address **one** public health challenge (obesity, addiction, smoking, etc.)

Student teams will consult with their organization, complete a needs assessment, conduct interviews with community members, and research underlying causes to design and submit a deliverable (teaching module, survey, best practice recommendation). The final project includes a group paper (maximum 10 pages with attention to directed sections) and brief presentation to the class and public health professionals. (20 minutes with 10 min presentation/10 min Q&A). See CHIP Information Sheet for details. The 30% Grading for CHIP will be based on the following 300 points:

- Final TEAM Paper -100 points
- Final TEAM Presentation -100 points
- 360 Team Performance Assessment -100 points

### In Class Exercises, Student Participation & Professionalism Expectations:

Each student is expected to fully participate and complete in class individual and team exercises. Each student is expected to Commit to: **Health**; Their Health and the Health of Others, **Personal Behavior** that fosters respect, innovation and individual growth and relationships, **Teams** that support diverse discussion, set clear expectations and hold members accountable, **A Learning Environment** that is engaging, supportive, safe and sustainable, and **Feedback** that is timely, constructive, continuous and promotes positive change

10% Grading for the above Participation will be based on the following criteria:

- Attendance= 2 points (minus one for each class missed after one)
- Respect for class values = 2 points
- Participation in Exercise = 2 points
- Insightful and Reflective Contributions to discussions= 2 points
- Thoughtful feedback to promote positive change = 2 points

## Policies:

### Attendance:

Required for every session and site visit. Site visits will occur during X-hours, unless otherwise arranged per team and community organization. Please contact the professor or TAs if an extenuating circumstance arises.

### Technology:

Please have computers available. Use will be permitted as appropriate to in-class exercises and assignments. All other use of technology will be forbidden.

### Academic Integrity and The Dartmouth Honor Principle:

Students must follow the Dartmouth Honor Code as stated in the ORC. They must also produce their own work and cite appropriately. (<http://www.dartmouth.edu/~sources/>) However, because this class involves significant team project work, students are expected to share ideas and research with other students in the assigned teams. For individual assignments, however, work is to be done independently. All students are expected to act in a professional and respectful manner.

### Students With Disabilities:

Students with any kind of disability are encouraged to speak with the professor at the beginning of the term to create appropriate accommodations. All discussions will remain confidential, although the Student Accessibility Services office may be consulted to discuss appropriate implementation of any accommodation requested.

### Late Policy:

Extensions will be granted in exceptional circumstances. Without an extension, there will be a 5% deduction every 24 hours that an assignment is late.

### Office Hours:

Will be available weekly in **Silsby Hall, Room 12 on Thursdays from 1-4 pm beginning Thurs Sept 25th** and by arrangement with the Course Director. Additionally, Dr. Pipas invites you to join her for **Lunch at the Hanover Inn** from 12-1 pm on any of the following Tuesdays after class: September 16, 23, 30, October 7, 21, November 4, 11, 18, and 25th. To sign up and for any questions please contact Dr. Pipas [Catherine.F.Pipas@Dartmouth.edu](mailto:Catherine.F.Pipas@Dartmouth.edu).

### Mileage Reimbursement:

Mileage reimbursement for 1 car per team to drive to site visits is available. Driving logs will be collected through your TA's and processed per Judy Danna at [Judy.A.Danna@dartmouth.edu](mailto:Judy.A.Danna@dartmouth.edu) in the Dept. of SOCY.

## Class Outline and List of Topics

### Week I: Public Health in Context

**Class 1-September 16<sup>th</sup>:** The Basics of Public Health: Purpose, People, Processes, Products, and Policies

**Lecturer:** Pipas

#### **Objectives:**

- Welcome, Introductions, Course Overview
- Define Health and Public Health
- Identify the People and Processes that contribute to the Health of the Public



- Discuss the Measures of Health and Sources of Data for US Public Health information
- Describe PH Achievements in the USA over the last century

### 1X-hour-September 17<sup>th</sup>: Overview of the Health Care System

**Lecturers:** Anthony/Pipas

**Objectives:**

- Compare the nature and history of the financing structure of U.S. health care system from the Public Health System
- Discuss the role of health insurance in health and in health care
- Utilize health databases to compare features of the U.S. health care system to select other developed and developing countries.

### Class 2- September 18<sup>th</sup>: The Determinants of Population Health; Much more than Health Care

**Lecturers:** Purvis/Pipas

**Objectives:**

- Identify the Social and Behavioral Determinants of Health
- Describe the Socio-Ecological Model (SEM) of Health
- Discuss Health Disparities and the impact they have on individual and population health.

## Week II: Development of the Community of Learners (COL)

### Class 3-September 23<sup>rd</sup>: Introduction to the Upper Valley Community Partners: A Panel Discussion / Q&A

**Lecturers:** Panel of Community Organization Leaders, Moderated by Dr. Pipas

**Objectives:**

- Introduce 4 Community Organization and Leaders
  - The Upper Valley Haven
  - WISE of the Upper Valley
  - West Central Behavioral Health
  - Upper Valley Trail Alliance
- Discuss the history and population demographics of their organization
- Describe organizations mission, vision, values, priorities, scope of services, stakeholders, measures of success
- Identify three possible projects per site
- Prepare for first Site Visit

### 3X-hour -September 24<sup>th</sup>: Public Health Community SITE VISIT # 1

### Class 4-September 25<sup>th</sup>: Establishing a Project TEAM and Introduction to the CHIP

**Lecturers:** Pipas

**Objectives:**

- Form Teams of 4 student and one course/site liaison teaching assistant
- Draft team rules and roles for learning and site visits

- Finalize project choice
- Introduce the CHIP and create a team plan for delivering CHIP
- Define Components of a Plan for Change

### Week III: Leading Change at the Individual Level

**Class 5-September 30<sup>th</sup>:** Preventable Health Challenges; Past, Present and Personal

**Lecturers:** Pipas

**Objectives:**

- Compare and contrast the current and last century causes of death in the US
- Describe the links between adverse childhood experiences, high-risk behaviors, chronic disease and mortality.
- Identify evidence-based preventable health behaviors that contribute to the leading causes of death

**5X-hour October 1<sup>st</sup> (or team arranged time):-:** SITE VISIT # 2

**Class 6-October 2<sup>nd</sup>:** Improving health behaviors with motivational interviewing (MI) and Introduction to the Personal Health Improvement Project (PHIP)

**Lecturers:** Pipas

**Objectives:**

- Describe the complexity of behavioral change and the value of MI
- Apply MI in case-based exercises
- Demonstrate self assessment and self improvement of personal health
- Complete first Draft of PHIP

### Week IV: Topic Specific Interventions in Prevention

**Class 7-October 7<sup>th</sup>:** High Risk Drinking at Dartmouth: A Public Health Crisis [right here](#)

**Lecturers:** Santulli/Pipas

**Objectives:**

- Describe the typical patterns of alcohol use on college campuses, in general and at Dartmouth specifically
- List the dangers of high risk drinking in the college environment
- Review the influences on drinking behavior at college
- Outline a number of initiatives undertaken at Dartmouth and elsewhere to address this problem

**7X-hour- October 8<sup>th</sup> (or team arranged time):** SITE VISIT # 3

**Class 8-October 9<sup>th</sup>:** Immunizations: A Public Health Success Story

**Lecturers:** Adams/Pipas

**Objectives:**

- Describe the basics of vaccine immunology
- Review the history of vaccine development: the example of small pox
- Describe the impact of vaccines with a focus on selected vaccine-preventable diseases and vaccine campaigns for disease eradication

- Discuss recent vaccine controversies

### Week V: Leading Change at the Systems Level

**Class 9-**October 14<sup>th</sup>: Leadership at the STATE level: Responding to Present Needs and a Vision for the Future

**Lecturers:** Montero/Pipas

**Objectives:**

- Describe the role of the leader in articulating and aligning interventions to a shared vision
- Understand the State of NH Public Health Vision, Priorities and Interventions
- Define the role of a Public Health leader in linking local priorities to a broader state, national and international context

**9X-hour-** October 15<sup>th</sup>: TEAM TIME with Course/Site Liaison

**Class 10-**October 16<sup>th</sup>: Leadership at the National Level: Responding to Present Needs and a Vision for the Future

**Lecturers:** Woodis/Pipas

**Objectives:**

- Describe the Indian Health Service (IHS) System
- Discuss IHS Priorities
- Describe “Lets Move in Indian Country” Initiative
- Finalize Student Choice Topic for Class # 18

### Week VI: Presentations of Personal Health Improvement Projects (PHIP's)

**Class 11-**October 21<sup>st</sup>: Presentations by students 1-8, Papers per students 9-16

**11X-hour-**October 22<sup>nd</sup> (or team arranged time)-: SITE VISIT # 4

**Class 12-**October 23<sup>rd</sup>: Presentations by students 9-16, Papers per students 1-8

### Week VII: Topics Specific Interventions in Acute and Urgent Health Needs

**Class 13-**October 28<sup>th</sup>: Domestic Violence and Abuse

**Lecturers:** Rohdenburg/Pipas

**Objectives:**

- Describe the incidence and characteristics of the victim and perpetrators of intimate partner violence (IPV)
- Discuss the physiology of trauma and the short and long term health impacts of domestic violence on victims, families and communities
- Explain the process of reporting, accessing resources and partnering with IPV resources in the upper valley

**13X-hour-October 29<sup>th</sup> (or team arranged time)-: SITE VISIT # 5**

**Class 14-October 30<sup>th</sup>: Depression and Suicide as Public Health Concerns**

**Lecturers:** Santulli/Pipas

**Objectives:**

- Review the typical symptoms of depression;
- Explain the impact of depression on individual health and functioning;
- Discuss the relationship between depression and suicide;
- Outline the risk factors for suicide among the general population;
- Describe the role of stigma as a barrier in the identification and treatment of depression and the prevention of suicide

### **Week VIII: Topics Specific Interventions in Environmental Health**

**Class 15-November 4<sup>th</sup>: Arsenic**

**Lecturers:** Karagas/Pipas

**Objectives:**

- Define environmental hazards and their sources
- Describe the role and complexity of epidemiology in environmental health
- Summarize the impact of environmental health on reducing the burden of disease
- Discuss emerging areas of concern

**15X-hour-November 5<sup>th</sup> (or team arranged time): SITE VISIT # 6**

**Class 16-November 6<sup>th</sup>: Dementia and Public Health a Patient/Caregiver Panel**

**Lecturers:** Santulli/Pipas

**Objectives:**

1. Define dementia, and differentiate it from Alzheimer's disease;
2. Review the reasons for the increasing numbers of persons with dementia throughout the world;
3. Describe a number of lifestyle changes and their potential effect on delaying the onset of dementia;
4. Explain how delaying the onset of dementia could significantly reduce the burden of disease across a population;

November 8<sup>th</sup> (Saturday): Optional attendance of the Upper Valley Memory Café meeting from 10 AM – Noon (Assignment from Dr. Santulli, per Class 16)

### **Week IX: Topics and Interventions across the Life Cycle**

**Class 17-November 11<sup>th</sup>: Obesity Prevalence and Prevention in Youth**

**Lecturers:** Dalton/Longacre/Pipas

**Objectives:**

1. Define overweight/obesity and review nationwide trends.

2. Using the socio-ecological model of health, identify factors that influence children's and teens' physical activity and food choices.
3. Highlight environmental and policy changes achieved by community coalitions supported through NH's Healthy Eating Active Living program.
4. Understand the nature and extent of food marketing to children.
5. Discuss the impact of media and advertising on children's and teens' diets.

**17X-hour-November 12<sup>th</sup>: TEAM TIME**

**Class 18-November 13<sup>th</sup>: STUDENT CHOICE of Current Health Topic** (vote by session 10)

**Optional Session Objectives:**

1. Safety and Emergency Preparedness (TBD)
2. Ethical Code and Legal Analysis of PH Challenges- Bill Nelson
3. Tobacco Cessation- Susan Tanski
4. Leadership Wellness and Time Management-Pipas
5. Current events (ex. Ebola)- TBD
6. Other topics TBD (revisited or new)

**Lecturers:** TBD/Pipas

**Week X: Final CHIP Team Presentations and Papers**

**Class 19-November 18<sup>th</sup>: Team Presentation & Reception**

**Nov 21<sup>st</sup> (Friday): Team Papers Due by 11:59 p.m.**

**Public Health Course Contacts:**

**Course Director**

**Catherine Florio Pipas, MD, MPH**- Professor of Community and Family Medicine at Geisel School of Medicine, Adjunct Professor of Sociology, Dartmouth College, Assistant Dean and Co-Director of the Geisel Office of Leadership Development (GOLD) Geisel School of Medicine Family Physician, Dartmouth Hitchcock Medical Center.

**Curriculum Advisory Committee (CAC)**

1. **Denise Anthony, PhD**, Faculty Liaison to the Department of Sociology
2. **Lindsay Newton, TA**, Dartmouth College '15
3. **Sarah Whittaker, TA**, Dartmouth College '16
4. **Shozer Dawn, TA** Dartmouth College '16

5. **Jocelyn Powelson**, TA Dartmouth College '14
6. **Lee Witters, MD**, Professor of Medicine and Biochemistry at Geisel School of Medicine, Professor of Undergraduate Biology, Advisor for the Nathan Smith Pre-medical society
7. **Lisa Purvis, MBA, MPH EdD, (c)**, Course Director, The Social and Behavioral Determinants of Health, The Dartmouth Institute for Health Policy & Clinical Practice
8. **Karen A. Tombs, EdD**, Director of Education, The Dartmouth Institute for Health Policy & Clinical Practice
9. **Tracy Dustin-Eichler**, Program Officer, William Jewett Tucker Foundation

### Community- based Organization Leaders and Contacts

1. **The Upper Valley Haven**
  - Sara Kobylenski- Executive Director
  - Email: [SKobylenski@UpperValleyHaven.org](mailto:SKobylenski@UpperValleyHaven.org)
2. **WISE of the Upper Valley**
  - Kate Rohdenburg- Program Manager
  - Email: [kate.rohdenburg@wiseoftheuppervalley.org](mailto:kate.rohdenburg@wiseoftheuppervalley.org)
3. **West Central Behavioral Health**
  - Suellen Griffin- President/CEO
  - Email: [hiedipostupackmoore@wcbh.org](mailto:hiedipostupackmoore@wcbh.org)
4. **Upper Valley Trail Alliance**
  - Russell Hirschler, Executive Director
  - Email: [russell.hirschler@uvtrails.org](mailto:russell.hirschler@uvtrails.org)

### Content Experts

1. **Lisa V. Adams, MD**- Associate Dean for Global Health and Director of the Center for Health Equity at Geisel School of Medicine; Faculty Advisor, Global Health Initiative/ John Sloan Dickey Center of International Understanding, Adjunct Associate Professor of Geography, Dartmouth College; Practicing Physician in Travel Medicine and Immigrant and Refugee Health, Dartmouth Hitchcock Medical Center.
2. **Denise Anthony, PhD**- Associate Professor of Sociology at Dartmouth College, Adjunct Associate Professor in the Department of Community and Family Medicine at Geisel School of Medicine, and Faculty Affiliate at The Dartmouth Institute for Health Policy & Clinical Practice.
3. **Madeline Dalton, PhD**- Professor of Pediatrics, Community and Family Medicine; Geisel School of Medicine and The Dartmouth Institute for

Health Policy & Clinical Practice; Director, Hood Center for Children and Families; Chair of the Evaluation Committee and member of Leadership Council for Healthy Eating Active Living New Hampshire; Member of the Steering Committee for Healthy People Happy Places.

4. **Margaret R. Karagas, PhD**- Professor and Section Head of Biostatistics and Epidemiology, Geisel School of Medicine
5. **Meghan Longacre, PhD**- Assistant Professor of Pediatrics, Geisel School of Medicine; Investigator at the Hood Center for Children and Families and the Cancer Control research group at Norris Cotton Cancer Center; Director of the Hood Center Initiative for Research-to-Practice Translational Partnerships; Board of Editors; Journal of Nutrition Education and Behavior.
6. **Jose Montero, MD, MHCDS**- Director of Public Health Services, NH Department of Health and Human Services
7. **Lisa Purvis, MBA, MPH, EdD(c)**- Program Manager and Lecturer at the Hood Center for Children and families, Instructor at The Dartmouth Institute for Health Policy & Clinical Practice
8. **Robert B. Santulli, MD**- Retired Director of Geriatric Psychiatry, Dartmouth Hitchcock Medical Center; Honorary Associate Professor of Psychiatry, Geisel School of Medicine, Former Director of Dartmouth Memory Clinic.
9. **Wilbur Woodis**, Senior Policy Analyst for External Affairs, Indian Health Service (IHS)