Colleges of Education, Liberal Arts, and Public Health and Human Sciences

Ignite Research Colloquium
Arts, Humanities, and Social Science Research: Impact on Individuals, Communities, and Public Policy

OCTOBER 25, 2019

WELCOME AND PRESENTATIONS
3:30 – 5:00 PM

RECEPTION
5:00 – 6:00 PM

Oregon State University
Welcome – CoE, CLA & CPHHS Ignite

• F. Javier Nieto, Dean, CPHHS
• Larry Rodgers, Dean, CLA
• Jana Bouwma-Gearhart, Associate Dean, CoE
• Tuba Ozkan-Haller, Associate Vice President, RO

Moderators:
• Marie Harvey, Associate Dean, CPHHS
• John Edwards, Associate Dean, CLA
Ignite Agenda and Timeline

3:30 – 3:45  Welcome

3:45 – 4:10  Session I
7 presentations; Q&A

4:10 – 4:35  Session II
7 presentations; Q&A

4:35 – 5:00  Session III
7 presentations; Q&A

5:00 – 6:00  Reception: wine, beer, hors d’oeuvres
SESSION I
Community health workers, social/health justice, and health care transformation
Community health workers, social/health justice, and health care transformation
# Out-of-home care in childhood and mortality by middle age

<table>
<thead>
<tr>
<th>Unpublished data</th>
<th>OHC</th>
<th>Never in OHC</th>
<th>RR (95% CI)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Deaths / total</td>
<td>Deaths / total</td>
<td></td>
</tr>
<tr>
<td>1958 Birth Cohort</td>
<td>105 / 931</td>
<td>996 / 16739</td>
<td>1.92 (1.52, 2.43)</td>
</tr>
<tr>
<td>1970 Birth Cohort</td>
<td>32 / 780</td>
<td>315 / 15638</td>
<td>1.93 (1.24, 3.02)</td>
</tr>
<tr>
<td>Pooled: $I^2 = 0.0%, p = 0.98$</td>
<td>1.92 (1.56, 2.37)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Published data</th>
<th>OHC</th>
<th>Never in OHC</th>
<th>RR (95% CI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vinnerljung$^a$</td>
<td>204 / 13891</td>
<td>*</td>
<td>1.54 (1.32, 1.76)</td>
</tr>
<tr>
<td>Thompson$^a$</td>
<td>29 / 20471</td>
<td>*</td>
<td>1.61 (1.10, 2.28)</td>
</tr>
<tr>
<td>Vinnerljung$^a$</td>
<td>103 / 13100</td>
<td>*</td>
<td>1.59 (1.27, 1.84)</td>
</tr>
<tr>
<td>Kalland$^a$</td>
<td>68 / 13371</td>
<td>*</td>
<td>3.80 (2.49, 5.56)</td>
</tr>
<tr>
<td>Hjern$^a$</td>
<td>52 / 6437</td>
<td>2170 / 955326</td>
<td>3.30 (2.40, 4.70)</td>
</tr>
<tr>
<td>Juon$^a$</td>
<td>5 / 23</td>
<td>82 / 1219</td>
<td>3.61 (1.47, 8.90)</td>
</tr>
<tr>
<td>Gao$^a$</td>
<td>182 / 1400</td>
<td>614 / 13648</td>
<td>2.85 (2.39, 3.39)</td>
</tr>
<tr>
<td>Pooled: $I^2 = 89.2%, p &lt; 0.001$</td>
<td>2.31 (1.72, 3.11)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total pooled: $I^2 = 85.7%, p &lt; 0.001$</td>
<td>2.21 (1.74, 2.79)</td>
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</tr>
</tbody>
</table>
Age at first placement into out-of-home care in childhood and mortality by middle age

<table>
<thead>
<tr>
<th>Age at first Placement into OHC</th>
<th>Deaths / Total</th>
<th>RR (95% CI)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early childhood</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1958 Birth Cohort</td>
<td>39 / 400</td>
<td>1.65 (1.15, 2.38)</td>
</tr>
<tr>
<td>1970 Birth Cohort</td>
<td>9 / 312</td>
<td>1.37 (0.61, 3.08)</td>
</tr>
<tr>
<td>Vinnerlinga</td>
<td>102 / 8596</td>
<td>1.35 (1.08, 1.62)</td>
</tr>
<tr>
<td>Vinnerlingb</td>
<td>69 / 8002</td>
<td>1.49 (1.13, 1.85)</td>
</tr>
<tr>
<td>Gao</td>
<td>76 / 873</td>
<td>1.81 (1.42, 2.32)</td>
</tr>
<tr>
<td>Pooled: $\hat{p} = 0.0%$, $p = 0.47$</td>
<td></td>
<td>1.52 (1.35, 1.72)</td>
</tr>
<tr>
<td><strong>Middle childhood</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1958 Birth Cohort</td>
<td>30 / 297</td>
<td>1.66 (1.07, 2.55)</td>
</tr>
<tr>
<td>1970 Birth Cohort</td>
<td>13 / 232</td>
<td>2.31 (1.14, 4.67)</td>
</tr>
<tr>
<td>Vinnerlinga</td>
<td>102 / 5315</td>
<td>1.78 (1.42, 2.14)</td>
</tr>
<tr>
<td>Vinnerlingb</td>
<td>34 / 5098</td>
<td>1.84 (1.21, 2.47)</td>
</tr>
<tr>
<td>Gao</td>
<td>27 / 176</td>
<td>3.48 (2.36, 5.14)</td>
</tr>
<tr>
<td>Pooled: $\hat{p} = 60.3%$, $p = 0.04$</td>
<td></td>
<td>2.08 (1.59, 2.72)</td>
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<tr>
<td><strong>Late childhood/adolescence</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1958 Birth Cohort</td>
<td>35 / 233</td>
<td>2.76 (1.88, 4.06)</td>
</tr>
<tr>
<td>1970 Birth Cohort</td>
<td>11 / 236</td>
<td>2.32 (1.09, 4.91)</td>
</tr>
<tr>
<td>Gao</td>
<td>79 / 351</td>
<td>5.25 (4.13, 6.67)</td>
</tr>
<tr>
<td>Pooled: $\hat{p} = 80.6%$, $p &lt; 0.01$</td>
<td></td>
<td>3.43 (2.00, 5.90)</td>
</tr>
</tbody>
</table>
A Reverse Turning Test
Current Projects

1. Broad access institutions book
2. Equity in student transfer in and outside of Oregon
3. Evaluation of OSU Faculty Student Mentoring Program (FSMP) pilot program
Qualitative Research Cluster
(an initiative funded by OSU Center for the Humanities)

College of Liberal Arts
School of History, Philosophy, and Religion
• Jacob Hamblin, Professor of Environmental Arts and Humanities
• Melissa Cheyney, Associate Professor of Applied Anthropology
• Emily Yates-Doerr, Assistant Professor of Applied Anthropology
• Shaozeng Zhang, Assistant Professor of Applied Anthropology (co-organizer)

College of Public Health and Human Sciences
School of Biological and Population Health Sciences
• Stephanie Grutzmacher, Assistant Professor of Nutrition | Global Health
• Sunil Khanna, Professor of Global Health.
• William V. Massey, Assistant Professor of Kinesiology

School of Social and Behavioral Sciences
• Kelly Chandler, Assistant Professor of Human Development and Family Sciences
• Katherine MacTavish, Associate Professor of Human Development and Family Sciences
• Carolyn Mendez-Luck, Associate Professor of Health Management & Policy (co-organizer)
Goal: Provide Graduate Students Rigorous and Comprehensive Training in Qualitative Methods

1. Coordinate and align teaching across academic units
2. Develop graduate minor degree in qualitative methods
3. Increase students’ exposure to mixed methods research

<table>
<thead>
<tr>
<th>Theoretical background &amp; Overview of methods</th>
<th>Praxis experience</th>
<th>Developing qualitative research project</th>
<th>Data Analysis &amp; report writing With Lab</th>
<th>Advanced topics</th>
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</thead>
<tbody>
<tr>
<td>Historical roots</td>
<td>In-depth exercises on major methods</td>
<td>Frame research</td>
<td>Methodological approaches</td>
<td>Application of qualitative methods in public health and HDFS:</td>
</tr>
<tr>
<td>Main theories</td>
<td>*Memo writing</td>
<td>Develop research question and methods</td>
<td>*coding</td>
<td>*Rapid ethnography, *McGill Illness Narrative Interview (MINI)</td>
</tr>
<tr>
<td>Inductive &amp; deductive paradigm</td>
<td>*Field notes</td>
<td>*Sampling</td>
<td>*grounded theory</td>
<td>*Mixed methods research</td>
</tr>
<tr>
<td>The self: reflexivity</td>
<td>*Organization &amp; management of data</td>
<td>*data collection</td>
<td>*comparative case analysis</td>
<td>*Consultation seminar on all issues (research questions; sampling, etc.)</td>
</tr>
<tr>
<td>Main methods of participant observation; interviewing; focus group</td>
<td>*Reflexivity</td>
<td>*reflexivity</td>
<td>*etc</td>
<td>*Case Study</td>
</tr>
<tr>
<td></td>
<td>*practical considerations &amp; lessons learned</td>
<td>*analysis</td>
<td></td>
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<td></td>
<td></td>
<td>*IRB</td>
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</tbody>
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Current areas of research

1. Health care delivery systems
   - Accountable care

2. Mental health
   - Co-occurring conditions
   - Spillover to criminal justice
   - Suicide prevention-system perspective
HMP research agenda

• Innovative health care delivery and financing approaches
• Health insurance, access and health outcomes
• Mental/behavioral health policy
• Health care quality measurement
• Reproductive health, access to contraceptive and abortion services
• Health and healthcare equity
• Long-term care
• Economic evaluations (cost-effectiveness analysis)
William Loges
Associate Professor

The Geometry of Learning:
Why Classrooms Matter
Q & A
SESSION II
HB 2005 Oregon Paid Family Medical Leave to begin 2023

Goldin 2006
Family Policy Group at Hallie Ford Center

Expertise

• Family processes – family stress, mental health, family relationships
• Work-family functioning / caregiving
• Child care
• Parent education and parenting practices
• Child and family poverty
• Family inequalities

• Lutz Family Policy Graduate Research Fellow

Activities

• Regular meetings
• Grants
• Policy briefs
• Papers
• Family Impact Seminar

Email: david.rothwell@oregonstate.edu
Twitter: @davidwrothwell
Web: http://health.oregonstate.edu/rothwell
ACORN: Working-Class Politics in America’s Second Gilded Age

Marisa Chappell
Associate Professor of History

People’s Platform 1979

Members of ACORN from across the country marching on the Democratic Party’s Midterm Conference
Memphis, Tennessee, 1978

Anti-Foreclosure Work 2000s

Energy

Low and moderate income people should not have to bear more than their fair share of energy costs, and the costs of energy development should be kept as low as possible.

Housing

Programs which are working well in some ACORN neighborhoods need to be strengthened in order to increase those communities’ effectiveness in meeting the basic goal of ending the shortage of decent, reasonably-priced housing for low-income people.

Community Development

Community development funds should be spent only on the basic needs of low-to-moderate-income neighborhoods, and people in those neighborhoods must have the power to decide what the money should be spent on.

Health Care

The adequacy and availability of health care to low-to-moderate-income people in urban and rural areas must be increased while costs must be brought under control.

Jobs

Every person who wants to work has the right to a job, and that job must pay a living wage and offer the opportunity for training and advancement.

Rural Issues

The needs of those who live on and work on the wide expanses of non-urban land in our country must be addressed fairly and thoroughly by a nation which is in danger of letting its heartland fall victim to lethal neglect.

Representation

Low-to-moderate-income people have a right to full representation and participation in all institutions which effect their lives.
Teacher Inquiry to Support Language & Literacy Development in Diverse Classrooms

Reframing teacher professional development through inquiry

Amanda Kibler
Associate Professor, College of Education
amanda.kibler@oregonstate.edu

Reframing what it means to “teach” language to emergent bi/multilingual students

“Language”

Science, Math, Social Studies, Language Arts

Language Language Language Language Language Language Language Language Language Language Language Language

Science Math Social Studies Language Arts

**The “What”**

- Reflect & implement
- Develop vision & researchable question
- Design instruction & gather data
- Analyze data

**The “Why”**

- **Response** to changing K-12 approaches to teaching English language development
- **Means** of supporting teacher professionalization, instructional improvement, and equitable classroom environments for emergent bi/multilinguals
- **Opportunity** to add to scholarly conversations on “academic language”

**My expertise:** teacher education, bi/multilingualism, language development, discourse analysis

**My goals:** District-level and regional partnerships and networks
Understanding the Lived Experience of Food Security to Improve the Social Safety Net

stephanie.grutzmacher@oregonstate.edu
LOW-INCOME MEN
In what ways are low-income men excluded from the safety net? What factors improve or worsen their food insecurity?

COLLEGE STUDENTS
What are institutions doing to support food insecure students? Are these strategies utilized and effective?

FARMWORKERS
How do farmworkers and farmers manage food insecurity? What types of resources are they willing to use?

OLDER ADULTS
What contextual characteristics affect older adult food security? What are the barriers to and facilitators of SNAP use among older adults?

AG DEVELOPMENT IN ETHIOPIA
Can small ag projects improve women’s income and household food security? How can we jointly build capacity for PH and community professionals and students?
Welcome to the Substance Use & Neurocognition (SUN) Lab!

Substance abuse is a global issue that is also prevalent in our own community. It is characterized by patterns of behavior that negatively impact users' physical and mental health, and is costly to society. In the Substance Use & Neurocognition (SUN) Lab, directed by Dr. Anita Cservenka, we explore the effects of adolescent and young adult substance use on cognition. It is important to understand these effects in order to create education and treatment programs designed to minimize harm caused by substance abuse during critical periods of brain maturation.
Alcohol, Marijuana, and Emotion Study

Principal Investigator: Dr. Anita Cservenka

The purpose of this research study is to understand how alcohol and marijuana use and non-use affect social and emotional functioning in young adults.

To participate in this research, you must:

- Be 18-30 years old
- Be fluent in English
- Be a US citizen
- Be a frequent user of alcohol OR
- Be a frequent user of marijuana and alcohol
- Have no more than 15 uses of other illicit substances
Modernizing STEM education systems: How to best disrupt less-than-effective practices and structures towards preparing diverse educators and students for contemporary STEM-related societal needs?

Student-, faculty-, and organization-focused studies

Jana Bouwma-Gearhart
Associate Dean of Research
College of Education
## Student Learning/Development

- Modeling-based inquiry and science content/processes understanding
- Effects of impulsivity and mindset on students’ self-efficacy/interest in STEM
- Engineering student identity development and learning in university makerspaces
- *Factors impacting graduate students’ development of researcher identities*

## Postsecondary Education Fac/Org Work and Development

- Motivation/efficacy of faculty to improve teaching/research
- Faculty/organizations’ learning about/implementing evidence-based instructional practices/tools
- Faculty use of data to inform teaching
- National STEM education improvement initiatives networking towards collaborative impact
- *The development/efficacy of faculty inter/trans-disciplinary research/teaching-related collaborations*
- *Faculty innovation and entrepreneurship: preparation and P&T policies/practices*
- *Faculty well-being and mental health*

* Connotes more interest in expanding research collaborations around
Q & A
SESSION III
John Edwards
Professor and Associate Dean

Meditation and Buddhist Philosophy
Who We Are:

- campus-community partnership
- in 7th year
- focus on maker advocacy with an emphasis on interdisciplinary, multi-generational collaboration. Posits community creative expression as an index of public health
- flagship event is Corvallis Maker Fair every spring (Apr 25, 2020)
- nearly 7,000 guests, over 150 maker groups & 20 campus-community partners
What We Seek:

• faculty, student and community members to join our leadership team
• researchers interested in how people learn and self-identify within affinity-based gathering spaces
• evaluation of “making” as means of supporting community social and economic health

facebook corvallismakerfair twitter #TheCoCorvallis
Charles.Robinson@oregonstate.edu
We are (re)tooling and (re)imagining the FCLLab, Cyberlab and Visitors Center at HMSC

Focusing on the concepts, knowledge, places, and skills of remaking, reusing, and relearning, harnessing the efforts of the Make community, the marine education and industry communities, and under-resourced or culturally marginalized communities who "make do" by remaking, repairing, reusing on a daily basis as well as university-sponsored places and events where communities, undergraduate and graduate students, and experts work together to teach and learn such skills.
Aspects of Tibetan Buddhism
Part 1: Animal Ethics
Aspects of Tibetan Buddhism
Part 2: Guru Devotion
Mapping the Arts and Public Health Landscape: Exploring the Arts as a Social-Environmental Determinant of Community Health, Well-Being, and Vitality

The Arts, Health and Place Research Question

How, why and where do Oregon’s communities, sectors, and diverse resident populations, experience local arts and cultural assets as a social-environmental determinant of mental health, social-emotional well-being, health equity, and community vitality?

Evidence-Based Practice
Collaborative research to expand the intersections of the arts, community vitality and public health through strategic interdisciplinary discovery, translation, and dissemination.

Practice-Based Evidence
Participatory research to expand our understanding of the interplay between arts and health and well-being attributes of people and community places.

Deborah H. John, Professor, School of Biological and Population Health Sciences, Public Health Extension Specialist, Health Equitable Communities
deborah.john@oregonstate.edu

OREGON STATE UNIVERSITY | COLLEGE OF PUBLIC HEALTH AND HUMAN SCIENCES
Extension HEALth MAPPS™: Engaging Communities and Visualizing the Interplay of The Arts & Mental Well-Being

Enabling community-engaged, cross-stakeholder participatory discovery and learning collaborations that inform and disseminate local priorities, and translate decisions into place-based arts exposures and participation opportunities

• Arts and HEALth MAPPS™ will explore, explain, and visualize where, how, and why...
  • Diverse lived experiences of arts participation/arts exposures in community spaces and places relate with feelings for people and groups
  • Experiences *evoke* Feelings *drive* Behaviors, both pro- and anti-social
  • Population behavioral health influences, and is influenced by, the local arts context and culture as a social-environmental determinant of community health and well-being

*Adapting HEALth MAPPS™ to the question, engaging beneficiaries in the answer... Mapping People’s Social-Emotional Well-Being and Place-Based Arts Exposures*
Noise Pollution: The Soundtrack of Our Lives
Dana Reason, PhD
Coordinator of Contemporary Music and Research
1. Parallel Play → Integrated Research
2. Sonification: Data Patterns
3. Sonic Fatigue Syndrome
Q & A
Thank you – Please join us at the reception!

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