

BREAK THE CYCLE OF CHILDREN'S ENVIRONMENTAL HEALTH DISPARITIES

BREAK THE CYCLE 14

PROMOTING HEALTH EQUITY FOR ALL CHILDREN



EXPLORING
SOCIAL, ECONOMIC AND ENVIRONMENTAL
DETERMINANTS OF HEALTH

BREAK THE CYCLE FACULTY

I. Leslie Rubin, MD
Robert J. Geller, MD
Claire Coles PhD
Abby Mutic, MSN, CNM
Victoria Green, MD
Benjamin Gitterman, MD
Joav Merrick, MD
Wayne Garfinkel BSCE
Nathan Mutic, MS

Visit us at:
www.pehsu.emory.edu
www.breakthecycleprogram.org

A Program of

**Southeast Pediatric Environmental Health Specialty Unit at Emory University and
Break the Cycle of Health Disparities, Inc.**

The Southeast PEHSU and Break the Cycle of Health Disparities, Inc. invites students from a variety of disciplines in universities and colleges to participate in our Annual *Break the Cycle* programs focusing on social, economic and environmental influences on children's health, growth and development.

Children who grow up in circumstances of social and economic disadvantage are at greater risk for exposure to adverse environmental factors and are more likely to suffer consequent adverse health and developmental outcomes. *Break the Cycle* supports an interdisciplinary set of student-driven research projects that explore the social, economic and environmental factors that adversely affect children's health and well-being, and creatively develop ways to reverse this situation to promote improved health and well-being for this group of children and, thereby, *Break the Cycle of Environmental Health Disparities* (see the diagram below).

Students are required to work with their academic mentors to submit a proposal on how they would develop a project to *Break the Cycle*. Proposals will be reviewed and a limited number will be selected based on relevance to the cycle of environmental health disparities, creativity, feasibility, and strength of the project plan. Those selected will have the opportunity to work with the *Break the Cycle* faculty and with other students from around the country and internationally to see the project through and present their research results and findings at an annual conference scheduled for the spring of 2019. There will be monthly conference calls to review projects and provide perspectives and guidance. During these conference calls, faculty and students will have the opportunity to communicate and collaborate with their counterparts in other disciplines at other universities. Students will also be required to write a scientific paper on their project which will be published in an international peer-review journal as well as a chapter in a book.

Since the inception of the Break the Cycle program in 2004-2005, have we partnered with over 30 different university departments in 11 States in the USA as well as internationally, and have supported research for over 100 students. We have had 10 monographs published in international journals and 10 books. In 2012 we conducted a survey of past students who rated their experience with *Break the Cycle* valuable, and many continued to pursue career interests related to their work on their *Break the Cycle* projects.



Project Guidelines

- University Faculty identify students who have an interest in this topic area and encourage and support the student in the selection of an idea for research. We specifically look for projects that address **social, economic and environmental factors that adversely affect the health of children living in poverty.**
- During the project period there are monthly conference calls to monitor the progress of the research projects, share ideas and assure that the project is on track and consistent with the spirit of the *Break the Cycle* concept. These conference calls are a requirement for all students and their mentors.
- At the end of the project period, the students have an opportunity to present their projects at a conference in Atlanta which will be open to the public and includes a keynote speaker of national stature.
- The students are expected to write papers on their projects which are submitted for publication in an international journal as a monograph of the Break the Cycle projects. The papers will also be published as chapters in a book of student Break the Cycle projects.
- Funding of travel expenses and accommodation is provided for the student and faculty mentor.
- The progress and careers of the participating students are tracked to evaluate the impact of their participation in the Break the Cycle Program on their academic or professional careers.
-

The desired outcome:

- ❖ To inspire students from a variety of academic disciplines to explore the relationship between adverse social, economic and environmental factors and the health and development of children and to creatively generate strategies to address the challenges,
- ❖ To collaborate with an interdisciplinary team of academic leaders from different universities and colleges to creatively examine the broader issues of this topic,
- ❖ To promote leadership among the students, and
- ❖ To encourage faculty of our university partners to promote academic interest and social awareness in *Children's Environmental Health Disparities*.

BREAK THE CYCLE OF CHILDREN'S ENVIRONMENTAL HEALTH DISPARITIES

BREAK THE CYCLE 14

PROMOTING HEALTH EQUITY FOR ALL CHILDREN

